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EXAMINING THE FACTORS INFLUENCING UNIVERSITY STUDENTS' ADOPTION INTENTION TOWARDS TECHNOLOGY-ENHANCED LEARNING

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ABSTRACT

Past years, online education has become increasingly popular. Student now need to adapt to modern teaching-learning strategies and other services that use a digital or technological format. Hence the objective of this study is to investigate the influence of the compatibility, subjective norm, perceived ease of use and perceived usefulness factor on students' adoption intention to Technology- Enhanced Learning. Past studies had found compatibility, subjective norms, perceived ease of use and perceived usefulness of TEL would positively influence students' adoption intention to TEL. A quantitative method was used in this study and data was collected from 284 students in malaysia's university via online survey. PLS-SEM was used to analyze four (4) research hypotheses. The result found that compatibility and perceived usefulness showed significant influence on adoption intention to TEL by using LearningZone Moodle (LZM), whereas subjective norm and perceived ease of use did not have any significant influence on adoption intention to TEL by using LZM. Theoretically, this study provides empirical evidence on the factors that influence adoption intention to TEL. From a practical perspective, the study provides better understanding for education sector providers on the factor that they should focus to further expand the use of the TEL by using platform LZM.

Keywords: Compatibility, Subjective Norms, Perceived ease of use, Perceived usefulness, Technology Enhanced Learning

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INTRODUCTION

Technology-Enhanced Learning (TEL) is a relatively new area of research. The phrase was created in relation to working groups that the European Commission. It is currently frequently used to denote "a field of research focused on enhancing learning through the integration of current technologies and the design of novel ones" (Fominykh, Weidlich, Kalz & Hybertsen, 2022). Past years, online education has become increasingly popular. Without physical or geographic restrictions, it offers education participants a wealth of educational materials and a flexible setting (Rice, 2022). As a result of fundamentally altering how information is acquired, recent technological advancements have revolutionized the educational experience for students. In this case, the most accurate definition of technology would be as a tool that fosters and supports human learning. The use of scientific calculators, mobile tablets like the iPad, smart boards, video cameras, and obviously, computers and multimedia devices, can be seen as technology adoption in the area of education services. These are all inventions that have a major influence on classroom instruction and expand its scope (Nayanajith, Damunupola & Randy, 2019).

It is unavoidable that technology will be used in education during the pandemic (Mailizar et al., 2020; Kerres, 2020) Several recent research have addressed this topic. E-learning, a media integration for instruction that makes use of a centralized platform to arrange communication processes throughout instructional activities, is one of the technologies employed during the COVID-19. Some researchers on the use of e-learning in education were also presented at the Covid-19 (Abbasi et al., 2020; Alamanthari et al., 2020; Favale et al., 2020; Radha et al., 2020). However, there are currently few research on the use of e-learning in underdeveloped nations.

The COVID-19 issue would likely last for a considerable amount of time, according to the World Health Organization (WHO) in the past (Jagannath, 2020). They now need to adapt to modern teaching-learning strategies and other services that use a digital or technological format. The popularity of blended learning as one of the preferred learning modalities in universities has expanded with the introduction of COVID-19 (UNESCO, 2020). Teaching and learning are made challenging by "the lack of access to digital technology, poor Internet connectivity, low levels of online teaching skills of lecturers, and inadequate Wi-Fi" (Mukeredzi, 2021).

Based on Fominykh et al. (2022), the lack of study in TEL is concerning, because understanding TEL education can provide us with useful information. Furthermore, a wide-ranging study of TEL programs could provide theoretical and methodological implications contributing to better understanding of interdisciplinary fields and to the development of new study programs.

For those who construct educational programs, TEL is crucial. When deciding whether students and teachers are ready to embrace or reject TEL, adoption is a key issue to consider. There are several factors that should be considered. As stated by Tawafak (2019). A lot of studies utilized technology acceptance theory (TAM) in exploring factors that influence in TEL adoption. The identified variables from the Technology Acceptance Model (TAM) by Davis (1989) include perceived usefulness, perceived ease of use, and behavior intention. However, this study attempts

to extend the direct factors proposed in TAM model in which this study also consider other factors such as compatibility and subjective norms.

