



# The Role of Motivation in The Google Workspace in The Tam Theory Implementation Education

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### Abstract

Through Davis's TAM theory, which was created in 1989, this study wants to find out how motivated people are to use the Google Workspace for Education (GWE) platform in blended learning as one of the media used in the independent curriculum. Actual System Usage, which measures user interest, is an internal variable. Perceived Ease of Use, Perceived Usefulness, Behavioral Intention to Use, and Motivation are all external factors. The study method is quantitative and descriptive, and path analysis is used to figure out how the different variables affect each other. There were 110 teachers from different schools who took part in this study's group. The results showed that the motivation variable directly had a significant positive effect on interest, and motivation also had a significant positive effect on respondents' attitudes toward using the Google Workspace for education platform for learning. Positive but not statistically significant results were found for the direct influence of convenience on interest and usability on interest, while the influence of usability, attitude, and convenience was able to mediate the influence of motivation, attitude, and convenience.

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## INTRODUCTION

According to F. Mulyani and Haliza (2021), recent advances in technology have made a number of new advantages and opportunities available in the sphere of education. The right and strategic use of technology is the key to rebuilding education, and improving the quality of learning in the digital era is a priority problem for the Education Working Group (EDWG) at the G20 event in 2022. Digital technology in the field of education is the second priority issue in the Education Working Group (EDWG). The educational institution's approach to teaching and learning is summed up in the program that's required to be followed by students. The curriculum is a series of programs for the process of implementing learning that gives experience in the context of learning to students while still considering the development of students in order to achieve the goals, vision, and mission that have been determined. This is done so that the targets, vision, and mission can be accomplished. (Aziz et al., 2022).

The curriculum in the period of society 5.0 is confronted with issues, one of which is that the curriculum must be described as the evolving document, or a document that continues to change in the direction of better content as a basis for adaptation, namely the ability to be a lifelong learner (Suryaman, 2020). The Independent Curriculum is a method of instruction that allows students the autonomy to plan and direct their own educational pursuits in accordance with their unique skills and passions in the classroom setting. Within the parameters of this discussion, technology plays a vital role that (1) Students are given the greatest amount of latitude possible to access educational materials presented in the form of hypermedia. This enables students to make the most informed decisions possible regarding their education. (2) Learning through collaboration, which is made possible by technology that enables students to work on their education in tandem with their classmates, teachers, and any other parties that support the discussion material in learning; this encourages students to be actively involved, which has the

potential to have an effect on enhancing both knowledge and insight. (3) An adaptive assessment is an evaluation that delivers feedback to students according to the advancement of each individual's ability, and students may see the track record of learning that has been done. Adaptive assessments allow students to observe the history of learning that has been done. (4). Students can set an agenda for their own learning, manage their own tasks, and view the progress that has been made in their own learning through the use of self-monitoring and management, which enables students to have a greater degree of control over the process of learning.

Teachers play a very important role in facilitating effective learning, providing guidance, as a facilitator in learning activities, providing feedback, and assisting in the process of developing critical thinking skills and understanding in a wider context. Technology as a medium that helps educators in teaching and learning activities. As a result, educators are obligated to make persistent efforts to acquire the skills necessary to manage the rapid transition to online learning and the capacity to adapt to the continuously evolving technology in order to hasten the process of the school's digitalization.

Blended learning is a method that makes it easier to learn by combining different modes of delivery, teaching models, and learning styles. It also includes the use of a variety of different types of media for conversations between the instructor and the person who is being instructed, as well as a combination of in-person and online instruction. (Ariani, n.d.).

According to Hafid and Barnoto (2022), Google Workspace for Education is a product that Google offers to educational institutions and schools in the form of a collection of tools for increasing productivity and fostering collaboration that are hosted on the Google Cloud.

The development of this product by Google was motivated purely by the desire to make the work of education stakeholders easier. Beginning with instructors, other school personnel, and even pupils themselves, a more

effective method of education must be developed (Hafid & Barnoto, 2022).

