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Building Students' Information System Value Co-Creation With The Technology Acceptance Model: An Extension Of The S-Dl Theory

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Abstract

Several studies assess the existence of Students' Information Systems and the desire for reuse behavior is still a gap. The presence of technology for some researchers makes its fears for users. Technology becomes something new and binds users with several rules in operating it into another problem in the presence of the Students' Information System. The principle of S-DL and technology is to assess the problem of creating corporate value with the market. The S-DL logic outlines how technological innovation becomes a driver of service innovation by offering customers the value proposition they desperately want. This study selected 145 respondents with the model testing analysis technique with the SEM-AMOS approach. The results of testing all hypotheses significantly encourage companies to engage and utilize technology in higher education. The results of analyzing the data collected show that the S-DL Principle identified Sustainable Use Decision as a learner's decision to continue using TAM and Information Systems.

Key Words: Technology Acceptance Model, Students' Information System, Behavioral intention, Technology use, S-DL Theory

INTRODUCTION

The main frameworks in higher education management have a common interest in improving higher education performance and student and graduate performance. Higher education must understand how to find and develop their resources. Higher education's comparative capital is used to access relationships and provide access to stakeholders and other important resources and consumer markets.

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Higher education gains access to these new comparative resources (skills, knowledge, and technology) by utilizing their limited resources and capabilities. Students' Information System (SIS) for higher education is one of the capabilities that can be used to create new value for higher education that can attract education and labor markets. Students' Information System is a tangible form of higher education change in configuring internal and external resources, thus provoking higher education from competing higher education offerings. In addition, the Students' Information System is the development of higher education innovation capabilities in responding to the challenges of digitization of education. Therefore, the Students' Information System by previous researchers can create a sustainable competitive advantage in higher education (Hayatu Mazadu, Ibrahim, Ibrahim, & Salahudeen Mansur, 2022; Li, Wang, Lu, & Wang, 2022).

Students' Information System is one of the leading programs in many higher educations. The concept of the Students' Information System approach is a medium of information about academic services that make it easy for stakeholders, especially lecturers, and students, to be accessed anytime and anytime by them. The essence of SIS is to support the process of changing academic services for the technology-based academic community. SIS problems in higher education need to be a concern where quality reaps a lot of criticism and suggestions, for example, the difficulty of accessing users (stakeholders), users have difficulty in operationalizing SIS, so the value of benefits is low for higher education and stakeholders. Simple logic should Students' Information Systems produce something more perfect educational services than previous technology. This condition is detrimental to higher education management in trying to improve the quality of their educational products and services. This development suggests a more valuable inclusion of Students' Information Systems in the learning process in higher education. One model that has dominated the Students' Information System research area, is the Technology Acceptance Model (TAM). TAM is proven to solve the information system problems that are facing higher education. The variables of attitude, behavior, and use of information systems are important considerations for higher education (Ali, Farouk, & Sharaf, 2022; Contreras & Gallardo, 2022).

Several studies assess the existence of Students' Information Systems and the desire for reuse behavior is still a gap. The presence of technology for some researchers makes its fears for users. Technology becomes something new and binds users with several rules in operating it into another problem of the presence of Students' Information Systems. Changes are sometimes not responded to well, even though the Students' Information System has a good purpose. Not to mention the facilities and infrastructure and their maintenance require attention and economic

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sacrifices that are not small. Previous research on user behavior in Students' Information Systems and TAM mostly focuses on the cognitive basis or user attitudes, but not enough to consider Value Co-Creation in new information technology. Previous research on TAM has mostly shown that TAM has better explanatory power to explain user behavior if external variables are effectively included, but has not been able to explain the value generated from the technology itself (Honggo, Handayani, & Azzahro, 2022; Zheng, Qian, Wang, & Wu, 2023).

The gap in TAM knowledge is that SIS are considered primarily from a TAM perspective. On the other hand, other variables such as shared value creation in information systems remain largely unexplained, causing a significant gap in the advancement of S-DL theory in higher education. To address the mentioned research gap, this study will incorporate Information System Value Co-Creation into TAM so that the function of Information System Value Co-Creation can be understood. (Rosli, Saleh, Md. Ali, & Abu Bakar, 2023). Our study chose to assume that these Information System Value Co-Creation factors will be positively influenced by PU and PEU. Our study builds on the logical thinking that perceived Value Co-Creation influences students' intention to use the SIS platform.