According to Khechine and Trigui (2019), compatibility is listed as one of the criteria impacting students' intentions for TEL. another study conducted by Kim, Park, and Choi (2020) found that subjective norms have a big impact on students' inclination to use mobile learning. In order to assess students' adoption intention for technology-enhanced learning, the study emphasizes the significance of taking social norms into account. As compatibility, subjective norms, perceived ease of use, and perceived usefulness might be among the factors influence students' intentions to embrace TEL, hence the objective of this study are to examine the influence of the compatibility, subjective norms, perceived ease of use, perceived usefulness on students' adoption intention to Technology- Enhanced Learning.

LITERATURE REVIEW

The underpinning theory for this study is Technology Acceptance Model (TAM) developed Fred Davis in 1980. This theory had grown in popularity as one of the models most commonly used to analyze technology adoption (Arpaci & Basol, 2020). It explains why people accept and use new technology. Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) are the two main notions on which the TAM's underlying theory is founded (Arpaci & Basol, 2020). These constructs are modified by a few other elements that affect how consumers perceive and intend to utilize a certain technology.

However, in some cases, external factors can be incorporated into the model to increase the predictive validity of the model. Many factors affecting students' intention to use TEL can be investigated in this way. Selecting the external variables depends on the context such as technology, users, and area of use (Iqbal & Bhatti, 2015). This study considered subjective norm and compatibility. Through this regard, this study extended the model by adding external variables in addition to ordinary TAM constructs.

Technology- Enhanced Learning (TEL), which can be learned or studied online, off-line, or using a combination of both modalities, can be defined as the use of a computer or other technology to give training or education courses to learners or students (Hemming, 2008; Al-Busaidi, 2013). TEL thereby gives students a better option to learn online or offline at any time that suits them, and it may also be seen as enforcing efficiency, self-motivation, and communication.

Compatibility is considered as an indicator of students' adoption intention (Venkatesh et al., 2003). The degree to which an invention is viewed as consistent with the existing values, prior experiences, and needs of potential adopters is referred to as the compatibility (Rogers, 1995).

Compatibility is also described as "the degree to which a new technology is continuously seen with prior experience, existing values, and needs of latent adopters" (Dubey & Sahu, 2021).

Based on Barnard and Lan (2020), one of the major factors affecting students' inclination to adopt was compatibility. According to the study's conclusions, students' inclination to use mobile learning was strongly predicted by compatibility. Particularly, the academic requirements, preferences, and technical aptitude of students as well as the compatibility of mobile learning apps with these factors substantially affected their adoption intention.

According to Liu, Liao, and Pratt (2019), compatibility was one of the major variables the researchers found to affect students' inclination to adopt. They discovered that students are more likely to accept new technology into their learning process when it is in line with their preferences, learning styles, and requirements. In order to improve compatibility and encourage students to accept technology-enhanced learning, the research also emphasized the significance of offering user-friendly interfaces, clear instructions, and technical assistance. Based on the findings from past studies, hence the hypothesis was developed as follows:

H1: Compatibility of TEL would positively influence students' adoption intention to TEL

Subjective norm, specifically, as the individual's thinking and opinion based upon what others believe that they perform or not to perform in a precise manner (Finlay et al., 1999). According to Ajzen (1991), the term "subjective norm" refers to the social pressure to engage in a particular behaviour or not. Meanwhile, as stated by Finlay et al. (1999), a subjective norm is a person's thinking and view that is dependent on what other people think they do or do not do in a given way.

According to the Huanga, Teob, Sánchez-Prietoc, Peñalvoc & Migueláñezc (2019), subjective norm was found to be significantly related to TEL. This study conducts in Chinese university teacher and Spanish university teacher. In other words, if teachers believe their significant others or other relevant referents agree that they should, then they may employ technology in the classroom. It is also important to note that although studies have shown that Chinese people are highly collectivist-oriented, the perceptions of the Chinese teachers were not necessarily related to their preference for group interests; rather, subjective norm was found to be significantly related to TEL among Chinese teachers.