Through the website [www.belajar.id](http://www.belajar.id), users with an electronic account associated with the domain [belajar.id](http://belajar.id) can have access to this platform. Students, teachers, and other members of the education staff are all able to access the electronic-based learning resources using their own accounts. A Google account with the email address "[belajar.id](http://belajar.id)" is used to create the "Learning Account." It is possible that in the future, with the availability of a platform that supports learning as described above, it will be possible for learning in this digital era to develop and be both effective and efficient (Budiarto & Salsabila, 2022).

Google Workspace for Education, which can be accessed through the [belajar.id](http://belajar.id) account, is the right media for blended learning methods. It has complete features that provide various learning collaboration spaces that can be accessed through virtual classes (Google Classroom), so that students are actively involved in learning activities, and teachers can accommodate learning activities ranging from providing material, assignments, and assessment, and can be accessed again by students. In addition, students can access Google Workspace for Education through their own accounts.

Davis established the TAM (Technology Acceptance Model) theory in 1989 to investigate the factors that determine the extent to which users make use of information systems. This was done with the goal of better comprehending and describing the process of technology acceptance. The findings of this research indicate that the use of technology is influenced by factors that are external to the system (External Variable), perceptions of ease of use (Perceived Ease Of Use), perceptions of usefulness (Perceived Usefulness), behavior to continue using / attitude (Behavioral Intention To Use), and actual conditions of system use / interest (Actual System Usage).

So far, the presence of technology in a classroom setting has not inspired teachers to use it to its full potential. According to the TAM theory, the reason for this is because there are external factors

that influence how people choose to use technology. Therefore, researchers will explore the influence of external elements such as motivation and GWE itself on the utilization of the systems that are now in place at this particular occasion.

Davis pioneered the TAM methodology in 1986 with the intention of facilitating research on topics relating to behavior toward technology acceptance. The findings of a study that was carried out by Suroto (Suroto, 2021) indicate that usability (PU) is positively and considerably influenced by convenience (PEOU), while usability (PU) is positively and significantly influenced by attitudes (BEOU) toward usage. The study also found that convenience (PEOU) is positively and significantly influenced by interest (AU). According to research carried out by Kurniawan (Kurniawati et al., 2017), which analyzes mobile banking with external factors of experience and complexity resulting in experience, complexity, and perceived ease of use affecting perceived usefulness, attitude (BEOU) is positively and significantly influenced by convenience (PU) and usability (PEOU). This finding is in line with research carried out by Kurniawan (Kurniawati et al., 2017), which analyze The behavioral interest of mobile banking customers is affected by both the perceived ease of use and the perceived usefulness of the service. The behavioral interest in utilizing mobile banking is affected by how useful mobile banking is seen to be. In the meantime, there is no correlation between gender and either the perceived usefulness or the perceived ease of use of a product. In contrast to research conducted by Mulyani and karnaidi (A. Mulyani & Kurniadi, 2015) that external factors in the form of e-resources organizations have no effect on perceived ease of use (PEOU), user abilities and skills have no effect on perceived ease of use (PEOU), e-resources organizations affect perceived usefulness (PU), perceived ease of use (PEOU) has no effect on perceived usefulness (PU), perceived ease of use (PEOU) has no effect on attitude towards use (ATU), perceived usefulness (PU) affects attitude towards use (ATU), perceived usefulness (Perceived

Usefulness) affects intention to use (BITU), attitude towards use (ATU) has no effect on intention to use (BITU, and intention to use (BITU) affects the real use of Student Information Terminal (S-IT).

In light of the fact that there is a difference between factual conditions and ideal conditions (a phenomenon gap), and that there are differences in the results of previous studies (a research gap), it is essential to carry out research on the influence of external variables in the application of technology that is based on TAM theory. This is crucial to do since previous research on the influence of external variables in the form of motivation to test their effect on technology usage based on TAM theory has never been done. Therefore, testing the effect of motivation on technology use will be new research.

