# Analysis of LMS Implementation Success Based on Information System Success and End-User Computing Satisfaction Models

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**Abstract - A learning Management System (LMS) is critical because it can help improve learning quality and efficiency. Therefore, organizations need to evaluate their performance and utilization. The objective of this study is to evaluate the success of the LMS Onclass implementation using Combination the Information System Success Model (ISSM) and End User Computing Satisfaction (EUCS). This study's data collection approach was a quantitative survey. The population consisted of all students in the Faculty of Engineering and Science at the Muhammadiyah University of Purwokerto, with a total of 1022 using the Onclass. The researcher used data from active students in semesters 1, 3 and 5 with a total of 534 data. The data collection technique was conducted non-test through a questionnaire to assess the success of LMS implementation based on the ISSM and EUCS models. After collecting the data, the next step is to process it using the SEM-PLS multivariate analysis technique, which includes validating the measurement model as well as the structural model. The study's findings revealed that the respondents' data were validated and reliable. The test was then performed, and it was discovered that all hypotheses were accepted, indicating that the factors had a positive and significant influence.**

**Keywords: End User Computing Satisfaction, Information System Success Model, Learning Management System**

## I. INTRODUCTION

The technological advancements of the twenty-first century, as well as the contemporary industrial revolution era, have had an impact on the use of technology in the field of education, particularly in the learning process. Various advances in educational technology have been developed to improve the quality of learning. In addition to in-person instruction, online learning is now available. Online learning is a sort of learning that is done via the internet and uses various digital platforms [1]. Teachers and students engage virtually using electronic media such as Learning Management Systems (LMS), Video Conferences, online discussion forums, email, and other digital communication tools. Online learning allows students to access resources, take exams, participate in conversations, and complete assignments from anywhere without having to physically attend a classroom. Online learning not only allows people who are constrained by time or place to learn, but it also offers several advantages, such as the ability to respond to individual needs, use resources in a more dynamic way, and increase engagement during the learning process [2]. However, the implementation and adoption of online learning has been very successful. Despite technological advances, there are still many problems to be overcome, such as poor accessibility and sustainability of education.

LMS is a web-based system which allows teachers and students to share learning materials, make class announcements, collect and return assignments, and communicate with each other [3]. The Learning Management System (LMS) is a software platform for managing, distributing, and evaluating online learning activities. LMS enables educational institutions, businesses, and other organizations to offer learning environments and programs in digital format. LMS key features include course management, learning progress tracking, automated assessments, and the ability to incorporate various learning resources such as videos, documents, and interactive quizzes. Furthermore, LMS facilitates interaction between teachers and students via discussion boards, chat, and other collaborative tools [4]. In general, LMS is a software application developed with the aim of centralizing and simplifying the administration and management of learning activities through e-learning.

LMS is significant because of the flexibility and accessibility it provides. In higher education, LMS allows for better structured and efficient learning by providing learners with access to information at all times and from any location. It also allows schools to

measure the performance of learning programs using analytical data, which can be utilized to improve the whole educational process [5].

Studies have demonstrated that LMSs contain a variety of features that can improve students' learning experiences. A research of usability characteristics that predict continued desire to use an e-learning application discovered that factors such as performance expectancy, effort expectancy, and social impact influence students' intention to continue using an LMS. In addition, LMSs enable students to better track their learning progress [6]. LMS is designed to make students excited about learning in a more comfortable environment.

The growth of information technology has had a widespread impact on higher education. The goal is to improve the quality of learning for both students and teachers, as using an LMS will undoubtedly increase convenience and save time. Muhammadiyah University of Purwokerto (UMP) is among the universities that use this technology.

According to data from observations of the use of LMS at Muhammadiyah University of Purwokerto in its operations, there are still complaints concerning the use of LMS at Muhammadiyah University of Purwokerto collected from the Information, Documentation, and Complaints Center (PIDK) in each faculty. On average, data from the Student Academic Information System was said to have been automatically merged, while some claimed that the data had to be entered manually, resulting in students having problems logging in. Furthermore, the server frequently went down when the LMS was utilized.