Similarly, Al-Okailya, Alqudahc , Matar, Lutfi and Taamneh (2020) attempted to examine the factors that influence Jordan universities student's intention to use e-learning system. Their result has confirmed the positive of direct effect of subjective norm on the students' intention to use e-learning system. Based on AlHamad (2020), subjective norm can improve the behavioral intention to embrace E-learning system. This study has conduct in university students at UAE. Students' ideas and attitudes about technology-enhanced learning were significantly shaped by their perceptions of social influence from peers, teachers, and other relevant social groups. The study

emphasises the use of arbitrary standards in comprehending students' technological adoption patterns in academic settings.

However, based on Saleem, Kamarudin, Shoaib & Nasar (2021) it was found that subjective norms showed a non-significant influence on students in Pakistan. It is wise to approach the use of augmented reality apps in online learning from logical angles. Due to the fact that augmented reality applications exhibit virtual things in 3D, 4D, and 5D in a real-time environment utilising smartphones or tablets, the students' experience using augmented reality apps boosts their knowledge. It makes sense that an augmented reality software would encourage interaction and produce the most knowledge possible. Based on the findings from past studies, hence the hypothesis was developed as follows:

H2: Subjective norms of TEL would positively influence students' adoption intention to TEL

According to Davis (1989), PU describes "the extent to which a person believes that using a particular system would enhance his or her job performance." According to the "Unified Theory of Acceptance and the Usage of Technology (UTAUT)" (Venkatesh et al. 2003), PU is similar to "performance expectancy The degree to which a person believes they will continue to utilise a specific system is known as continuous intention (Venkatesh et al. 2003).

Al-Okailya et al (2020) aimed to investigated the factors influencing student intention to use e-learning system within the Jordanian universities context. Their result has confirmed the positive influence of perceived ease of use on the students' intention to use e-learning system. Another study conducted by AlHamad (2020) also revealed that students are more inclined to adopt and incorporate technology into their learning experiences when they believe it to be simple to use. The perception of ease of use reduces barriers to adoption and resistance, and it motivates students to experiment with and employ technological tools in their academic pursuits. Perceived ease of use can improve the behavioral intention to embrace E-learning system among university students in UAE Students are more likely to embrace and use e-learning technologies for their educational activities if they believe that they are simple to use. Based on the findings from past studies, hence the hypothesis was developed as follows:

H3: Perceived ease of use of TEL would positively influence students' adoption intention to TEL

An individual's subjective view of the extent to which a specific system, product, or technology can improve their performance, productivity, or effectiveness in attaining their goals or satisfying their demands is referred to as perceived usefulness (Davis,1989). It is a purely subjective evaluation based on the user's expectations and opinions. A crucial idea in the study of technology acceptance and adoption is perceived utility.

Al-Okailya et al. (2020) aimed to examined the factors influencing student intention to use e-learning system in Jordan universities. A significant and positive influence of perceived usefulness on the students' intention to use e-learning system was revealed in the study.

Based on Wang, Jixin Wang & Tian (2021), the positive effects of perceived usefulness are significantly stronger followed by hybrid learning mode group and prerecorded video learning mode group in China. Students are more willing to adopt and use technology when they believe it will benefit their education. Students are greatly motivated to employ technology tools and resources in their educational activities when they see their usefulness. Perceived usefulness significantly improves the behavioral intention to embrace E-learning system among university students in UAE (AlHamad, 2020). Students are more likely to participate in worthwhile learning activities, collaborate with classmates, access pertinent materials, and experience better learning outcomes when they see technology as valuable and beneficial for their education.

According to Al Lily (2021) in the study examines how perceived usefulness affects students' adoption of technology-enhanced learning and uses the Technology adoption Model (TAM). The results indicate that acceptability of and desire to utilise technology for learning purposes among students are highly influenced by perceived usefulness. Students are more likely to accept and use technology when they believe it will improve their learning results. Similarly, based on Unal and Uzun (2021), as for the distinct effect of perceived usefulness, it was found a significant and positive impact of perceived usefulness on intention among university students in the Aegean, Turkey.

On other side, perceived usefulness is no significant to the intention to adopt e-learning for studying English (Li, He & Wong, 2021). The study failed to recognize how social influence affects perceived usefulness in the Chinese environment. The data showed that PU was not significantly and directly associated to intention. Students at Zhaoqing University are required to complete their assignments through the e-learning platforms U-campus and Blue Pigeon.

