

INTISARI

Perkembangan teknologi digital telah mendorong implementasi sistem *e-learning* sebagai sarana pembelajaran utama di lingkungan pendidikan menengah kejuruan. Namun, tingkat penerimaan dan keberhasilan penggunaannya masih dipengaruhi oleh berbagai faktor kognitif dan motivasional yang belum sepenuhnya dijelaskan secara integratif. Penelitian ini bertujuan untuk menganalisis penerimaan dan keberhasilan penggunaan sistem *e-learning* melalui integrasi *Technology Acceptance Model 2 (TAM2)* dan *Self-Determination Theory (SDT)* dengan pendekatan *Partial Least Squares Structural Equation Modeling (PLS-SEM)*. Penelitian ini menggunakan metode kuantitatif eksplanatori dengan melibatkan 300 siswa SMK sebagai responden. Data dikumpulkan melalui kuesioner berbasis skala *Likert* dan dianalisis menggunakan *SmartPLS*. Variabel yang diuji meliputi *Perceived Ease of Use*, *Perceived Usefulness*, *Social Influence*, *Hedonic Motivation*, *Intrinsic Motivation*, *Extrinsic Motivation*, *Behavioral Intention*, *Learning Motivation*, dan *Learning Achievement*. Hasil penelitian menunjukkan bahwa *Perceived Ease of Use* berpengaruh signifikan terhadap *Perceived Usefulness*, serta *Perceived Usefulness* dan *Social Influence* berpengaruh signifikan terhadap *Behavioral Intention*. Pada aspek motivasional, *Hedonic Motivation* berpengaruh signifikan terhadap *Intrinsic Motivation*, sedangkan *Intrinsic Motivation*, *Extrinsic Motivation*, dan *Behavioral Intention* berpengaruh signifikan terhadap *Learning Motivation*. *Learning Motivation* terbukti memiliki pengaruh signifikan dan kuat terhadap *Learning Achievement*. Selain itu, *Learning Motivation* berperan sebagai variabel mediasi yang signifikan dalam hubungan antara motivasi dan niat penggunaan terhadap hasil belajar. Model penelitian menunjukkan kemampuan prediktif yang moderat dengan nilai R^2 sebesar 0,355 untuk *Learning Motivation* dan 0,305 untuk *Learning Achievement*. Temuan ini menegaskan bahwa keberhasilan penggunaan *e-learning* tidak hanya ditentukan oleh aspek teknis sistem, tetapi juga oleh faktor psikologis dan motivasional pengguna. Integrasi TAM2 dan SDT terbukti memberikan kerangka yang lebih komprehensif dalam menjelaskan penerimaan dan efektivitas pembelajaran berbasis *e-learning* pada siswa SMK.

Kata kunci: *E-Learning*, *Technology Acceptance Model 2*, *Self-Determination Theory*, *Motivasi Belajar*, *PLS-SEM*

ABSTRACT

The rapid advancement of digital technology has accelerated the implementation of e-learning systems as a primary learning medium in vocational secondary education. However, the level of acceptance and effectiveness of e-learning usage remains influenced by various cognitive and motivational factors that have not been comprehensively examined in an integrated framework. This study aims to analyze the acceptance and success of e-learning system usage through the integration of the Technology Acceptance Model 2 (TAM2) and Self-Determination Theory (SDT) using the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach. This research employed a quantitative explanatory design involving 300 vocational high school students as respondents. Data were collected through a Likert-scale questionnaire and analyzed using SmartPLS 4.0. The constructs examined in this study include Perceived Ease of Use, Perceived Usefulness, Social Influence, Hedonic Motivation, Intrinsic Motivation, Extrinsic Motivation, Behavioral Intention, Learning Motivation, and Learning Achievement. The findings indicate that Perceived Ease of Use significantly influences Perceived Usefulness, while Perceived Usefulness and Social Influence significantly affect Behavioral Intention. From the motivational perspective, Hedonic Motivation significantly influences Intrinsic Motivation, and Intrinsic Motivation, Extrinsic Motivation, and Behavioral Intention significantly influence Learning Motivation. Learning Motivation demonstrates a strong and significant effect on Learning Achievement. Furthermore, Learning Motivation acts as a significant mediating variable linking motivational factors and behavioral intention to learning outcomes. The structural model demonstrates moderate predictive power, with R^2 values of 0.355 for Learning Motivation and 0.305 for Learning Achievement. These results suggest that the success of e-learning implementation is determined not only by technical system factors but also by users' psychological and motivational conditions. The integration of TAM2 and SDT provides a more comprehensive framework for explaining technology acceptance and learning effectiveness in vocational secondary education contexts.

Keywords: E-Learning, Technology Acceptance Model 2, Self-Determination Theory, Learning Motivation, PLS-SEM