



THE USE OF THE MANAGEMENT INFORMATION SYSTEM DIRECT PROCUREMENT (SIMPEL) IN THE PROCUREMENT OF GOODS AND SERVICES WITHIN THE MINISTRY OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY

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The research objective is to identify and analyze the effect of performance expectancy, effort expectancy, and social influence on behavior intention within the Ministry of Education, Culture, Research, and Technology. To find out and analyze the effect of facilitating conditions and behavior intention on user behavior within the Ministry of Education, Culture, Research, and Technology. The research population is SIMPeL users within the Ministry of Education, Culture, Research, and Technology, totaling 60 people. The sampling technique with census sampling technique is to determine the number of samples by taking all members of the existing population to be sampled so that the sample size is 60 respondents. The data used is primary data in the form of a questionnaire. Data analysis used linear regression analysis. The results of the performance expectancy research have a positive and significant effect on behavior intention. Effort expectancy has a positive and significant effect on behavior intention. Social influence has a positive and significant effect on behavior intention. Facilitating conditions have a positive and significant effect on user behavior. The behavioral intention has a positive and significant effect on user behavior. Behavioral intention does not mediate the influence between performance expectancy on behavioral use. Behavioral intention mediates the influence between effort expectancy on behavioral use. Behavioral intention mediates the influence between social influence on behavioral use.

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INTRODUCTION

Government procurement of goods/services, hereinafter referred to as procurement of goods and services, is an activity of procurement of goods and services by Ministries/Institutions/Regional Devices financed by the APBN and/or APBD, the process of which begins from the identification of needs, until the handover of work results (LKPP, 2018). This procurement is regulated in Presidential Regulation (PERPRES) Number 12 of 2021 concerning Amendments to Presidential Regulation Number 16 of 2018 concerning Government Procurement of Goods/Services. In

general, there are two large groups of activities or activities that are needed for the procurement of goods/services, namely operational activities for the implementation of government activities and development activities in the form of various investments throughout the territory of the Unitary State of the Republic of Indonesia (NKRI). Procurement of goods/services related to organizational operations is usually carried out to support daily operational activities that are repetitive continuously and have a fixed pattern of procurement needs, for example the purchase of office stationery or other needs to support services to the community. Meanwhile, the procurement

of goods/services related to investment is carried out after an economic study with several feasibility indicators which ultimately concluded that an investment is feasible to be made (LKPP, 2018).

The investment is made in order to increase the improvement of services to the community which is manifested in the form of projects, such as infrastructure projects, human resource development initiatives, and other projects. The nature of procurement in the form of this project is not continuous, but has a start and end time of completion and has a uniqueness between one project and another. In carrying out operational activities and investments through projects, government organizations strive to provide public (public) services for areas that cannot be provided by private enterprises or for strategic areas that the law mandates the government to do, and operational services that can only be done by the government. The amount of procurement of goods and services on average reaches about 15% - 30% of gross domestic product (GDP) (Kostyo et al., 2016).

But in some countries, the numbers can be even greater. The large procurement of goods and services in government institutions is a lucrative opportunity and certainly increases the risk of corruption. The amount of losses due to corruption is estimated at 10% - 25% on a normal scale. In some cases, the losses incurred reach 40% - 50% of the contract value (Kostyo et al., 2016). Referring to this phenomenon and supported by the difficulties of monitoring and reporting direct implementation, it is necessary to build a system that is able to provide supervision and monitoring in planning, implementing, and evaluating government procurement of goods/services.

Direct Procurement Management Information System abbreviated as SIMPeL. In addition, in line with procurement reform and bureaucratic reform within the Ministry of Education, Culture, Research, and Technology, the development of SIMPeL is also expected to increase transparency and accountability of direct procurement, carry out good database management of direct procurement results, namely in terms of categorizing goods that can be developed for cataloging and analysis of cost standards, databases providers for the development of direct procurement vendor management, as well as making it easier for internal supervisory officers to supervise the implementation of direct procurement.