The purpose of designing an LMS is to make students excited about learning in a more comfortable environment. LMS usually provides features that allow lecturers to continue online class discussions, give assignments, and even reward students individually based on their performance.

Many factors influence the success of LMS implementation in the online learning process. Among the factors that influence success are performance expectations, business expectations, and social influences that influence students' intentions to continue using LMS [7], interaction between students and lecturers, distributing learning materials, and facilitating online collaboration [8], lecturer behavior in delivering learning materials [9]. Thus, online learning using LMS in higher education has great potential to improve learning effectiveness, facilitate interaction between students and lecturers, and ensure the continuity of education in challenging situations such as the pandemic. Higher education may use technology to build a more accessible, dynamic, and responsive learning environment to contemporary educational demands.

Onclass is a Learning Management System (LMS) developed by Muhammadiyah Purwokerto University to facilitate online learning after the Covid-19 pandemic in 2020. Since then, Onclass has been developed and used at the institution. The success of an information system depends not only on its structure but also on the understanding and benefits perceived by users when using it. The implementation of an information system can fail in two aspects: the technical aspect, which is related to the technical quality of the system, and the non-technical aspect, which involves the users' perception and their willingness to adopt the developed system.

One of the models that can be used to understand the success of LMS implementation is the Information System Success Model (ISSM) from the theory developed by Delone & McLean. This model provides a comprehensive framework for analyzing factors that influence the success of information system implementation [10,11]. In ISSM theory, the success of implementing an information system in online learning can be measured through various dimensions, including system quality, user satisfaction, system usage, individual impact, and organizational impact. Analysis of these factors can provide recommendations for improving the effectiveness and development of the LMS platform [12,13].

In this study, the researchers used the ISSM method to analyze user success on the OnClass Learning Management System (LMS) platform. They explored various factors that affect success in usage through system quality, user satisfaction with the platform, level of usage, and the impact felt at both individual and organizational levels. Additionally, the researchers incorporated one factor from the End User Computing Satisfaction (EUCS) model, which is Ease of Use (the ease of using the system by users, both in terms of navigation and interaction) [14]. User satisfaction assessment describes the extent to which the provided information is useful to users. Satisfaction measurement has a long history in the field of information systems. Within the EUCS framework, several studies have been conducted to assess end users using EUCS components, which include Content, Accuracy, Format, Ease of Use, and Timeliness [10,15].

Thus, the application of the Information System Success Model (ISSM) and End User Computing Satisfaction (EUCS) models to the analysis of Onclass LMS can provide an in-depth view of the extent of the

success of the implementation of Onclass LMS and it is hoped that useful recommendations can be found for development and improving quality.

The purpose of this study is analyzing the success of the implementation of the Learning Management System (LMS) Onclass using the Information System Success Model (ISSM) and End User Computing Satisfaction (EUCS).

## II. METHODS

This study's data collection approach was a quantitative survey with a questionnaire. The questionnaire was issued to students who regularly use the Onclass LMS. The population consisted of all students in the Faculty of Engineering and Science at the Muhammadiyah University of Purwokerto in the 2024/2025 academic year as of September 19, 2024, with a total of 1022 students utilizing the Onclass Learning Management System (LMS). Based on the minimum sample size calculation, the researcher used data from active students in semesters 1, 3 and 5 at the Faculty of Engineering and Science, totaling 534 active students. A questionnaire, rather than a test, is used to collect data in this case. The data collecting tool contains a questionnaire sheet to evaluate the success of the Onclass LMS implementation utilizing a combination of the ISSM and EUCS models for students of the Faculty of Engineering and Science at the Muhammadiyah University of Purwokerto in the 2024/2025 academic year. The DeLone and McLean Information System Success Model includes six main dimensions; 1) System Quality; 2) Information Quality; 3) Service Quality; 4) Use; 5) User Satisfaction; and 6) Net Benefits. By including the Ease of Use element, this study may more accurately measure the user experience of the Onclass LMS. This component complements the system quality and user satisfaction dimensions of the DeLone and McLean model by putting a focus on perceived ease of use, which is particularly relevant to guaranteeing the success of adopting information systems in an educational setting. The following is a conceptual model that has been prepared and presented in Fig. 1.