Several previous studies developed ideas on the concept of value in Service-Dominant Logic (S-DL). The notion of Value Co-Creation is extended to new research spaces such as higher education with students as a perspective in the frame of the concept of seller-buyer exchange (Vargo, Wieland, & O'Brien, 2023; Yao-Ping Peng, Xu, & Xu, 2023). Our study believes that there is a need for research that can develop the value in the use of TAM (higher education) that is embedded in the value of users (students). Our research continues to use the "Student Information System (SIS)" application in an effective e-learning system digital learning environment that makes learning more enjoyable and necessary to achieve the learning goals that students achieve. intention. Our research examines the variables that influence SIS for the deployment of a sustainable decision-making platform. Our S-DL-based research addresses the SIS service model to increase the shared value of student information systems in information systems.

LITERATURE REVIEW

Students' Information System Value Co-Creation

The development of higher education demands the existence of technology as a major factor in changing the performance of higher education for the better on an ongoing basis. The performance of higher education today is highly dependent on technology and the learning process because it allows the learning process for students to be more effective in achieving learning outcomes (Al-Mamary, 2022; Al-

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Rahmi et al., 2021). S-DL is the basis for an effective foundation in developing Students' Information Systems as a learning media and interactive tool between higher education, especially lecturers and educators with their students. The concept of Students' Information System Value Co-Creation is basically to make higher education more efficient and effective in improving the performance of higher education. Information System Value Co-Creation is expected to help deliver higher education to have superior value and learning outcomes. S-DL has been widely used in research on the value adoption of a company's product and service offerings to target markets. Based on the Service-Dominant Logic, the Students' Information System model focuses on explaining Value Co-Creation which is the reason for user engagement to use a particular information system and believe in it (Roy, Singh, Sadeque, Harrigan, & Coussement, 2023).

The principle of S-DL and technology is to assess a company's value creation problem with the market. The S-DL logic outlines how technological innovation becomes the driver of service innovation by offering customers the value proposition they want. The value creation pattern of shared value propositions will greatly assist higher education in achieving expected performance. S-DL assumes that higher education provides a value proposition that is offered to students, and then students through interaction with higher education create mutually agreed value (Echeverri, 2021). This suggests that S-DL requires the value that is built and applied in higher education to be jointly developed by students and higher education. Thus, the premise of S-DL is applied that students have the task or role of creating value, and higher education has the task and role of providing the promise of value creation to students with the integration of technological resources to deliver value to students. Therefore, the logic that our study builds from the concept of the Students' Information System is that students create value with higher education, while the position of higher education is only to offer a variety of value propositions to encourage students to create value together (Dahlen & Hanson, 2023; Dehling, Edvardsson, & Tronvoll, 2022).

Technology Acceptance Model

Higher education is trying to bring newer technologies into the hands of their students. Utilizing technology in higher education is not a completely new concept. The challenge for higher education is whether lecturers, teaching staff, and students can accept newer technologies in the learning process and interaction. The TAM concept was chosen and has often been used by researchers to test perceived usefulness and enjoyment as a measure of whether the technology is accepted or rejected. The TAM concept introduces two main determinants of technology feasibility in this case Students' Information System which are perceived Usefulness (PU) and

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perceived Ease of Use (PEU). Several studies have shown that these two factors have a positive effect on the adoption of information technology among users. The TAM concept is also extended to the area of payment-related services and banking products based on mobile technology. The TAM concept essentially emphasizes the formation of value perceived by users, in this case, students. The value of the Students' Information System is the extent to which a student thinks and has felt that using a particular system such as the Students' Information System will improve their performance in the learning process and the completion of their study assignments. Student perceptions formed from PU and PEU determine the continued use of the Students' Information System in higher education (Alsyouf et al., 2023; Alwabel & Zeng, 2021; Zhao & Pan, 2023).