The following are the goals of this study: (1) To investigate the impact that teachers' enthusiasm has on students' success when using the Google Workspace for Education platform in classroom instruction (2) To evaluate the Google Workspace for Educators Platform, which is used as an infrastructure in managing learning at schools, and (3) To describe and analyze the Google Workspace for Educators Platform as a learning media for blended learning systems at schools. (4) To enhance the teaching and learning process by applying the idea of evaluation in accordance with TAM Theory.

**METHODE**

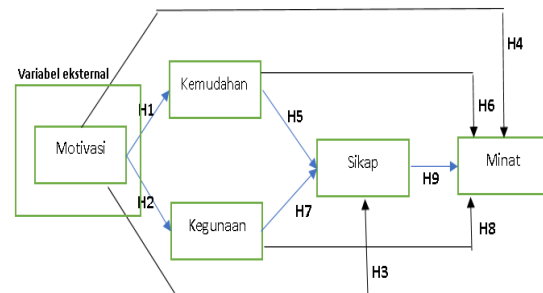
Quantitative research is the method that is being utilized in this investigation, and the objectives that are to be accomplished in this study are as follows: to determine the magnitude of the influence of external variables in the form of motivation on respondents' interest in using the Google Workspace for education (GWE) platform; to utilize TAM theory as the theory that will be used to analyze the influence on technology use through perceived ease, perceived usefulness, and respondents' attitude towards using the Google Workspace for Education; and to accomplish these objectives using TAM theory

as In total, there were 1098 teachers working in public junior high schools in the Temanggung area, and 110 of them served as the study's sample. In this particular study, the method of sampling that was carried out was known as cluster proportional random sampling.

The statistical analysis was performed with SmartPLS 4.0 and consisted of two stages of testing. The first stage, known as the inner stage, was used to test the validity and reliability of the instrument. The second stage, known as the outer stage, was used to analyze the effect of motivation on respondents' interest in using the Google Workspace for Education platform through mediating variables such as convenience, usability, and user attitudes. A questionnaire was employed as the study instrument, and before to its usage, it was examined to determine its validity and reliability.

There are two approaches to conducting regression analysis. The first is a direct regression, which determines the effect of motivation on convenience, motivation on usability, motivation on attitude, and motivation on interest. The second approach is an indirect regression, which examines the relationship between motivation and interest. The second objective is to determine the indirect influence of motivation on interest by way of convenience, usability, and attitude variables. This will be followed by the determination of the indirect effect of motivation on interest by way of convenience, usability, and attitude variables.

Using the information presented before, it is possible to construct a correlation scheme between the variables; this scheme is the analytical framework presented in Figure 1.



**Figure 1.** correlation scheme between the variables

**RESULT AND DISCUSSION**

Finding the best possible linear predictive relationship that already exists in the data is the goal of the Partial Least Square Data Analysis Results. This relationship can help explain whether or not there is a connection between the latent variables being analyzed. The following is a list of the testing procedures that will be carried out:

**Assessing the Outer Model or Measurement model**

It is possible to determine whether the indicators that are being used are accurate and accurately represent the variables that are being measured by conducting a validity test (Ghozali, 2021). The validity test measures the suitability or accuracy of an instrument in measurement. When the instrument value is high, it provides a more accurate representation of the study issue. The convergence validity test and the discriminant validity test are both components of the validity test.

**convergent validity test**

The purpose of the convergent validity test is to establish whether or not each relationship between indicators and their respective latent variables may be considered legitimate. The validity of the data is said to be higher when the correlation between item scores and construct scores is higher; this is because a higher correlation indicates a stronger relationship between the two. The convergent validity test will carry out two analyses: the factor loading of each indicator on its corresponding variable with a minimum value of 0.7 and the Average Variant

Extracted (AVE) analysis with a minimum value of 0.5. Both of these values must be met in order for the test to be considered valid.