In accordance with the relationship between variables shown in the conceptual model above, the formulation of the hypothesis tested in this study is as follows.

H1: The System Quality variable has a positive and significant effect on Intention to Use.
H2: Variable *System Quality* has a Positive and Significant Influence on *User Satisfaction.*
H3: Variable *Information Quality* has a Positive and Significant Influence on *Intention to Use.*
H4: Variable *Information Quality* has a Positive and Significant Influence on *User Satisfaction.*
H5: Variable *Service Quality* has a Positive and Significant Influence on *Intention to Use.*
H6: Variable *Service Quality* has a Positive and Significant Influence on *User Satisfaction.*
H7: Variable *Ease of Use* has a Positive and Significant Influence on *User Satisfaction.*
H8: Variable *Intention to Use* has a Positive and Significant Influence on *Net Benefits.*
H9: Variable *User Satisfaction* has a Positive and Significant Influence on *Net Benefits*

After the data is collected, the next step is to process the data using the multivariate analysis technique Structural Equation Model - Partial Least Square (SEM-PLS) which includes testing the measurement model and testing the structural model.

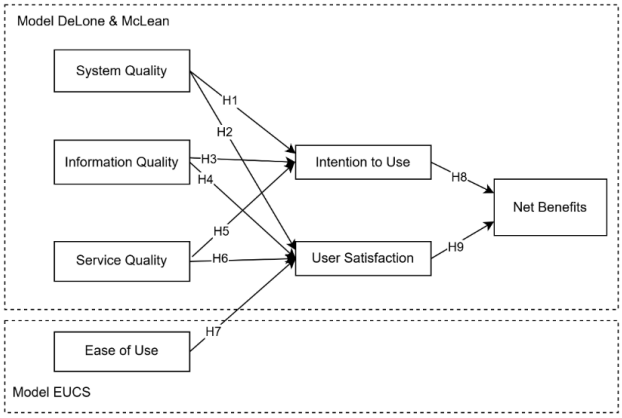


**Fig. 1 Conceptual model**

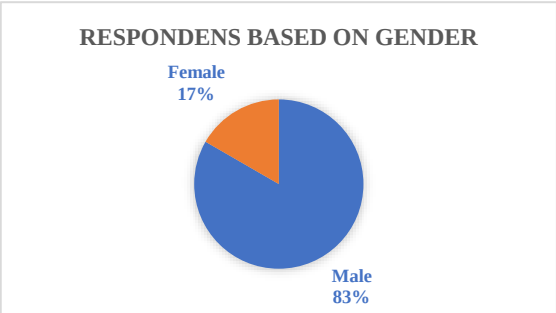


**Fig. 2 Respondents based on gender**

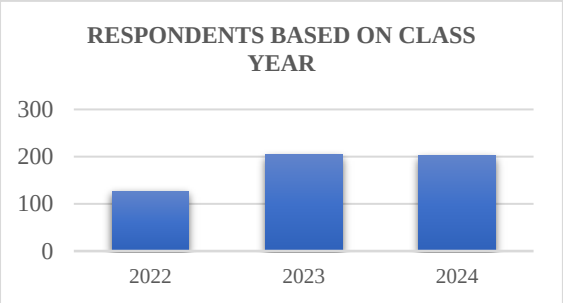


**Fig. 3 Respondents based on class year**

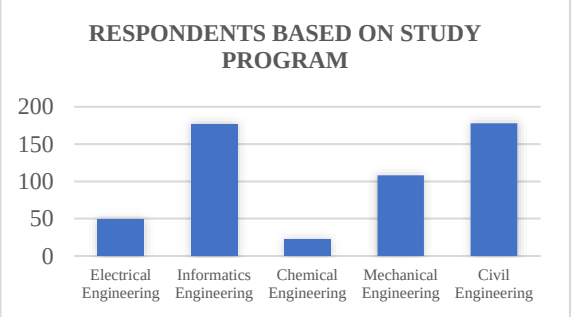


**Fig. 4 Respondents based on study program**

## III. RESULT AND DISCUSSION

This study's participants included 534 students. They were active students in semesters 1, 3 and 5 at the Faculty of Engineering and Science, Muhammadiyah University of Purwokerto, who completed the questionnaire using the Sistem Informasi Akademik (SIA). The responders to this study are described in Fig. 2, 3 and 4.