Many studies agree to interpret perceived utility as the extent to which user performance is enhanced by the benefits of using technology in higher education. Perceived utility assumes that individuals are more likely to use a SIS if they believe that it has utility value that actually helps them improve their job performance and increases their effectiveness. Our study extends TAM to the issue of the PU of Students' Information Systems (PU-SIS). PU Students' Information System can be considered as a system to achieve a certain goal, which is to increase effectiveness in the interactive learning process for good students, especially e-learning. This means that PU-SIS can be seen as a tool to guide how Students' Information System improves student learning performance so that students consider PU-SIS useful or not and consider whether Students' Information System can be used sustainably by higher education because it is fully supported by internal stakeholders (Alsyouf et al., 2023; Alyoussef, 2023).

Our study builds a TAM model based on S-DL simplifying PU and PEU. The logic of S-DL on PEU is essentially the low physical and mental sacrifice for them in operating the technology. Many studies suggest that PEU will have a better impact on sustainable intention to use if it is extended to S-DL on the concept of Value Co-Creation (Yao-Ping Peng et al., 2023). Our study establishes the PEU of Students' Information Systems (PEU-SIS) as one of the external factors in the acceptance behavior of Students' Information Systems in higher education. PEU-SIS impacts behavioral intentions and thus directly impacts system usage. Many empirical studies of information systems have found that PEU-SIS influences users' intention to use, which in turn influences sustained use intention, leading to technology adoption in higher education institutions. Therefore, PEU-SIS is argued to contribute to shaping individuals' general attitudes about the value of system use and the resulting use of SIS to achieve business goals (Cabero-Almenara, Llorente-Cejudo, Palacios-Rodriguez, & Gallego-Perez, 2023; Cárdenas-Sainz, Barrón-Estrada, Zatarain-

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Cabada, & Ríos-Félix, 2022).

Sustainable Use Decision

The dynamics of changes in the higher education environment towards the concept of changing learning models and information systems that can be "accessed anytime and operated anywhere". The description of these conditions is an innovative effort of higher education that they continue to do according to the proportion of the value of excellence they promise to students and other stakeholders. SIS in higher education proves their efforts to fulfill marketing promises to stakeholders. SIS is expected to provide superior value in ease of operation, flexibility of time and place, and speed of access to academic information for students. On the other hand, the use of SIS in higher education presents risks that allow rejection from lecturers, teaching staff, and students due to user data security issues, trust in the reliability of the technology used and privacy violations. For higher education, the presence of technology has several advantages including flexibility in the schedule of the teaching and learning process, online interaction provides a sense of comfort, accessibility of services provided for 24 hours in 7 days, and avoiding security and health risks of meeting in person (COVID-19 pandemic), and optimizes educational services with creative and attractive features. Assessment of the benefits and risks of using the Students' Information System in higher education is in the hands of students (Abu-Taieh et al., 2022; Adikoeswanto et al., 2022; Alassafi, 2022).

If TAM and Information System Value Co-Creation get a better assessment or relative advantage than the previous condition, students can make decisions to use certain innovations or technologies that are considered superior to others. In addition, if TAM and Information System Value Co-Creation, the relative benefits felt by students consistently have more value on the user's tendency to use sustainable technology (Alyoussef, 2022) The S-DL principle identified Sustainable Use Decision as the learners' decision to continue using TAM and Information System or not. The S-DL principle became a source in building predictors of PU and PEU found to be higher levels of sustainable decisions and student satisfaction. TAM and Information System researchers have also found that ease and usefulness positively influence the desire to use the technology. S-DL confirms the importance of PU and PEU as antecedent variables that influence behavior. The research study results indicate that PU and PEU influence consumer behavior in adopting Information System services. The researchers studied the Information System and the key variables that can predict desire are attitudes, subjective norms, and perceived usefulness (An, Eck, & Yim, 2023; Anbumathi, Dorai, & Palaniappan, 2023).

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METHOD

A deductive approach was chosen in our study to address issues related to TAM and Information Systems and Sustainable Use Decisions. Our study focused on university students in higher education institutions in Central Java. A total of 145 students were identified to participate in this study. This study sampled students from universities that have adopted information systems in their academic services. The development of technology and the changing pattern of education make a good population to test the formulation of the theoretical model of Sustainable Use Decisions. Our study uses an interval scale with a 10-point scoring value. Our study used a 7-item PU-SIS measurement. Our study in testing PEU-SIS uses 5 items. SIS-Value Co-Creation we tested with 4 items. Finally, we tested the Sustainable Use Decision with 4 items. Our study analyzes the results of respondents' answers to produce data analysis, with SEM-AMOS. Testing with SEM-AMOS to conclude whether the hypothesis and model of this study are accepted or otherwise.