The main problem in this study is to answer the formulation of whether SIMPeL can realize expectations and goals as stipulated in the development of the system. This study uses factors that influence the behavior of information technology users towards the acceptance of the SIMPeL application within the Ministry of

Education, Culture, Research, and Technology. To support the SIMPeL application, it is used with testing the UTAUT model as the initial model. This is because within the Ministry of Education, Culture, Research, and Technology, almost all employees have worked using computer devices. Most of the work processes within the Ministry of Education, Culture, Research, and Technology have been supported by an application system.

The Unified Theory of Acceptance and Use of Technology (UTAUT) model used was developed by Venkatesh and Zhang in 2010 (Viswanath Venkatesh & Zhang, 2010). According to Venkatesh and Zhang (2010), there are three factors that directly determine behavioral intention. These factors are performance expectancy, effort expectancy, social influence. There are two factors that directly determine user behavior, namely behavioral interests and facilitating conditions.

The results of previous research conducted by Oswari, Suhendra and Harmoni (2008) and Andika, Djajasukma and Heryanto (2017) which resulted in performance expectancy, effort expectancy, social influence had a positive and significant effect on behavior intention. Other results of behavior intention and facilitating conditions have a positive and significant effect on user behavior (use behavior). In contrast to the results of the research of Bendi and Andayani (2013) and Ashari and Sukri (2019) where only social influence does not affect behavioral intention.

Meanwhile, Sedana and Wijaya's research (2009) only Facilitating Condition has no effect on Behavioral Use. Another study by Handayani (2007) Performance Expectancy and Effort Expectancy has a positive and significant effect on Behavioral Intention. Social Influence has no effect on Behavioral Intention. Behavioral Intention has no effect on Behavioral Use. Facilitating Condition has a positive and significant effect on Behavioral Use.

The results of these different studies show the importance of further research on the use of the Direct Procurement Management Information System (SIMPeL) in the procurement of goods and services. Based on the description above and the results of different previous studies, in this study it was formulated to determine the effect of performance expectations on behavioral interests (behavior intention) within the Ministry of Education, Culture, Research, and Technology; bagaimana influence of work expectations (effort expectancy) to behavioral interest (behavior intention) within the Ministry of Education, Culture, Research, and Technology; How social influence on behavior intention within the Ministry of Education, Culture, Research, and Technology; How do

facilitating conditions affect user behavior within the Ministry of Education, Culture, Research, and Technology; and the influence of behavior intention on user behavior within the Ministry of Education, Culture, Research, and Technology.

METHOD

This type of research is a quantitative descriptive research that aims to describe, summarize various conditions, various situations or various variables arising in the use of SIMPeL in the environment of the Ministry of Education, Culture, Research, and Technology. Quantitative descriptive research method is also defined as a quantitative research whose description form is with numbers or numerical (statistical). The point is that the research is related to the elaboration of statistical figures.

The object of study is an attribute or trait or value of people, objects, or activities that have certain variations that are determined by the researcher to be studied and then drawn conclusions (Sugiyono, 2017). The object of research in this study is SIMPeL within the Ministry of Education, Culture, Research, and Technology. Population is a generalized area consisting of objects/subjects that have certain qualities and characteristics that are determined by researchers to be studied and then drawn conclusions (Sugiyono, 2017).

The population in this study was SIMPeL users within the Ministry of Education, Culture, Research, and Technology which numbered 60 people. Samples are part of the number and characteristics possessed by the population (Sugiyono, 2017). Based on the existing population of 60 people, sampling with the census sampling technique is to determine the number of samples by taking all existing population members to be sampled (Sugiyono, 2017) so that the size of the sample is 60 respondents.

This research was conducted using the Unified Theory of Acceptance and Use of Technology (UTAUT) Model, a research model built to analyze what factors influence the acceptance and use of new information technology within the Ministry of Education, Culture, Research, and Technology, namely the SIMPeL application. The data used in this study are SIMPeL application user data and the Unified Theory of Acceptance and Use of Technology (UTAUT) Model which includes behavioral intention, performance expectancy, effort expectancy, social influence, user behavior (Use behavioral) and facilitating conditions.

The types of data used by researchers in this study can be grouped into two, namely primary data and secondary data. In this study, primary data were obtained from the results of questionnaire surveys (surveys) conducted online

and offline on SIMPeL application users within the Ministry of Education, Culture, Research, and Technology. Primary data is also obtained directly from the SIMPeL application in each research object. Meanwhile, the secondary data in this study was obtained through agencies within the Ministry of Education and Culture of Research and Technology both online and offline such as procurement documents, periodic effectiveness achievements of work units, and progress reports. This secondary data can be in the form of a manual book for the procurement and field report on the use of goods and services, a report on the progress of processing goods and suits, and other documents.