It can be seen in the picture that the respondents with female gender are 17% or 89 students, while the number of male respondents is 83% or 445 students. Then the number of respondents from the 2022 batch was recorded as 127 people, the 2023 batch had 204 respondents and the 2024 batch with 203 respondents. The distribution of Study Programs in the respondent data is also evenly distributed across 5 (Five) Study Programs at the Faculty of Engineering and Science, Muhammadiyah University of Purwokerto. In the Electrical Engineering Study Program there are 49 respondents, the Informatics Engineering Study Program has 177 respondents, the Chemical Engineering Study Program has 22 respondents, the Mechanical Engineering Study Program has 108 respondents and the Civil Engineering Study Program has 178 respondents.

The Ease Of Use aspect includes; 1) Onclass helps to increase my time efficiency. (EU1); 2) Onclass provides real benefits for me. (EU2); 3) Onclass increases my productivity. (EU3); and 4) Onclass supports the achievement of my learning goals. (EU4). The information quality aspect includes; 1) The information produced by Onclass is relevant to my needs. (IQ1); 2) The information provided by Onclass is accurate and reliable. (IQ2); 3) The information in Onclass is available in a timely manner when I need it. (IQ3); and 4) The information provided by Onclass is complete and not confusing. (IQ4). The intention to use aspect includes; 1) Onclass is easy to learn and use. (IU1); 2) Onclass interface is simple and easy to understand. (IU2); 3) Onclass makes my work easier. (IU3); and 4) Navigation on Onclass is easy. (IU4). The net benefits aspect includes; 1) Plan to continue using Onclass. (NB1); 2) Onclass is important to support my activities. (NB2); 3) Interested in using new features provided by Onclass. (NB3); and 4) Recommend Onclass to others. (NB4). The system quality aspect includes; 1) Onclass is easy to use to complete tasks. (SQ1); 2) Onclass has a fast response time. (SQ2); 3) Onclass is reliable without frequent disruptions or errors. (SQ3); 4) Onclass provides adequate features to support needs. (SQ4). The service quality aspect includes; 1) Onclass technical service is fast in resolving issues. (SQL1); 2) Onclass support team helped me well. (SQL2); 3) Onclass technical service is professional and friendly. (SQL3); and 4) Onclass technical service is professional and friendly. (SQL3). The user satisfaction aspect includes; 1) Satisfied with the experience of using Onclass. (US1); 2) The features in Onclass are as expected. (US2); 3) Onclass increases comfort in learning. (US3); and 4) Onclass can meet expectations. (US4). The following are the results of the validity and reliability of the questionnaires filled out by respondents presented in Table I.

A construct is considered to have good convergent validity if its loading factor exceeds 0.7 and the AVE (Average Variance Extracted) value is greater than 0.5. On the other hand, reliability is assessed using the composite reliability value and Cronbach's Alpha [16].

A construct is considered consistent if both its composite reliability and Cronbach's Alpha are greater than 0.7 [17]. In Table I, it can be seen that all indicators have a loading factor above 0.7 and an AVE value exceeding 0.5. This indicates that all constructs are valid. Additionally, all constructs show a composite reliability value greater than 0.7, meaning the internal consistency of the latent variable construct has been achieved. Fig. 3 below presents the results from the SMARTPLS analysis. For further details, please see Table II below regarding the results of the PATH coefficient.

Significance will be met if it produces a T statistic value > 1.96 at 5% significance (α = 0.05; two-tailed test) and a P Value above 0.05.