In the first set of loading validity findings, all factor loadings with a value greater than 0.7 are displayed, indicating that the indicator has successfully satisfied the requirements. If the value is less than 0.7, then it is possible to assert

that the data satisfies the convergent validity requirement. According to the findings, there are several indications that do not fulfill the requirements, including X1.1, X1.10, and X1.8. It will be removed from the list since it does not fulfill the requirements.

After the deletion has been made, the iteration process is repeated such that the outer model can be constructed as follows:

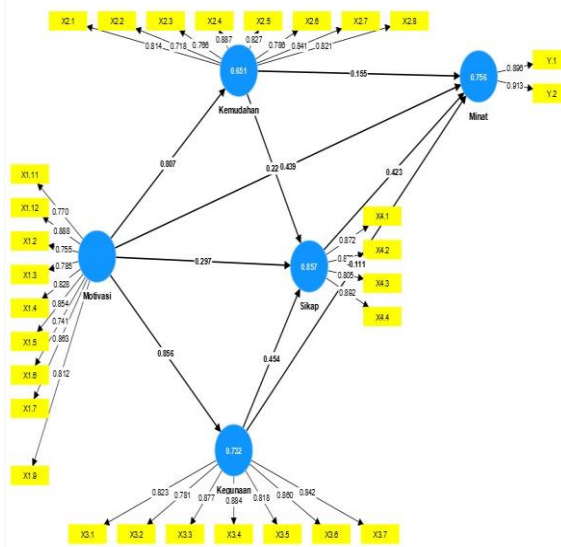


Figure 2. Final factor loading

**discriminant validity test**

Discriminant validity will undertake two analyses, namely the FornellLarcker Criterion test and Average Variant Extracted (AVE), with a minimum value of at least 0.50 being regarded to have satisfied the requirements in the validity test (Bagozzi and Yi, 1988; Chin & Dibbern, 2010). This minimum value is deemed to have met the conditions in the discriminant validity test

In the Fornell-Larcker Criterion test, the validity of a construct is determined by comparing the root value of the AVE to the correlation value between latent variables. If the construct is found to be valid, the test is considered to have passed. It is imperative that the value at the root of the AVE be higher than the correlation between the latent variables. According to Fornell and Larker's 1981 research as cited in Wong's 2013, a model is considered to have excellent discriminant validity value if the

square root value of the average variance extracted from each construct is greater than the correlation value between other constructs in the model. The following is how the value of the Fornell-Larcker Criteria comes out when based on the findings of this SEM:

**Table 1** Result of Fornell Larcker Criteration Value

Variabel	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Usability	0.931	0.931	0.944	0.708
Ease	0.924	0.927	0.938	0.655
Interest	0.779	0.783	0.9	0.819
Motivasi	0.935	0.938	0.946	0.66
Attitude	0.884	0.889	0.92	0.742

Source: SmartPLS Data Processing Results, 2023

In table 1 Fornell Larcker Criteration, it can be seen that the value above 0.7 can be declared to meet the criteria for discriminant validity.

**Table 2.** AVE value

Variabel	Cronbach's Alpha	rho_A	Composite Reliability
Kegunaan	0,931	0,931	0,944
Kemudahan	0,924	0,928	0,938
	0,779	0,781	0,900
Motivasi	0,935	0,938	0,946
Sikap	0,884	0,889	0,920

The Avarage Variant Extracted (AVE) value based on the results in this SEM is as follows:

In table 2 Avarage Variant Extracted (AVE), all variables have an AVE value > 0.5. It can therefore be concluded that the measurement model is valid, as it has been shown to have achieved the desired results in the validity test.