Although there are contradict findings between PU and student's intention to adopt TEL, most of the past studies found a significant finding. Hence, the hypothesis was developed as follows:

H4: Perceived usefulness of TEL would positively influence students' adoption intention to TEL

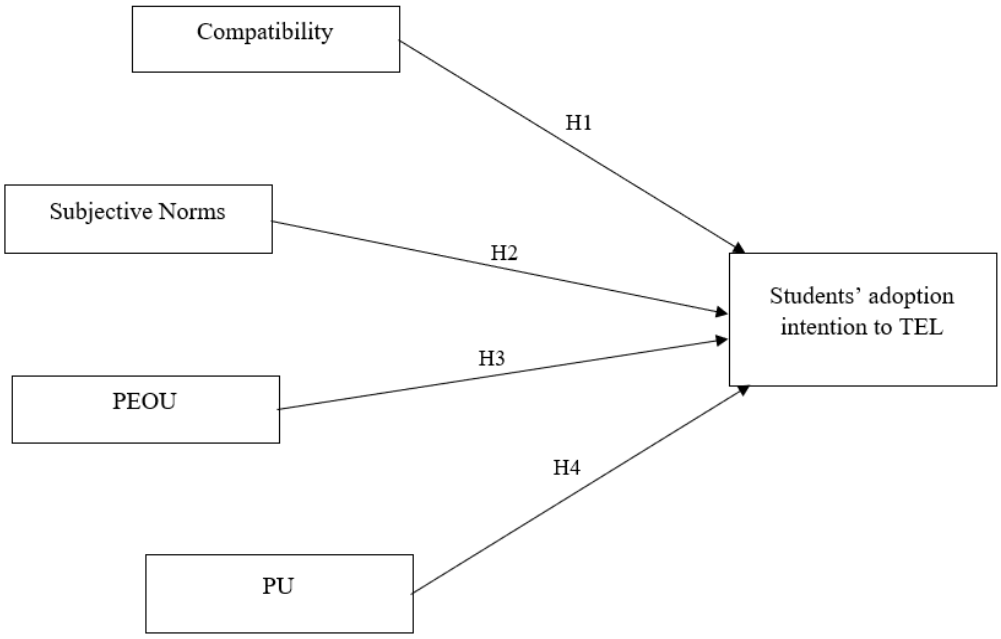

Figure 1. Conceptual Framework

RESEARCH METHODOLOGY

The objective of this research is to examine the influence of compatibility, subjective norms, PEOU and PE on students' adoption intention to Technology- Enhanced Learning (TEL), specifically LearningZone Moodle (LZM). The quantitative research design was utilized to attain these objectives. Convenience sampling technique was used in the study and the data collected among university students at east coast region in Malaysia.

This study used online survey questionnaires as data collection method and the respondents answered the questionnaire via google form. For TEL adoption intention, compatibility and subjective norm, the instrument were adapted from Venkatesh, Morris, Davis, & David (2003). While the perceived ease of use and perceived usefulness were adapted from David (1989).

In this present study, the data was analyzed through the PLS-SEM software. Ramayah et al. (2018) stated that PLS-SEM is primarily used for predicting purpose in a study. Hair et al. (2017) stated that the application of PLS-SEM have two main types of models involved which include measurement model and structural model. In the assessment measurement model, the three main criteria are internal consistency reliability, convergent validity (outer loading and average variance

extracted), and discriminant validity. Meanwhile, several procedures involved in a structural model assessment which include assessment of collinearity, the significance of the model, the level of R^2 and the effect size of f^2 and Q2 (Hair et al., 2014).

RESULT AND FINDINGS

A total questionnaire of 284 respondents were obtained for this study and all the responses were analyzed. The descriptive analysis is as follows:

Table 1: Descriptive Statistics

Constructs	Mean	Standard Deviation
1. Compatibility (C)	4.242	0.751
2. Subjective Norm (SN)	4.076	0.705
3. Perceived Ease of Use (PEoU)	3.978	0.834
4. Perceived Usefulness (PU)	4.054	0.793
5. Adoption Intention (AI)	4.220	0.793

Measurement Model Analysis

Measurement model consist of convergent validity, discriminant validity and reliability.