The data collection method used in this study is the survey method. The survey method is used to obtain data from certain natural (not artificial) places, but researchers treat data collection by circulating questionnaires (Sugiyono, 2017). Meanwhile, according to Zainal Arifin in survey research, the research population is usually large, so researchers need to determine research samples using certain sampling techniques (Arifin, 2011). This study tested the relationship between variables measured numerically and analyzed with statistical techniques. These are some of the characteristics of quantitative research (Saunders, M., Lewis, & Thornhill, 2016). Data collection is carried out through questionnaires/questionnaires. Then, measurements are made using a scale. The scale used in the questionnaire to provide a number of questions and statements to respondents using the linkert scale. The linkert scale is used to measure the attitudes, opinions and perceptions of a person or group of people about a phenomenon.

This study will use a data collection method through a questionnaire containing closed questions (Creswell, 2013). Questionnaires distributed online are for Commitment Making Officers (KDP), Procurement Officers, and Providers. The questionnaire consists of a section containing the identity of the participants, a section on filling instructions, and the last section containing a few structured statements regarding research variables.

Data in quantitative research is the result of measuring the presence of a variable. The measured variables are the symptoms that are subjected to research observation. The data obtained through the measurement of variables can be nominal, ordinal, interval or ratio data. Data processing is a process to obtain data from each research variable that is ready to be analyzed. Data processing in this study includes data editing activities, data transformation (coding), and data presentation so that complete data is obtained from each object for each variable studied (Sugiyono, 2017).

Data editing in this study can be in the form of checking questionnaires that have been filled out by respondents. Aspects that need to be checked include the completeness of respondents in filling out each question asked in the questionnaire. If the filling is not complete, the researcher may ask the respondent to replenish it. If that is not possible, it should not be used for data analysis purposes. Another aspect that should be examined is the consistency of respondents in terms of filling out questionnaires. Each questionnaire item will be examined one after another in order to maintain the quality of research and reporting results.

Coding or coding in this study can have meaning as quantitative data (in the form of scores in accordance with the linkert scale in this study). The quantification or transformation of data into quantitative data in this study was carried out by providing scores on each type of data by following the rules on the measurement scale. Next is carried out tabulation. Tabulation is the process of placing data in the form of a table by creating a table containing data according to the needs of the analysis. A table created to be able to summarize all the data to be analyzed.

Research Instrument Test

Validity Test

The validity test is used to measure the validity or absence of an indicator in the form of a questionnaire. A questionnaire is said to be valid if the question is able to reveal something that the questionnaire will measure. In this study, the validity test used factor analysis, namely by testing whether the indicator items or questionnaires used could confirm a factor or construct. If each question is a measuring indicator, it has a KMO above 0.5 and a significance below 0.05 and has the following test factor loading criteria values (Ghozali, 2016): Loading factor > (0.4) means valid or Loading factor < (0.4) means invalid

Reliability Test

An instrument measuring instrument is called reliable, if the tool in measuring everything at different times, shows relatively the same results. Reliability measurement can be done with Alpha Cronbach coefficient using SPSS For Windows (Ghozali, 2016) with the following criteria: If the alpha value > 0.7 then the instrument is reliable or If the alpha value is < 0.7 then the instrument is not reliable

Data Analysis Methods

Descriptive analysis of respondents

This research data was collected from respondents' identity data using questionnaires to

employees within the Ministry of Education, Culture, Research, and Technology. Identity data to be collected gender, age of respondents, length of service and level of education.

Descriptive analysis of variables

The description of variables is a transformation of research data on each of the variables studied, namely behavioral intention, performance expectancy, effort expectancy, social influence, user behavior (Use behavioral) and facilitating conditions. The transformation of this research data is in the form of transformation to tabulation so that it is easy to understand and interpret using measures in descriptive statistics, namely the central tendency (mean), frequency, and dispersion (standard deviation) of research variables.