**Reliability Test**

The purpose of the reliability test is to determine how powerful and consistent the instrument is within the research model, specifically with regard to its capacity to capture and expose the actual condition of the thing that is being investigated. The Cronbach Alpha value is a component of the dependability test. This is the value that demonstrates the degree to which one item is correlated with another. According to Vinzi, Trinchera, and Amato (2010), the Cronbach Alpha value can range anywhere from 0 to 1, and a value that is closer to 1 indicates that the measuring device has a high degree of dependability. The rho\_A value and the Composite Reliability value are also considered in this reliability test. If the rho\_A value is greater than 0.7 and the Composite Reliability value is greater than 0.70, then the reliability of this test is considered to be high (Vinzi, Trinchera, and Amato, 2010). According to the findings of this statistical analysis of variance (SEM), the following are the values of Cronbach's

alpha, Composite Reliability, and rho\_A:

**Table 3.** Results of Cronbach Alpha, rho\_A, and Composite Values

Variabel	Cronbach's Alpha	rho_A	Composite Reliability
Kegunaan	0,931	0,931	0,944
Kemudahan	0,924	0,928	0,938
	0,779	0,781	0,900
Motivasi	0,935	0,938	0,946
Sikap	0,884	0,889	0,920

Data Processing Results, Sourced from the SmartPLS System, 2023

The fact that the Composite Reliability value in table 3 is greater than 0.7—which can be deduced from the findings of the reliability test analysis—indicates that all of the variables are reliable and have successfully satisfied the prerequisites for the examination. While the Cronbach Alpha value also demonstrates that the value is greater than 0.6, which indicates that the standards for the level of variable dependability have been satisfied, the rho\_A value demonstrates that the value obtained is greater



than 0.7, which demonstrates that the data satisfies the requirements for the reliability of the information.

**STRUCTURAL MODEL EVALUATION (INNER MODEL)**

**R-square**

The structural model can be measured using R-Square to see the level of variation in changes in the independent variable on the dependent variable (Jogiyanto, 2011). According to Ghozali & Latan (2015) the R-Square value of 0.75 is strong, 0.50 is moderate or moderate, and 0.25 has a weak indication.

**Table 4.** R square value

Variable	Usability	Ease	Interest	Motivation	Attitude
Usability			0.006		0.336
Ease			0.068		0.1
Interest					
Motivation	2.732	1.863	0.274		0.145
Attitude					

**F<sup>2</sup>Effect size (F Square)**

The extent of the influence that exogenous variables have on the endogenous variables at the structural level can be described using the term "effect size." According to (Hair et al., 2014), the value of this study's f squared statistic is 0.02, which indicates a little effect, 0.15, which indicates a moderate effect, and 0.35, which indicates a strong effect. The results of the effect size are described in the table that can be found below:

**Table 5.** The Result of F square (effect size)

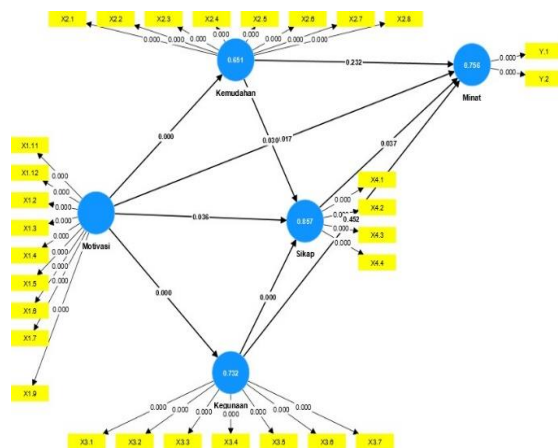
Variabel	R Square	R Square Adjust ed
Kegunaan	0,732	0,730
Kemudahan	0,650	0,647
Minat	0,699	0,696
Sikap	0,856	0,852

According to the findings, it demonstrates that the effect size of each variable is in agreement with the findings contained in table 5. This table's data shows that the effect of motivation on convenience is 1.863, which is in the good category; 2.732 is the result of the effect of motivation on convenience in the good category; the effect of motivation to attitude has a value of 0.145 and falls into the medium category; the medium category is also the result of the effect of motivation to attitude. Finally, the effect of motivation to attitude is the

**Hypothesis Test**

In the process of testing the hypothesis, a significant value is found to exist between the variables. This significant value is obtained through the use of the bootstrapping approach.