Convergent Validity

Convergent validity examines how well two measures represent a shared notion. Alternative measurements with poor convergent validity create ambiguities that make it difficult to evaluate study results (Carlson & Herdman, 2012).Convergent validity is more complex since it examines how well hypotheses of relationships between constructs retain up on the field of study. To prove convergent validity based on studies, have to show a positive correlation between related concept measures. First, the outer loadings are critical indicators that show the movement of the latent variable towards the observable variables. For outer loading, an outside loading value of 0.5 or above for a measurement item is deemed acceptable, whereas a value greater than 0.7 is considered exceptionally satisfactory.

Table 2: Outer Loadings

	AI	C	PEoU	PU	SN
AI1	0.880				
AI2	0.856				
AI3	0.779				
AI4	0.845				
C1		0.812			
C3		0.852			
C4		0.795			
C5		0.719			
PEoU1			0.827		
PEoU2			0.867		
PEoU3			0.829		
PEoU5			0.840		
PU1				0.839	
PU2				0.800	
PU4				0.803	
PU5				0.818	
SN1					0.721
SN2					0.668
SN3					0.877
SN4					0.781
SN5					0.660

Table 2 show the outer loading of the items. Based on the table, all outer loading values are greater than 0.5 and considered satisfactory except for the item AI5, C2, PeOU4, and PU3 in which the value is below than 0.5. Hence, the item was deleted from the model (Refer to Table 2 and Figure 2).

Table 3: Measurement Model

Constructs	**Items**	**Loadings**	***α***	**Composite reliability**	**Average variance extracted (AVE)**
Compatibility (C)	**C1**	0.812	0.873	0.873	0.633
	C3	0.852			
	C4	0.795			
	C5	0.719			
Subjective Norm (SN)	SN1	0.721	0.863	0.861	0.556

Constructs	Items	Loadings	α	Composite reliability	Average variance extracted (AVE)
	SN2	0.668			
	SN3	0.877			
	SN4	0.781			
	SN5	0.660			
Perceived Ease of Use (PEoU)	PEoU1	0.827	0.906	0.906	0.707
	PEoU2	0.867			
	PEoU3	0.829			
	PEoU5	0.840			
Perceived Usefulness (PU)	PU1	0.839	0.888	0.888	0.664
	PU2	0.800			
	PU4	0.803			
	PU5	0.818			
Adoption Intention (AI)	AI1	0.880	0.906	0.906	0.707
	AI2	0.856			
	AI3	0.779			
	AI4	0.845			

Convergent validity also required the average variance extracted (AVE) must be larger than 0.5. The AVE is determined by adding up the squared loadings of all indicators for a particular construct. **Table 3** shows that AVE is more than 0.5, that means all the value is acceptable. Based on the results obtained, the composite reliability value for Adoption intention to LearningZone Moodle is 0.906. Meanwhile, the reliability for the independent variables, compatibility, subjective norm, perceived ease of use, and perceived usefulness are 0.873, 0.861, 0.906, and 0.888 respectively. All reliability values are higher than 0.708 as suggested by Hair et al. (2019).

Discriminant Validity

The amount to which a latent variable may be discriminated between groups is known as discriminant validity. In certain contexts, the term "discriminant validity" is synonymous with "divergent validity". Moreover, the degree to which one construct may be distinguished from another in accordance with certain empirical criteria is referred to as its discriminant validity. Henseler, Ringle, and Sarstedt (2015) suggested an alternative approach to access discriminant validity through the Heterorait-Monotrait Ratio (HTMT). Therefore, this present study applied HTMT to analyze its discriminant validity. Through this result of discriminant validity, the HTMT value must be below 0.9.

Table 4: Discriminant validity result (HTMT ratio)

	AI	C	PEoU	PU	SN

AI				
C	0.876			
PEoU	0.834	0.811		
PU	0.884	0.812	0.872	
SN	0.814	0.785	0.795	0.804

Based on **Table 4**, all values are lower than the required threshold HTMT value of 0.90 recommended by Gold (2001). This finding indicates that discriminant validity is established for the constructs of the study.