H1: The System Quality Variable Has a Positive and Significant Influence on Intention to Use. From the results of the structural model evaluation test, the influence of the system quality on *Intention to Use* has a T statistic value of 2.144 > 1.95 and a P Value of 0.01 < 0.05. The initial sample estimate value is positive, namely 0.042. This shows that the quality system variable has a positive and significant effect on *Intention to Use*. The System Quality Variable Has a Positive and Significant Influence on Intention to Use. From the results of the structural model evaluation test, the influence of the quality system on *Intention to Use*. System quality is the ability of the system to provide information according to user needs. System quality can also be interpreted as the level of ease of use of the system [19]. The better the quality of the system owned by an application, the more it will increase the interest in using it. This result is in line with the research with the result that H5 has a T-Statistic value of 1.995 and a P-Value of 0.016 which meets the criteria for accepting the hypothesis so that in this study H5 is accepted, meaning that System Quality does not have a significant direct influence on Intention to Use (interest in use) [20].

TABLE I
VALIDITY AND RELIABILITY

| Aspect | Indicator | Loading Factor | Cronbach's Alpha | AVE | Composite Reliability |
|---|---|---|---|---|---|
| *Ease of Use* | EU1 | 0.932 | 0.889 | 0.897 | 0.902 |
| | EU2 | 0.953 | | | |
| | EU3 | 0.938 | | | |
| | EU4 | 0.943 | | | |
| *Information Quality* | IQ1 | 0.923 | 0.787 | 0.889 | 0.887 |
| | IQ2 | 0.918 | | | |
| | IQ3 | 0.918 | | | |
| | IQ4 | 0.908 | | | |
| *Intention to Use* | IU1 | 0.943 | 0.798 | 0.932 | 0.801 |
| | IU2 | 0.936 | | | |
| | IU3 | 0.933 | | | |
| | IU4 | 0.929 | | | |
| *Net Benefits* | NB1 | 0.937 | 0.889 | 0.788 | 0.891 |
| | NB2 | 0.932 | | | |
| | NB3 | 0.932 | | | |
| | NB4 | 0.918 | | | |
| *System Quality* | SQ1 | 0.879 | 0.788 | 0.932 | 0.932 |
| | SQ2 | 0.911 | | | |
| | SQ3 | 0.852 | | | |
| | SQ4 | 0.899 | | | |
| *Service Quality* | SQL1 | 0.943 | 0.877 | 0.989 | 0.822 |
| | SQL2 | 0.924 | | | |
| | SQL3 | 0.933 | | | |
| | SQL4 | 0.947 | | | |
| *User Satisfaction* | US1 | 0.940 | 0.789 | 0.945 | 0.864 |
| | US2 | 0.950 | | | |
| | US3 | 0.934 | | | |
| | US4 | 0.934 | | | |