If the value of the path coefficient is positive, then the influence of the variable is unidirectional; if the value of the exogenous variable increases, then the variable will also increase; on the other hand, if the path coefficient value is negative, then the influence of the variable is bidirectional. Direct Effect (Path Coefficient) is a direct effect analysis to test the hypothesis of the direct effect of an influencing variable (exogenous) on the influenced variable (endogenous), with the criterion.



**Figure 3.** Inner Diagram (Path Analysis)

If the P-value is less than 0.05, we say that the effect is significant; however, if the P-value is greater than 0.05, we say that the effect is not

significant. The significance can be determined by looking at the P-value.

**Table 6.** Direct Hypothesis Table

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Kegunaan → Minat	-0.111	-0.111	0.148	0.752	0.452
Kegunaan → Sikap	0.454	0.448	0.115	3.945	0.000
Kemudahan → Minat	0.155	0.168	0.130	1.195	0.232
Kemudahan → Sikap	0.229	0.219	0.106	2.169	0.030
Motivasi → Kegunaan	0.858	0.857	0.038	23.993	0.000
Motivasi → Kemudahan	0.807	0.808	0.051	15.841	0.000
Motivasi → Minat	0.436	0.407	0.185	2.377	0.017
Motivasi → Sikap	0.297	0.312	0.141	2.103	0.038
Sikap → Minat	0.423	0.448	0.203	2.085	0.037

**Table 7.** Hypothesis results of direct effect

Variabel	Effect	Significant	Hypothesis
Motivation → Interest	Positive	Significant	Accepted
Motivation → Attitude	Positive	Significant	Accepted
Motivation → Convenience	Positive	Significant	Accepted
Motivation → Usability	Positive	Significant	Accepted
Ease → Ability	Positive	Not Significant	Rejected
Ease → Attitude	Positive	Significant	Accepted
Usability → Interest	Negative	Not Significant	Rejected
Attitude → Usability	Positive	Significant	Accepted
Attitude → Interest	Positive	Significant	Accepted

**Table 8.** Results of indirect effects

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Motivasi → Kemudahan → Minat	0.125	0.135	0.118	1.15	0.246
Kemudahan → Sikap → Minat	0.097	0.093	0.093	1.539	0.124
Motivasi → Kegunaan → Sikap → Minat	0.194	0.17	0.101	1.821	0.069
Motivasi → Kegunaan → Sikap	0.388	0.389	0.058	3.966	0.000
Motivasi → Sikap → Minat	0.126	0.145	0.116	1.182	0.237
Kegunaan → Sikap → Minat	0.192	0.198	0.104	1.847	0.065
Motivasi → Kegunaan → Minat	-0.095	-0.095	0.127	0.751	0.453
Motivasi → Kemudahan → Sikap → Minat	0.078	0.075	0.051	1.524	0.027
Motivasi → Kemudahan → Sikap	0.185	0.175	0.085	2.185	0.03

The following is the magnitude of the indirect effect on the research model.

**RESULTS AND DISCUSSIONS**

**Effect of Motivation on interest in use**

According to Abraham Maslow's motivation theory, which was created by Abraham Maslow, it is stated that needs are the cause for the formation of motivation in an individual to carry out all activities (Zebua, 2021). This is based on the fact that needs are the reason for the construction of Maslow's hierarchy of needs.

It is possible to view motivation as a function, which means that it acts as a driving force from within an individual to carry out particular behaviors in the pursuit of achieving goals.

According to the findings of the research, it is known that motivation directly has a significant positive effect on respondents' interest in using the GWE platform. This means that if a respondent's level of motivation increases, it will be directly proportional to the respondent's interest level in using the GWE platform in learning, with a large effect of 27%, which is classified as being in the moderate category.

According to research carried out by Nazilah (Nazilah, 2017), which found that external incentive had a strong beneficial effect on interest, this is consistent with those findings. The desire to use a technology for the purpose of learning might be impacted by the motivation provided by the work environment or by the policies established by the organization. In addition, the internal motivation that some of the respondents feel they need to have in order to adapt to the world of pupils that they are confronted with.