Quantitative Analysis

An analysis obtained from a list of questions that have been processed with numbers and discussion through statistical calculations. In quantitative analysis, the analytical tools used are:

Multiple Regression Analysis With Mediation

An analysis used to find out the regression equation with mediation which shows the equation between dependent variables and independent variables with the following formula:

$$Y_1 = a + 1 X_1 + 2 X_2 + b_3 X_3 + b_4 X_4 + e(1)$$

$$Y_2 = a + 4 x_1 + 5 x_2 + b_6 x_3 + 7 yb_1 + 8 b x_4 + b + e(2) \text{ mediasi}$$

Information:

a = Constant

Y1 = Behavioral Interest

Y2 = User Behavior (Use Behavioral)

X1 = Performance Expectancy

X2 = Effort Expectancy

X3 = Social Influence

x4 = facilitating conditions

b = Regression coefficient

e = Error

Test Model

Coefficient of Determination Test

Model testing is carried out using the coefficient of determination (adjusted R square) including the ability of free variables to describe dependent variables and the proportion of variations of dependent variables explained by

variations of their free variables. If the Adjusted R2 obtained from the calculation results shows the larger (close to one), then it can be said that the contribution of the free variable to the dependent variation is greater. This means that the model used is getting larger to describe its dependent variables. Conversely, if Adjusted R2 shows getting smaller, this means that the model used is getting weaker to describe the variation of dependent variables. It is generally said that the magnitude of the coefficient of determination (Adjusted R 2) is between 0 -1 or $0 \leq \text{Adjusted R2} \leq 1$ (Ghozali, 2016).

Test F

The F test is performed to test the suitability of the model used for analysis. The model is declared fit if the sig F value is less than 0.05. The free variables included in the model have a joint/simultaneous influence on bound variables (Ghazali, 2016).

Hypothesis Test (t-test)

Hypothesis testing uses a partial test (t test) to test the effect of independent variables on partially dependent variables (Ghozali, 2016) with a significant level criterion of 0.05. If the significant level < 0.05 then the hypothesis is

accepted and vice versa if the significant level is > 0.05 then the hypothesis is rejected.

Mediation Effect Test (Sobel Test)

In this study, there is a mediation/intervening variable, namely Behavioral Intention. According to Ghozali (2016) a variable is called a mediation/intervening variable if the variable also affects the relationship between the independent variable and the dependent variable. Sobel test is a test to find out whether a relationship through a mediating variable is significantly capable of being a mediator in the relationship. For example, the influence of X on Y through M. In this case the variable M is the mediator of the relationship from X to Y. To test how much the role of the variable M mediates the influence of X on Y is used sobel test.

RESULTS AND DISCUSSION

The Validity Test

The validity test is used to measure the validity of an indicator in the form of a questionnaire. The testing of the validity of the research variables is shown in the table below:

Table 1. The Validity Test

Variable	KMO	Loading Factor		Results
		Item	Component Matrix ^a	
Performance Expectancy (X1)	0.590	X1.1	0.923	Valid
		X1.2	0.703	Valid
		X1.3	0.950	Valid
Effort Expectancy (X2)	0.532	X2.1	0.711	Valid
		X2.2	0.966	Valid
		X2.3	0.921	Valid
Social Influence (X3)	0.566	X3.1	0.759	Valid
		X3.2	0.933	Valid
		X3.3	0.830	Valid
Facilitating Condition (X4)	0.599	X4.1	0.927	Valid
		X4.2	0.866	Valid
		X4.3	0.736	Valid
Behavioral Intention (Y1)	0.618	Y1.1	0.784	Valid
		Y1.2	0.877	Valid
		Y1.3	0.744	Valid
Use Behavioral (Y2)	0.501	Y2.1	0.885	Valid
		Y2.2	0.885	Valid

Based on table 1. above, the KMO and Bartlett's test values for all variables consisting of Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Condition, Behavioral Intention and Behavioral Use have fulfilled the sample adequacy criteria required in the validity test, namely KMO is more than 0.5 , then it can be stated that the existing sample is sufficient, so that the factor test can be continued. Meanwhile, in the results of the component matrix, it can be seen that all indicators in the research variables have a loading factor which requires that the matrix component value is

greater than 0.4, so that the instrument is said to be valid.