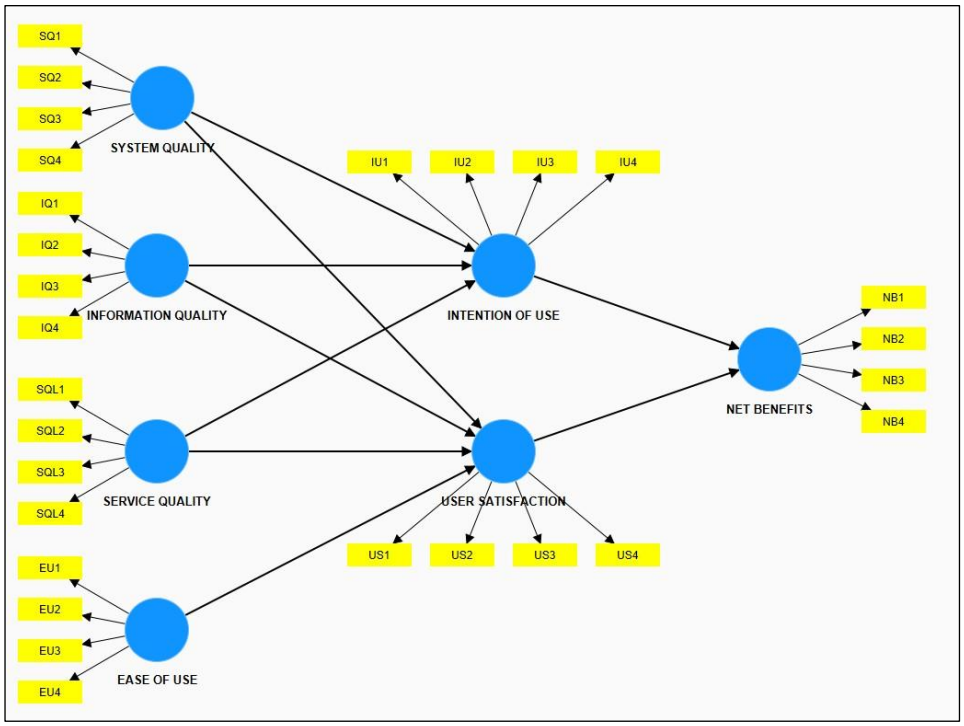


**Fig. 3 SMARTPLS analysis**

TABLE II
PATH COEFFICIENT RESULTS

| Construct | Original Sample | Sample Mean | STDEV | T Statistics | P Values |
|---|---|---|---|---|---|
| *System Quality → Intention to Use* | 0.438 | 0.438 | 0.044 | 9,993 | 0,000 |
| *System Quality → User Satisfaction* | 0.441 | 0.438 | 0.084 | 5,264 | 0,000 |
| *Information Quality → Intention to Use* | 0.150 | 0.148 | 0.062 | 2,442 | 0.015 |
| *Information Quality → User Satisfaction* | 0.256 | 0.259 | 0.085 | 3,005 | 0.003 |
| *Service Quality → Intention to Use* | 0.266 | 0.268 | 0.101 | 2,627 | 0.009 |
| *Service Quality → User Satisfaction* | 0.269 | 0.271 | 0.054 | 5,015 | 0,000 |
| *Ease of Use → User Satisfaction* | 0.226 | 0.227 | 0.070 | 3,242 | 0.001 |
| *User Satisfaction → Intention to Use* | 0.144 | 0.143 | 0.046 | 3,114 | 0.002 |
| *Intention to Use → Net Benefits* | 0.674 | 0.671 | 0.082 | 8,269 | 0,000 |

H2: Variable *System Quality* Has a Positive and Significant Influence on *User Satisfaction.* From the results of the structural model evaluation test, the influence of the quality system on *User Satisfaction* has a T statistic value of 2.850 > 1.95 and a P Value of 0.001 < 0.05. The initial sample estimate value is positive, namely 0.042. This shows that the quality system variable has a positive and significant effect on *User Satisfaction.* Variables *System Quality* Has a Positive and Significant Influence on *User Satisfaction.* System quality is the ability of the system to provide information according to user needs. Good system quality can improve system performance and user satisfaction. System quality reflects the ability of the website to be used based on user goals, the availability of navigation menus that make it easy for users to browse, reliability, and speed of loading time and download time. This is in accordance with the results of the study which explains that the system quality variable (Systqual) has a significant partial effect on the user satisfaction variable (usersat) [21].

H3: Variable *Information Quality* Has a Positive and Significant Influence on *Intention to Use.* From the results of the structural model evaluation test, the influence *Information Quality* to *Intention to Use*

has a T statistic value of 2.717 > 1.95 and a P Value of 0.03 < 0.05. The initial sample estimate value is positive, namely 0.042. This shows that the variable *Information Quality* has a positive and significant effect on *Intention to Use.* Variables *Information Quality* Has a Positive and Significant Influence on *Intention to Use.* Information quality meant is the accuracy or precision of the information provided, the time used and the understanding of the information provided by the LMS. Information quality is the level of conformity of the message received by the message recipient with the message intended to be conveyed by the message sender [22]. *Information quality* have an impact on *intention to use*, since the more accurate the information provided, the more it will increase the intensity of LMS use by students [23]

H4: Variable *Information Quality* Has a Positive and Significant Influence on *User Satisfaction.* From the results of the structural model evaluation test, the influence *Information Quality* to *User Satisfaction* has a T statistic value of 2.755 > 1.95 and a P Value of 0.02 < 0.05. The initial sample estimate value is positive, namely 0.042. This shows that the variable *Information Quality* has a positive and significant effect on *User Satisfaction.* Variables *Information Quality* Has a Positive and Significant Influence on *User Satisfaction.* User satisfaction is the main goal to be achieved after students use LMS. User satisfaction is the level of user feelings towards the products or services they use. User satisfaction is an indicator of the success of information system development and implementation [20]. The accuracy of information provided by an information system has a positive effect on user satisfaction because users do not experience significant obstacles or problems in accessing an information system [15].