Indirectly, through the moderating variable of convenience, it turns out that it does not have a significant effect on motivation, which means that convenience is not able to mediate respondents to increase their interest in using GWE in learning. Based on field observations made at the time of exposure to the ease of use of GWE, this did not cause motivation to use because some of the senior respondents felt "gaptek" and were unable to keep up with the rapid development of teaching technology. Other



results on the indirect effect between motivation variables on interest through usability variables together with attitude variables have a significant positive effect, which means that usability variables together with attitudes play a role in mediating the influence of respondents' motivation to continue using the GWE platform. This indicates that after respondents know the usefulness/benefits of the GWE platform in learning followed by an attitude to use it can increase respondents' motivation to continue using the GWE platform.

The magnitude of the coefficient of determination ( $R^2$ ) is 0.756, which suggests that the contribution of motivation to respondents' interest through mediating variables, convenience, usefulness, and attitude is 75 with a strong category, while the remaining 31.4% is impacted by other factors. This is because the magnitude of the coefficient of determination ( $R^2$ ) is more than 0.

This is consistent with the findings of research on the effect of motivation on mobile engagement intention that was carried out by Kim, Kim, and Wachter (2013) at Eastern University in the United States of America. According to the findings of the study, intention to participate in mobile activities is affected favorably and significantly by motivation. Motivation has a positive and significant effect on the intention to use tablets, according to research that was carried out by Hugroho, et al. (Nugroho et al., 2019) in the application of the development of the technology acceptance model (TAM) theory and motivation to the intention of students in Jakarta to use tablets. This research shows that motivation has a positive effect on the intention to use tablets.

#### **The Effect of Motivation on Attitude**

According to Nazilah (2017), motivation is understood in terms of processes. This means that motivation may be stimulated by external causes, and that this stimulation can generate motivation in children who go through a process of learning stimulation in order for them to be able to reach their intended goals.

In the context of this curriculum, motivation refers to the degree to which the user is encouraged to make use of the Google Workspace for education platform in the context of teaching and learning activities. If the findings of the study are connected to the fact that motivation has a substantial positive influence, then this indicates that an increase in the amount of motivation exhibited by the respondent will be directly proportionate to an increase in the proportion of respondents who place themselves in the moderate group. The indirect effect, which was mediated by usability and usability characteristics, was found to have a high influence (85%), leading to the significant achievement of positive and significant findings. In a study titled Acceptance of TAM Theory Towards the Use of Mobile Payment with Compatibility as an External Variable, Wahyudi, B., and Yanthi, M. D. found that this finding 12

#### **Influence of Motivation on Usability**

According to Davis et al. (1989), the utility of a technology is determined by the degree to which users experience a certain amount of advantage from being able to apply the learning technology.

It is envisaged that in the future, users and respondents will be more comfortable utilizing the GWE platform in learning activities that are more flexible in accessing it (Yogananda, 2017). Perceived usefulness would indirectly motivate users and respondents to use the GWE platform in learning.

According to the findings of the research, the influence of motivation on usability is significantly favorable. This indicates that instructors will have the motivation to utilize the GWE platform after learning about and gaining an understanding of the benefits and usability offered by the GWE platform.

According to the findings of study carried out by Nazilah (Nazilah, 2017), motivation has a strong favorable effect on usability. This is in line with those findings.

## CONCLUSION

Motivation has a positive effect on attitude and interest; Motivation has a positive effect on convenience and usability. These are the conclusions drawn from the study's findings. Variables usability, convenience, and attitude are able to mediate the effect of motivation on interest. Convenience variables are not able to mediate the effect of motivation on interest. Attitude variables are not able to mediate the effect of motivation on interest. Usability and attitude variables are jointly able to measurably mediate the effect of motivation on interest. On the basis of these findings, it is possible to make the following prediction: motivation has an effect on the use of GWE in learning activities in schools located within the Temanggung district, with facilitation and cooperation from the schools that are involved.

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