Hypotheses Testing Result

A hypotheses is a provisional declaration or formal statement of theory that illustrates how two or more variables are predicted to interact (William, 2013).The hypotheses testing approach employs significance tests to evaluate the chance that a proposition is support or unsupported. The P-value measures the strength of evidence supporting a hypothesis.

Table 5: Significance of hypothesized relationships (direct)

Relationships	**VIF**	***β***	**SD**	***t*** **-value**	**-value**	**Confidence Interval**		**(f^2)**	**R^2**	**Decision**
						LL	**UL**			
H1:C → AI	3.645	0.396	.206	1.925	027	0.193	0.731	0.315		Supported
H2:SN → AI	3.478	0.147	0.208	0.706	240	-0.150	0.388	0.045	0.857	Unsupported
H3: PEoU → AI	4.990	0.050	0.201	0.251	401	-0.314	0.261	0.004		Unsupported
H4: PU → AI	4.179	0.400	0.222	1.802	036	0.108	0.780	0.225		Supported

*Note. SD = Standard Deviation, LL = Lower Limit, UL = Upper Limit, VIF = Variance Inflation Factor

R^2 is a way to evaluate how much an exogenous variable can explain the impact on a dependent variable. At the same time, the F-square assesses the magnitude of the influence between variables. The limits for interpreting the R-Square value are 0.75, 0.50, and 0.25, indicating that the model is substantial, moderate, and weak, respectively. The R^2 valuiyaae for adoption intention to TEL by using LZM is 0.857, indicating a moderate model based on (Hair, Risher, Sarstedt, 2019). Meanwhile, the limits for assessing the effect size (f^2) values are 0.02 as small, 0.15 as medium, and the value of 0.35 as large. The F^2 result shows that compatibility (0.315), subjective norm (0.045) and perceived usefulness (0.225) have medium effect meanwhile perceived ease of use (0.004) have small effect in producing R^2 for adoption intention to TEL by using LZM.

Table 5 showed the result for four hypotheses developed in this study. Hypothesis 1 stated that compatibility positively influences adoption intention to TEL by using LZM. The findings revealed that compatibility have significant and positive influence on adoption intention to TEL ($\beta= 0.396$, $p<0.05$) by using LZM. Thus, hypotheses 1 is supported. Hypotheses 2 stated that subjective norm negatively influence adoption intention to TEL by using LZM. The findings revealed that subjective norm does not have any significant influence on adoption intention to TEL ($\beta= 0.147$, $p>0.05$) by using LZM. Thus, hypotheses 2 is not supported.

Hypotheses 3 stated that perceived ease of use negatively influence adoption intention to TEL by using LZM. The findings revealed that perceived ease of use does not have any significant influence on adoption intention to TEL ($\beta=0.050$, $p>0.05$) by using LZM. Thus, hypotheses 3 is not supported. Hypotheses 4 stated that perceived usefulness positively influence on adoption intention to TEL by using LZM. The findings revealed that perceived usefulness ($\beta= 0.400$, $p<0.05$) positively influence on adoption intention to TEL by using LZM. Thus, hypotheses 4 is supported. In summary, the overall result indicates that from all four hypotheses developed in this study, there are two hypotheses were supported.

Figure 2 showed the overall model of the study.