RESULTS AND DISCUSSION

Our study refers to S-DL as the foundation for building the theoretical model. Several studies suggest that the choice of SEM-AMOS with a confirmatory analysis approach is very appropriate in developing this research model (Abu-Taieh et al., 2022; Al Darayseh, 2023). Our study tests the validity and reliability of observed variable responses to ensure model and hypothesis testing is as expected.

Table 1 AVE & CRI Test

VARIABLE & INDICATOR	STD. LOADING (Lambda Value)	CONVERGENT VALIDITY (AVE) ≥0.50	CONSTRUCT RELIABILITY (CRI) ≥0.70
Perceived usefulness-Student Information System		0.598	0.912
I find the SIS useful (PU-SIS1)	0.780		
The SIS gives me good recommendations (PU-SIS2)	0.707		
Using the SIS platform will improve my academic performance (PU-SIS3)	0.866		
Using the SIS platform increases my effectiveness in completing academic tasks (PU-SIS4)	0.643		
Using the SIS platform has increased my interest in completing academic tasks (PU-SIS5)	0.722		
I find the SIS platform useful in the completion of my studies (PU-SIS6)	0.812		

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VARIABLE & INDICATOR	STD. LOADING (Lambda Value)	CONVERGENT VALIDITY (AVE) ≥0.50	CONSTRUCT RELIABILITY (CRI) ≥0.70
I feel the SIS features or menus can increase my desire to obtain academic information (PU-SIS7)	0.856		
Perceived Ease of Use-Student Information System		0.699	0.920
The recommender system was easy to use (PEU-SIS1)	0.734		
It is easy for me to skillfully use the SIS platform (PEU-SIS2)	0.831		
Operating the SIS platform does not need to consume too much brain power (PEU-SIS3)	0.854		
Learning to operate the Student Information The system would be easy for me (PEU-SIS4)	0.868		
I can quickly find the necessary learning resources on the SIS platform (PEU-SIS5)	0.885		
Student Information System-Value Co-Creation		0.503	0.802
Student Information System-Value Co-Creation (SIS-VCC1)	0.737		
I found the SIS platform experience is enjoyable (SIS-VCC2)	0.653		
I like the idea of the SIS platform (SIS-VCC3)	0.756		
The college is committed to building up customer value (SIS-VCC4)	0.687		
Sustainable Use Decision		0.573	0.843
I would use this recommender SIS again (SUD1)	0.704		
In the future, I have plans to insist on the SIS platform (SUD2)	0.763		
I would like to spend more time on the SIS platform in the future (SUD3)	0.786		
I am willing to use the SIS platform as a way to improve me (SUD4)	0.773		

These results show construct reliability results of the required 0.70 thresholds for the critical value. In addition, the convergent validity (AVE) of each construct is greater than 0.50, and the STD. loading value of each item is greater than 0.70. The results of model testing with the SEM-AMOS approach to the Sustainable Use Decision model show the following picture:

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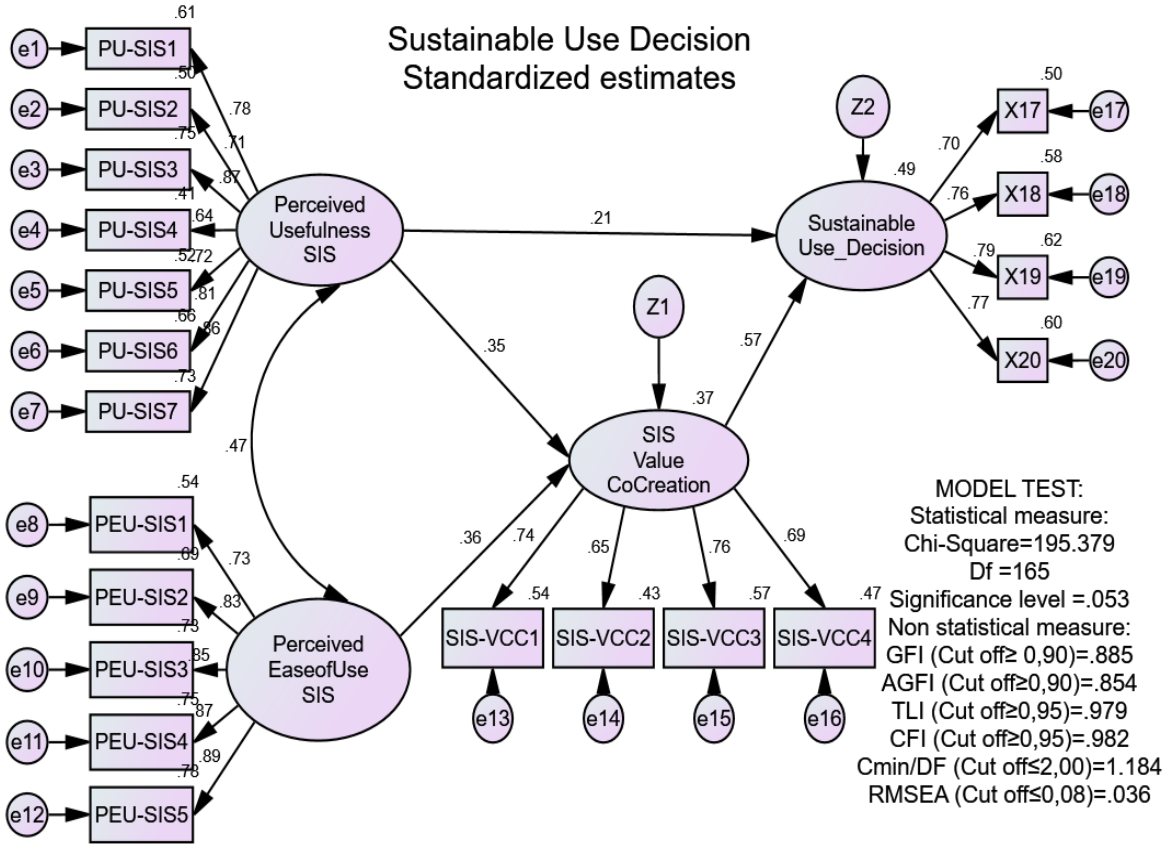


Figure 1 Sustainable Use Decision Conceptual framework

Our study proposes four hypotheses in the formulation of the proposed model, the following are the results of testing the hypotheses of the Sustainable Use Decision research,

Table 2 Hypothesis testing

Hipotesis	Constructs	t-value ratio	p-value	Decision
H1	Perceived_Usefulness_SIS→ SIS_Value_CoCreation	3.358	0,000	Acceptable
H2	Perceived_Ease_of_Use_SIS→ SIS_Value_CoCreation	3.550	0,000	Acceptable
H3	SIS_Value_CoCreation→ Sustainable_Use_Decision	4.586	0,000	Acceptable
H4	Perceived_Usefulness_SIS→ Sustainable_Use_Decision	2.163	0,031	Acceptable

The results of hypothesis testing show that all four hypotheses are accepted as determined according to the critical value.

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CONCLUSION

Our study investigates the knowledge gap of TAM and Information Systems with the S-DL Theory approach, thus leading to the sustainable decision of absorbing and utilizing technological knowledge. Analysis of the collected data shows that the S-DL Principle identified Sustainable Use Decision as a learner's decision to continue using TAM and Information Systems. The results of hypothesis testing significantly encourage companies to engage and utilize technology in higher education. It is important to mention in this study that some of the operationalized items of the independent variables, the Perceived Usefulness of Students' Information System factor and building Perceived Ease of Use of Students' Information System (PEU-SIS), are directly related to the dependent variables, namely Information System Value Co-Creation and Sustainable Use Decision.

This research makes many theoretical contributions to S-DL, notably, the findings from this study shed light on the constructive roles played by internal and external factors in generating Information System Value Co-Creation which leads to the building of Sustainable Use Decisions. This conceptual model validates the S-DL Theory's argument that the internal and external logic of information system use is not only influenced by the policies and actions of universities but also has the potential of stakeholders, namely students, and lecturers, to influence university policies. This finding contributes to the S-DL theory and proves that SIS-Value Co-Creation significantly creates value for universities. This strengthens the ability of universities to develop sustainable education service technology by developing the right knowledge base, valuing new or external knowledge, and making TAM knowledge-based decisions.

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