Reliability Test

Reliability test is used to determine the extent to which the data can provide results that are relatively indifferent if measurements are taken again on the same subject or it can be said to indicate an agreement between something being measured and the type of measuring device used. In testing this reliability using Cronbach's alpha formula. As for reliability, if the alpha value is > 0.7 then the instrument used is reliable.

Table 2. The Reliability Test

Variable	Alpha Cronbach	Results
Performance Expectancy (X1)	0.831	Reliable
Effort Expectancy (X2)	0.842	Reliable
Social Influence (X3)	0.789	Reliable
Facilitating Condition (X4)	0.771	Reliable
Behavioral Intention (Y1)	0.717	Reliable
Use Behavioral (Y2)	0.721	Reliable

In the reliability test table 2. above the variables Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Condition, Behavioral Intention and Use Behavioral are said to be reliable because Cronbach's Alpha > 0.7 so it is feasible to be tested for further testing.

Research Results

The influence of performance expectancy, effort expectancy and social influence on behavioral intention results in the regression equation $Y1 = 0.157 X 1 + 0.358 X 2 + 0.490 X3$. Based on the equation above, it can be seen that performance expectancy, effort expectancy and social influence have a positive influence on behavioral intention with regression coefficient values of performance expectancy = 0.157, respectively; effort expectancy = 0.358 and social influence = 0.490. If the better the performance expectancy, effort expectancy and social influence, the more behavioral intention will increase.

The influence of facilitating conditions and behavioral intentions on behavioral use results in the following regression equation: $Y2 = 0.246 X4 + 0.574 Y1$. Based on the equation above, it can be seen that facilitating conditions and behavioral intentions have a positive influence on behavioral use with regression coefficient values of facilitating conditions = 0.246 and behavioral intention = 0.74, respectively. If the better

facilitating conditions and behavioral intention, the more behavioral use will increase.

Test Model

Coefficient of Determination Test (R²). Effect of Performance Expectancy , Effort Expectancy And Social Influence On Behavioral Intention. The coefficient of determination (R²) in this study using Adjusted R Square measures how far the ability of the serving leadership and career development variables to explain the variation of the OCB variable. The results as shown:

Table 3. R² Results

R-squared	0.290789
Adjusted R-squared	0.177315

The result of the coefficient of determination obtained the Adjusted R Square coefficient number of 0.724. This means that 72.4% of Behavioral Intention can be explained by Performance Expectancy, Effort Expectancy And Social Influence. While the remaining 100% - 72.4%= 27.6% is explained by other causes beyond the variables Performance Expectancy, Effort Expectancy And Social Influence.

The effect of facilitating conditions and behavioral intentions on behavioral use

The coefficient of determination (R²) in this study using Adjusted R Square measures how far the ability of the serving leadership, career

development and OCB variables in explaining variations in employee performance variables. The result of the coefficient of determination obtained the Adjusted R Square coefficient number of 0.563. This means that 56.3% of behavioral use can be explained by facilitating conditions and behavioral intention. While the remaining $100\% - 56.3\% = 43.7\%$ is explained by other causes beyond the variables facilitating conditions and behavioral intention.

Test F

The F test is performed to test the suitability of the model used for analysis. The results can be shown as the table below:

Table 3. F Test Model 1 and 2 Results

Model	F-Stats (Calculate)	Probability	Conclusion
1	52.508	0.000	Significant
2	39.048	0.000	Significant

The model is declared fit if the sig F value is less than 0.05. Effect of Performance Expectancy , Effort Expectancy And Social Influence On Behavioral Intention. The variables of performance expectancy , effort expectancy and social influence included in the model have a joint/simultaneous influence on behavioral intention. F results count 52.508 with a significant level of $0.000 < 0.05$ then performance expectancy, effort expectancy and social influence have a positive and significant simultaneous influence on behavioral intention or regression equation models are feasible.

The effect of facilitating conditions and behavioral intentions on behavioral use

The facilitating conditions and behavioral intention variables included in the model have a joint/simultaneous influence on behavioral use. F results count 39.048 with a significant level of $0.000 < 0.05$ then facilitating conditions and behavioral intentions have a simultaneous positive and significant influence on behavioral use or regression equation models are feasible.