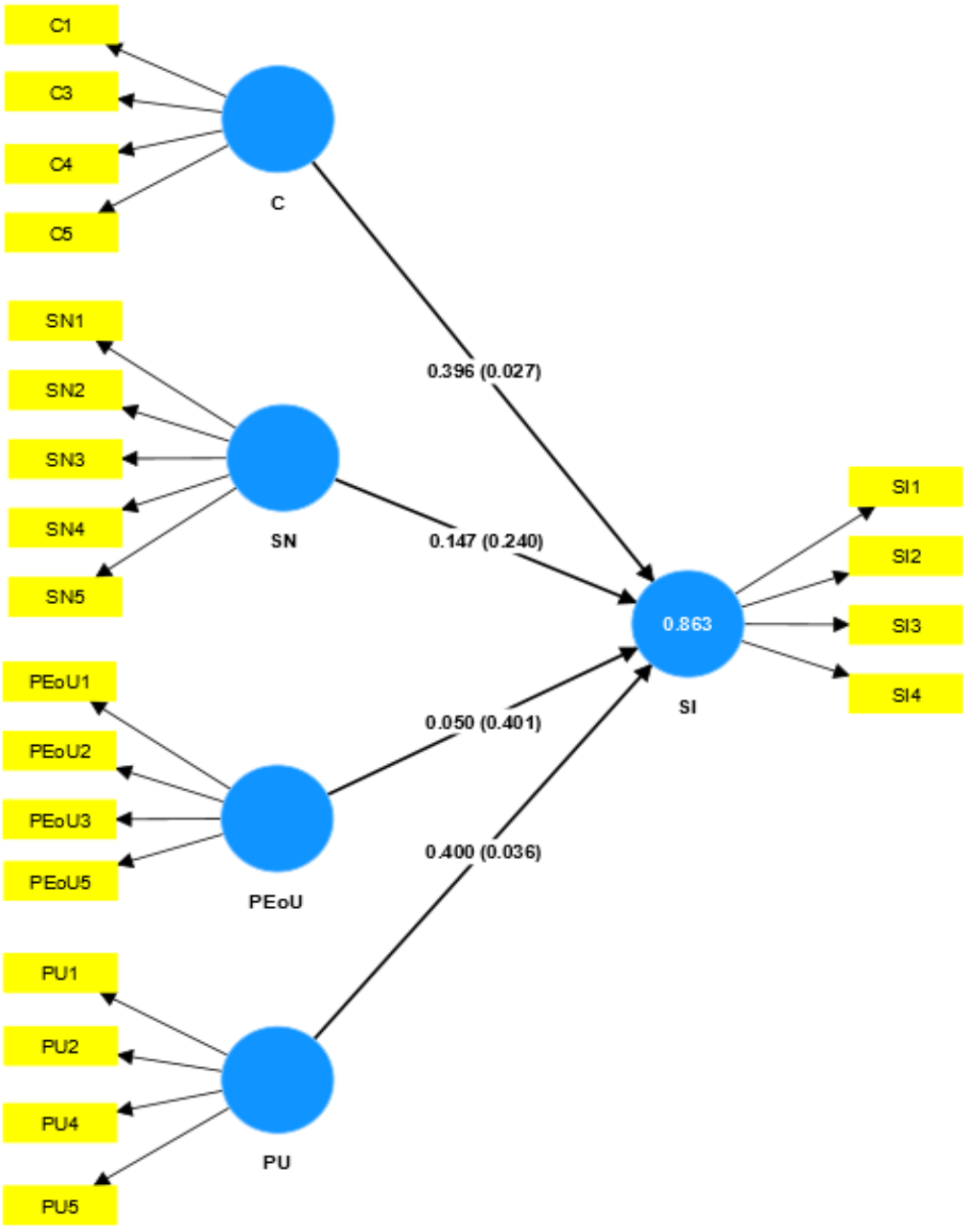

Figure 2: Overall mo

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DISCUSSION

This study is conducted to examine the influence of compatibility, subjective norm, perceived ease of use, and perceived usefulness on TEL by LearningZone Moodle among university students. Therefore, this research has been proposed and tested total 4 hypotheses. The outcome of results shows that 2 hypotheses were supported where another 2 were not supported.

Research Objective 1: To investigate the influence of the compatibility on students' adoption intention to Technology-Enhanced Learning

Based on the results of data showing the compatibility has positive influence on TEL. Current study tend to agree with the study of Barnard and Lan (2020) which found compatibility was a significant element that affected students' tendency to adopt. As per the study findings, compatibility was found to be a significant predictor of students' tendency to utilize mobile learning. Students' adoption intention was significantly impacted by their academic requirements, preferences, and technical competence, as well as by how successfully mobile learning apps worked with these variables. This current finding aligned with the study conducted by Liu et al. (2019) which discovered that compatibility was one of the key factors influencing students' propensity to adopt. According to their findings, students are more likely to embrace new technology if it aligns with their requirements, learning styles, and preferences. The study also stressed the need of providing user-friendly interfaces, clear instructions, and technical support to promote compatibility and encourage students to embrace technology-enhanced learning.