H5: Variable *Service Quality* Has a Positive and Significant Influence on *Intention to Use.* From the results of the structural model evaluation test, the influence *Service Quality* to *Intention to Use* has a T statistic value of 2.722 > 1.95 and a P Value of 0.03 < 0.05. The initial sample estimate value is positive, namely 0.042. This shows that the variable *Service Quality* has a positive and significant effect on *Intention to Use.* Variables *Service Quality* Has a Positive and Significant Influence on *Intention to Use.* Good service quality can build a good reputation in the eyes of users. A good reputation can increase user trust and make the system more attractive to users. This success is in line with research results that show that good service quality has an influence on the intensity of use of an information system [24].

H6: Variable *Service Quality* Has a Positive and Significant Influence on *User Satisfaction.* From the results of the structural model evaluation test, the influence *Service Quality* to *User Satisfaction* has a T statistic value of 2.749 > 1.95 and a P Value of 0.04 < 0.05. The initial sample estimate value is positive, namely 0.034. This shows that the variable *Service Quality* has a positive and significant effect on *User Satisfaction.* Variables *Service Quality* Has a Positive and Significant Influence on *User Satisfaction.* Service quality also has an influence on user satisfaction. Good and quality service will be able to meet user expectations, and users whose expectations are met can be sure that the user feels satisfaction. Users will be very satisfied if they get service that exceeds their expectations. If what is obtained exceeds what was previously expected, then the user will feel very satisfied, but on the contrary if what is obtained is less than previous expectations, then the user will be disappointed as a form of dissatisfaction [25].

H7: Variable *Ease of Use* Has a Positive and Significant Influence on *User Satisfaction.* From the results of the structural model evaluation test, the influence *Ease of Use* to *User Satisfaction* has a T statistic value of 2.723 > 1.95 and a P Value of 0.01 < 0.05. The initial sample estimate value is positive, namely 0.028. This shows that the variable *Ease of Use* has a positive and significant effect on *User Satisfaction.* Variables *Ease of Use* Has a Positive and Significant Influence on *User Satisfaction. Ease of use* is when someone has trusted the system or service freely without great effort of use. Ease of use is the level of individual belief that using a new system does not require hard work. If he/ she feels the technology is easy to use and easy to learn, then he will use it. Conversely, if the technology is difficult to use and difficult to learn, then he/ she will not use it. This is in accordance with the results of the study which showed that Ease of use has a positive and significant effect on customer satisfaction. This means that the higher the level of ease of use, the greater the satisfaction obtained by customers. Conversely, the lower the level of ease of use, the lower the satisfaction obtained by customers [26].

H8: Variable *Intention to Use* Has a Positive and Significant Influence on *Net Benefits.* From the

results of the structural model evaluation test, the influence *Intention to Use* to *Net Benefits* has a T statistic value of 2.726 > 1.95 and a P Value of 0.00 < 0.05. The initial sample estimate value is positive, namely 0.042. This shows that the variable *Intention to Use* has a positive and significant effect on *Net Benefits*. Variables *Intention to Use* Has a Positive and Significant Influence on *Net Benefits. Net benefits* is one of the factors of the updated DeLone and Mclean information system success model. A good and useful information system is an information system that can have an impact on the user's work environment such as making work easier, improving work quality, saving time, and can help meet the needs of the user's work [28]. Frequent use of information systems will provide benefits to its users. This is in line with the results of research which shows that the higher the use of the system, the higher the net benefits obtained. So it can be interpreted that the high use of the system is directly proportional to the net benefits obtained [29].

H9: Variable *User Satisfaction* Has a Positive and Significant Influence on *Net Benefits.* From the results of the structural model evaluation test, the influence *User Satisfaction* to *Net Benefits* has a T statistic value of 2.682 > 1.95 and a P Value of 0.02 < 0.05. The initial sample estimate value is positive, namely 0.034. This shows that the variable *User Satisfaction* has a positive and significant effect on *Net Benefits.* Variables *User Satisfaction* Has a Positive and Significant Influence on *Net Benefits. Net benefits* significantly supported by user satisfaction. This shows that user satisfaction with a system or application can have a positive effect on the benefits obtained. In line with the results of the study which showed that user satisfaction has a direct significant effect on user intensity and net benefit [30].