Hypothesis Testing

Hypothesis testing uses a partial test (t test) to test the effect of independent variables on partially dependent variables with a significant level criterion of 0.05. The Effect of Performance Expectancy on Behavioral Intention. Based on the results of the regression test, it is known that the effect of performance expectancy on behavioral intention with a regression coefficient

of 0.157 and a significant level of $0.026 < 0.05$ so that partially (individually) there is a positive and significant influence on behavioral intention. Thus the first hypothesis (H1): Performance expectations have a positive and significant effect on behavior intention within the Ministry of Education, Culture, Research, and Technology, is accepted.

The Effect of Effort Expectancy on Behavioral Intention

Based on the results of the regression test, it is known that the effect of effort expectancy on behavioral intention with a regression coefficient of 0.358 and a significant level of $0.044 < 0.05$ so that partially (individually) there is a positive and significant influence on behavioral intention. Thus, the second hypothesis (H2): Effort expectancy has a positive and significant effect on behavior intention within the Ministry of Education, Culture, Research, and Technology, accepted.

The Effect of Social Influence on Behavioral Intention

Based on the results of the regression test, it is known that the influence of social influence on behavioral intention with a regression coefficient of 0.490 and a significant level of $0.007 < 0.05$ so that partially (individually) there is a positive and significant influence on behavioral intention. Thus the third hypothesis (H3): Social influence has a positive and significant effect on behavior intention within the Ministry of Education, Culture, Research, and Technology, accepted.

The effect of facilitating conditions on behavioral use

Based on the results of the regression test, it is known that the influence of facilitating conditions on behavioral use with a regression coefficient of 0.246 and a significant level of $0.036 < 0.05$ so that partially (individually) there is a positive and significant influence on behavioral use. Thus the fourth hypothesis (H4): Facilitating conditions have a positive and significant effect on user behavior (use behavior) within the Ministry of Education, Culture, Research, and Technology, is accepted.

The Effect of Behavioral Intention On Behavioral Use

Based on the results of the regression test, it is known that the influence of behavioral intention on behavioral use with a regression coefficient of 0.574 and a significant level of 0.000

< 0.05 so that partially (individually) there is a positive and significant influence on behavioral use. Thus, the fifth hypothesis (H5): Behavioral interest (behavior intention) has a positive and significant effect on user behavior (use behavior) within the Ministry of Education, Culture, Research, and Technology, accepted

Sobel Test

Sobel test is a test to find out whether a relationship through a mediating variable is significantly capable of being a mediator in the relationship. For example, the influence of X on Y through M. In this case the variable M is the mediator of the relationship from X to Y. To test how much the role of the variable M mediates the influence of X on Y is used sobel test. If the calculation result of the significant level $Z < 0.05$ then it can be said that the variable mediates between the independent variable and the dependent variable.

Based on calculations using the Sobel Test, the Z value is calculated at 1.7309 with a significant level of $0.0835 > 0.05$ so that behavioral intention does not mediate the influence of performance expectancy on behavioral use. Based on calculations using the Sobel Test, it can be known that the Z value is calculated at 5.4742 with a significant level of $0.0000 < 0.05$ so that behavioral intention mediates the influence of effort expectancy on behavioral use. Based on calculations using the Sobel Test, it can be seen that the Z value is calculated at 5.4742 with a significant level of $0.0000 < 0.05$ so that behavioral intention mediates the influence of social influence on behavioral use.

DISCUSSION

The results of the research conducted to determine the use of the direct procurement management information system (SIMpel) in the procurement of goods and services within the MINISTRY of Education and Culture Resarch and Technology are as follows:

The Effect of Performance Expectancy on Behavioral Intention

Based on the results of the regression test, it is known that the effect of performance expectancy on behavioral intention with a regression coefficient of 0.157 and a significant level of $0.026 < 0.05$ so that partially (individually) there is a positive and significant influence on behavioral intention. Thus, the first hypothesis (H1): Performance expectations have a positive and significant effect on behavior intention within the Ministry of Education, Culture, Research, and Technology, is accepted.

The results of this study support previous research conducted by Oswari, Suhendra and Harmoni (2008), Andika, Djajasukma and Heryanto (2017), Bendi and Andayani (2013), Ashari and Sukri (2019), Sedana and Wijaya (2009) and Handayani (2007) which resulted in performance expectations, positively and significantly affecting behavior intention.