Research Objective 2: To investigate the influence of the subjective norms on students' adoption intention to Technology-enhanced learning

Second objective of this study is to examine influence of the subjective norms on students' adoption intention to TEL. In the present results which indicate that subjective norm has insignificant influence with TEL. This current finding is in line with past finding conducted by Saleem et al. (2021) which found that subjective norms had no significant impact on Pakistani students. Iwanaga et al. (2021) stated since the COVID-19 pandemic was announced, most educational institutions using traditional technologies, i.e. (Zoom, Google class, etc.) to conduct online courses. This does mean the adoption intention because of the COVID situation, not because of influenced by the other's judgments such as family and friends.

Research Objective 3: To investigate the influence of the perceived ease of use on students' adoption intention to Technology-Enhanced Learning.

Third objective of this study is to examine influence of the Perceived Ease of Use (PEoU) on students' adoption intention towards TEL. In the present results which indicate that PEoU has insignificant influence with TEL. This finding contradicts with past finding conducted by Al-Okailya et al (2020) stated that assess the favorable impact of students' intention to use an e-learning system on perceived ease of use. According to another study by AlHamad (2020), when students think technology is easy to use, they are more likely to embrace it and integrate it into

their educational experiences. Perceived simplicity of use lowers adoption and resistance barriers and encourages students to experiment with and use tech in their academic endeavors.

However, in this study, PEoU did not impact adoption intention towards TEL, specifically LMZ. This might be because, the LMZ is still new and most of the students thinks that PEoU might be more relatable factor for adaption intention to use KALAM.

Research Objective 4: To investigate the influence of the perceived usefulness on students' adoption intention to Technology-Enhanced Learning

Lastly, the fourth objective of this study to examine influence of the perceived usefulness on students' adoption intention to Technology-enhanced learning. This study found that perceived usefulness significantly influences with TEL. Result of this also study is similar with past studies conducted by Wang et al. (2021) in which found that the prerecorded video learning mode group and the mixed learning mode group are the next two groups in China where the positive impacts of perceived usefulness are notably larger. If they think technology will improve their education, students are more likely to adopt and use it. When students recognize the benefits of using technology in their studies, they become much more driven to use it. According to AlHamad (2020), university students in the United Arab Emirates have a much higher behavioral intention to use an e-learning system when perceived utility is high. When students believe technology is important and helpful for their education, they are more likely to collaborate with peers, take part in desirable learning activities, access relevant information, and achieve better learning outcomes. It was further noted by Al Lily (2021) Using the Technology acceptance Model (TAM), the study investigates how students' acceptance of technology-enhanced learning is influenced by perceived usefulness. The findings suggest that students' perceptions of the technology's utility have a significant impact on their acceptance of it and their motivation to use it for learning. When students feel that using technology would help them learn more, they are more likely to accept it and use it.

Conclusion AND IMPLICATIONS

In conclusion, this study was attempted to examine the influence of compatibility, subjective norm, perceived ease of use, and perceived usefulness on TEL by LZM among University students. It was discovered that two factors (compatibility and perceived usefulness) had made a significant contribution to the TEL by using LZM. However, there are limitations in this study. Firstly, the present study survey design limits to quantitative data, specifically survey. Future researchers can conduct in-depth interviews or do the big scale research to get more accurate results to support the evaluations Second, the present study's sample was generally focused on University in Malaysia,

making it unable to generalize these results. Further study might want to broader the sample and include other educational institution.

Several contributions can be highlighted from this study. This study adds to the literature and provide new evidence by showing that both compatibility and perceived usefulness has different degrees of influence on TEL by using LZM. Therefore, this research has successfully established certain principles for future research in this area of Technology Enhanced Learning (TEL). For practical contribution, as the finding revealed that perceived ease of use and subjective norm are factor that need to emphasize as it provides some insight for university to make a specific priority on these two factors. These findings also suggest that University need to better understand to students about the existence of LZM so that students know about the existence of the platform. In addition, the University also needs to provide guidance on how to use the platform or build a workshop so that students are more proficient and use technology in their learning such as LZM.

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