For more details regarding the results of the correlation between aspects, please see Table III.

The advancement of technology, especially in the field of education, has greatly assisted educational institutions in managing the learning process more effectively. A prime example of applying technology in learning management during the pandemic period is the use of the Learning Management System (LMS) to carry out academic activities. LMS is an online system used to manage virtual classrooms, including providing materials and assessments, tracking students' progress in completing lessons and tests, interacting with students through audio and visuals, and various other learning activities integrated into the system. The advantage of LMS in learning is that it allows students to study more flexibly, as the system can be accessed anytime through electronic devices such as laptops or mobile devices. Additionally, learning materials can be provided in various formats such as text, audio, or visuals – audio can be integrated through LMS [3,9,13,18].

## IV. CONCLUSION

This research was carried out to develop a conceptual model by integrating the EUCS model, the DeLone and McLean models, and incorporating system security to assess user intention in utilizing LMS. The findings from this study are as follows: 1) H1: The System Quality variable has a positive and significant impact on the Intention to Use. The T statistic value is 2.144 > 1.95 and the P Value is 0.01 < 0.05. The initial sample estimate value is positive at 0.042; 2) H2: The System Quality variable significantly influences the Intention to Use and User Satisfaction. The T statistic value is 2.850 > 1.95 and the P Value is 0.001 < 0.05. The initial sample estimate value is positive at 0.042; 3) H3: The Information Quality variable has a positive and significant effect on Intention to Use. The T statistic value is 2.717 > 1.95 and the P Value is 0.03 < 0.05. The initial sample estimate value is positive at 0.042; 4) H4: The Information Quality variable significantly influences User Satisfaction. The T statistic value is 2.755 > 1.95 and the P Value is 0.02 < 0.05. The initial sample estimate value is positive at 0.042; 5) H5: The Service Quality variable has a positive and significant effect on Intention to Use. The T statistic value is 2.722 > 1.95 and the P Value is 0.03 < 0.05. The initial sample estimate value is positive at 0.042; 6) H6: The Service Quality variable significantly affects User Satisfaction. The T statistic value is 2.749 > 1.95 and the P Value is 0.04 < 0.05. The initial sample estimate value is positive at 0.034; 7) H7: The Ease of Use variable has a positive and significant impact on User Satisfaction. The T statistic value is 2.723 > 1.95 and the P Value is 0.01 < 0.05. The initial sample estimate value is positive at 0.028; 8) H8: The Intention to Use variable has a positive and significant effect on Net Benefits. The T statistic value is 2.726 > 1.95 and the P Value is 0.00 < 0.05. The initial sample estimate value is positive at 0.042; 9) H9: The User Satisfaction variable has a positive and significant effect on Net Benefits. The T statistic value is 2.682 > 1.95 and the P Value is 0.02 < 0.05. The initial sample estimate value is positive at 0.034.

TABEL III
RESULTS OF RELATIONSHIPS BETWEEN ASPECTS

| Hyphotesis | Corelation |
|---|---|
| H1 | The System Quality Variable Has a Positive and Significant Influence on Intention to Use |
| H2 | Variable *System Quality* Has a Positive and Significant Influence on *User Satisfaction* |
| H3 | Variable *Information Quality* Has a Positive and Significant Influence on *Intention to Use* |
| H4 | Variable *Information Quality* Has a Positive and Significant Influence on *User Satisfaction* |
| H5 | Variable *Service Quality* Has a Positive and Significant Influence on *Intention to Use* |
| H6 | Variable *Service Quality* Has a Positive and Significant Influence on *User Satisfaction.* |
| H7 | Variable *Ease of Use* Has a Positive and Significant Influence on *User Satisfaction* |
| H8 | Variable *Intention to Use* Has a Positive and Significant Influence on *Net Benefits* |
| H9 | Variable *User Satisfaction* Has a Positive and Significant Influence on *Net Benefits* |

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