The use of the SIMPeL application in the procurement of goods and services has been carried out within the Ministry of Education, Culture, Research, and Technology. The SIMPeL application is carried out using the UTAUT model testing as the initial model. The Unified Theory of Acceptance and Use of Technology (UTAUT) model used was developed by Venkatesh and Zhang in 2010 (Viswanath Venkatesh & Zhang, 2010). According to Venkatesh and Zhang (2010), there are factors that directly determine behavioral intention. One of these factors is performance expectancy. Performance expectancy is defined as the level when a person believes that using a system will help to obtain performance gains on the job (Venkatesh & Zhang, 2010). With the expectation of increased performance (performance expectations), it will also be able to increase behavioral interest (behavior intention).

The Effect of Effort Expectancy on Behavioral Intention

Based on the results of the regression test, it is known that the effect of effort expectancy on behavioral intention with a regression coefficient of 0.358 and a significant level of $0.044 < 0.05$ so that partially (individually) there is a positive and significant influence on behavioral intention. Thus, the second hypothesis (H2): Effort expectancy has a positive and significant effect on behavior intention within the Ministry of Education, Culture, Research, and Technology, accepted. The results of this study support previous research conducted by Oswari, Suhendra and Harmoni (2008), Andika, Djajasukma and Heryanto (2017), Bendi and Andayani (2013), Ashari and Sukri (2019), Sedana and Wijaya (2009) and Handayani (2007) which resulted in work expectations (effort expectancy) having a positive and significant effect on behavioral interest (behavior intention).

The use of the SIMPeL application in the procurement of goods and services within the Ministry of Education, Culture, Research, and Technology was carried out using the Unified Theory of Acceptance and Use of Technology (UTAUT) Model developed by Venkatesh and Zhang in 2010 (Venkatesh & Zhang, 2010).

According to Venkatesh and Zhang (2010), there are factors that directly determine behavioral intention. One of these factors is effort

expectancy. Effort expectancy is a level of ease of use of the system that will be able to reduce the effort (effort and time) of individuals in doing work (Viswanath Venkatesh & Zhang, 2010). With increasing work expectations (effort expectations), it will also be able to increase behavioral interest (behavior intention).

The Effect of Social Influence on Behavioral Intention

Based on the results of the regression test, it is known that the influence of social influence on behavioral intention with a regression coefficient of 0.490 and a significant level of $0.007 < 0.05$ so that partially (individually) there is a positive and significant influence on behavioral intention. Thus, the third hypothesis (H3): Social influence has a positive and significant effect on behavior intention within the Ministry of Education, Culture, Research, and Technology, accepted. The results of this study support previous research conducted by Oswari, Suhendra and Harmoni (2008) and Andika, Djajasukma and Heryanto (2017) which resulted in a positive and significant social influence on behavior intention.

The use of the SIMPeL application in the procurement of goods and services within the Ministry of Education, Culture, Research, and Technology was carried out using the Unified Theory of Acceptance and Use of Technology (UTAUT) Model developed by Venkatesh and Zhang in 2010 (Viswanath Venkatesh & Zhang, 2010). According to Venkatesh and Zhang (2010), there are factors that directly determine behavioral intention. One of these factors is social influence. Social Influence is defined as the degree to which an individual feels the importance that others believe he should use the new system (Viswanath Venkatesh & Zhang, 2010). With increasing social influence, it will also be able to increase behavioral interest (behavior intention).

The effect of facilitating conditions on behavioral use

Based on the results of the regression test, it is known that the influence of facilitating conditions on behavioral use with a regression coefficient of 0.246 and a significant level of $0.036 < 0.05$ so that partially (individually) there is a positive and significant influence on behavioral use. Thus, the fourth hypothesis (H4): Facilitating conditions have a positive and significant effect on user behavior (use behavior) within the Ministry of Education, Culture, Research, and Technology, is accepted. The results of this study support previous research conducted by Andika, Djajasukma and Heryanto (2017) and Ashari and Sukri (2019) which resulted in facilitating conditions that have a positive and significant effect on user behavior (use behavior)

The behavior of SIMPeL application users in the procurement of goods and services within the Ministry of Education, Culture, Research, and Technology was carried out using the Unified Theory of Acceptance and Use of Technology (UTAUT) Model developed by Venkatesh and Zhang in 2010 (Viswanath Venkatesh & Zhang, 2010). According to Venkatesh and Zhang (2010), there are factors that directly determine user behavior (use behavior). One of these factors is facilitating conditions. Facilitating conditions are defined as the degree to which one believes that organizational and technical infrastructure is available to support the system (Viswanath Venkatesh & Zhang, 2010). With facilitating conditions that are increasing, it will also be able to improve user behavior (use behavior)

The Effect of Behavioral Intention On Behavioral Use

Based on the results of the regression test, it is known that the influence of behavioral intention on behavioral use with a regression coefficient of 0.574 and a significant level of $0.000 < 0.05$ so that partially (individually) there is a positive and significant influence on behavioral use. Thus, the fifth hypothesis (H5): Behavior intention has a positive and significant effect on user behavior (use behavior) within the Ministry of Education, Culture, Research, and Technology, accepted. The results of this study support previous research conducted by Andika, Djajasukma and Heryanto (2017) and Ashari and Sukri (2019) which resulted in behavioral interest (behavior intention) having a positive and significant effect on user behavior (use behavior)

The behavior of SIMPeL application users in the procurement of goods and services within the Ministry of Education, Culture, Research, and Technology was carried out using the Unified Theory of Acceptance and Use of Technology (UTAUT) Model developed by Venkatesh and Zhang in 2010 (Viswanath Venkatesh & Zhang, 2010). According to Venkatesh and Zhang (2010), there are factors that directly determine user behavior (use behavior). One of these factors is behavior intention. Behavioral intentions are a measure of the power of a person's intention to use technology (Viswanath Venkatesh & Zhang, 2010). With increasing behavior intention, it will also be able to increase user behavior (use behavior)

The effect of performance expectancy on behavioral use with behavioral intention mediation

Based on calculations using the Sobel Test, the Z value is calculated at 1.7309 with a significant level of $0.0835 > 0.05$ so that behavioral intention does not mediate the influence of performance expectancy on

behavioral use. The results showed that performance expectancy that runs has an effect on behavioral use before being mediated by behavioral intention, but after mediation behavioral intention has less effect than directly on behavioral use.

The effect of effort expectancy on behavioral use with mediation of behavioral intention

Based on calculations using the Sobel Test, it can be known that the Z value is calculated at 5.4742 with a significant level of $0.0000 < 0.05$ so that behavioral intention mediates the influence of effort expectancy on behavioral use. The results showed that the ongoing effort expectancy has affected behavioral use before being mediated by behavioral intention, even after being mediated behavioral intention the effect is stronger than directly on behavioral use.

The effect of social influence on behavioral use with mediation of behavioral intention

Based on calculations using the Sobel Test, the Z value is calculated at 5.4742 with a significant level of $0.0000 < 0.05$ so that behavioral intention mediates the influence of social influence on behavioral use. The results showed that social influence that runs has influenced behavioral use before being mediated by behavioral intention, even after being mediated behavioral intention the effect is stronger than directly on behavioral use.

CONCLUSION

Based on the results of the study to determine the use of the direct procurement management information system (SIMPel) in the procurement of goods and services within the Ministry of Education and Culture of Research and Technology, it can be concluded that performance expectations have a positive and significant effect on behavior intention within the Ministry of Education, Culture, Research, and Technology. Effort expectancy has a positive and significant effect on behavior intention within the Ministry of Education, Culture, Research, and Technology. Social influence has a positive and significant effect on behavior intention within the Ministry of Education, Culture, Research, and Technology. Conditions that facilitate (facilitating conditions) have a positive and significant effect on user behavior (use behavior) within the Ministry of Education, Culture, Research, and Technology. Behavioral interest (behavior intention) has a positive and significant effect on user behavior (use behavior) within the Ministry of Education, Culture, Research, and Technology. Behavioral intention does not mediate the influence of performance expectancy

on behavioral use. Behavioral intention mediates the influence of effort expectancy on behavioral use. Behavioral intention mediates the influence of social influence on behavioral use.

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