

The Effect of TAM Cognitive Factors on Usage Intention, Moderated by Organizational Support

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Abstract

- Purpose** : Digital transformation has become the approach adopted to improve performance. Learning Management Systems (LMS) bridge the learning gap between educators and learners. The Technology Acceptance Model (TAM) is insufficient for analysis; the Object-Oriented Systems (OST) approach complements the mechanisms of technological intervention. This study aims to analyze the moderating effect of organizational support, mediated by TAM, on the intention to adopt technology.
- Method** : This study employed a quantitative approach using an explanatory case study method. The study sample consisted of students at private universities in Yogyakarta who use an LMS. The sample size was 80 respondents, and data were collected via an online survey. SEM-PLS was selected as the analytical method.
- Results** : Data analysis shows that one hypothesis was accepted and two hypotheses were rejected. Perceived ease of use has a positive effect on perceived usefulness in using an LMS. Neither the effect of perceived ease of use nor that of perceived usefulness on behavioral intention via organizational support is statistically significant
- Conclusion** : Theoretically, TAM suggests that ease of use functions both as a cognitive factor and as a direct prerequisite. Ease of use increases the intention to use the system, but institutional support does not always strengthen or weaken this relationship. Institutional support is unable to alter the beliefs regarding benefits that drive behavioral intentions. Its theoretical contribution lies in the integration of technology acceptance and organizational institutional support. In practice, universities and system developers collaborate to produce advanced technologies that accommodate needs resources.

Keywords: Digital Transformation; Organizational Support; Technology Acceptance Model

1. Introduction

Digital transformation is becoming the main strategy used by many businesses looking to enhance their offerings, productivity, and performance. The use of various digital tools has become a necessity amid the demands and rapidly changing dynamics of the times. Given that the world is currently undergoing technological disruption, higher education institutions also bear the responsibility to transform the management of their educational facilities (Nugraha et al., 2021). The

Learning Management System (LMS) is an integral part of this technological transformation in educational services, serving as a bridge for learning activities between educators and students.

The advent of digitalization has driven many educational ecosystems to transform their educational services. Managing the technical aspects of teaching to make them easy, convenient, and flexible to utilize as instruments to support instructing and learning activities is essential. Technology adoption is essential in the transformation of digital services it is not merely a matter of implementing the most advanced technology. This situation demonstrates that the mere availability of technology is not sufficient to guarantee successful adoption; a deep understanding of both individual psychological factors and organizational support factors that shape users' attitudes toward technology adoption is necessary (Quiban, 2024).

A commonly used approach for identifying the adoption of technology process is the Technology Acceptance Model (TAM). This theory identifies two main variables that determine users' perceptions regarding attitudes and behavioral intentions. The two main tenets of this philosophy are perceived utility and perceived usability. A theory that thoroughly investigates the elements influencing behavioral intentions to utilize technology is called the Technology Acceptance Model (TAM) (Jiang et al., 2025).

The TAM methodology states that users' adoption of technology may effectively explain and predict their intention to accept new technological breakthroughs (Davis, 1985). TAM is an approach that comprehensively analyzes behavioral aspects of technology adoption (Jiang et al., 2025). Users' opinions of a system's value are known as perceived usefulness (PU), while their perception of a system's ease of use is known as perceived ease of use (PEOU) (Davis, 1989). User behavior with regard to technology acceptance is directly correlated with perceived utility, perceived usability, trust, and privacy concerns (Dhagarra et al., 2020).

Today, online education is commonly implemented across various levels and tracks of education. In general TAM is used to investigate the acceptance of technological innovations, particularly in the field of education (Jiang et al., 2025). Integrating external factors can enhance both the theoretical and practical aspects of the TAM in relation to technology implementation (Latif et al., 2025). In addition to encouraging users to embrace new technologies, using TAM to online learning is essential for validating and advancing TAM in a variety of educational settings (Jiang et al., 2025).

However, this theory remains limited to individual perceptions and does not account for the influence of external factors. Although technological innovations have a positive impact, such policies often require intervention in the implementation of new technologies (Aslam et al., 2021). Technology acceptance models such as TAM are still considered insufficient for fully analyzing the role of organizations. The Organizational Support Theory (OST) approach offers a way to complement and explain the mechanisms of intervention in technology adoption.

Perspectives on organizational support are identified through resource management practices and the work environment as perceived by each individual and group involved (Ni et al., 2025). These interventions involve detailed and comprehensive resource management, ensuring that all components function optimally. Implementing technological innovations is not an easy process; it requires a comprehensive approach at every stage (Bikorin et al., 2025).

According to the Perceived Organizational assistance (OST) theory, employees' psychological adjustment at work is influenced by emotional, informational, and practical assistance (Feng et al., 2025). This theory validates the role of the organization in efforts to implement technological innovations. This theory shows how users' perceptions of technology-supported learning and perceived institutional support are related (Jeilani & Abubakar, 2025).

According to the OST, users analyze general attitudes regarding the organization's role in valuing contributions while also caring for well-being (Eisenberger et al., 2020). Organizations have control over both strategic and technical policies in technological intervention efforts. Organizational policies – whether direct or indirect decisions – collectively influence the strategic policy domain (Pawełczyk & Lila, 2025).

OST also reveals how employees perceive the organization's contributions and positive attention toward users (Li & Khan, 2025). Through this theory, we can observe how organizations behave, particularly in the psychological realm of employees. OST allows us to investigate how workplace relationships and HR procedures can influence integration among staff members (Glorieux et al., 2025).

In light of this explanation, this research attempts to examine the moderating effect of corporate support on the two main TAM variables regarding the intention to adopt technology. This study offers a novel contribution by positioning organizational support as a moderator variable, which serves to increase or decrease the impact of PEOU and PU on behavioral intention. Through the integration of these two approaches, this study is expected to provide a comprehensive theoretical contribution. Additionally, this work is anticipated to make useful contributions to educational institutions and system developers in creating relevant platforms through academic research.

By integrating two approaches – the adoption of technological innovations and perceptions of organizational support the researchers have formulated three hypotheses for this study, and explanations and descriptions of these hypotheses are provided. Perceptions of perception utility and usability in the situation of online learning serve as mediators in determining the long-term intention to utilize e-learning platforms (Chuenyindee et al., 2022). Other studies indicate that the influence of PEOU on usage intention tends to operate indirectly, one of which is through PU (Suyitno & Munandar, 2026).

H1: Users' perceptions of the LMS's usefulness are positively impacted by perceived ease of use.

Molefi et al., (2024) discovered that the connection between the intention and perceived ease of usage to embrace technology is mediated by organizational support, especially in terms of resources. Institutional elements like the resources' accessibility are key determinants of technical adoption, even when the use of technology is perceived as easy (Rahiman & Kodikal, 2024). Perceived ease of use occurs when the academic community is confident that using the technology will not be complicated, is straightforward, and does not take too much time (Bajaj et al., 2021).

H2: Organizational support strengthens the influence of perceived ease of use on the intention to use the LMS.

According to Molefi et al., (2024), there is still little study on how school resources and assistance function as mediating factors between PU and the inclination to utilize technology.

Perceived usefulness is a condition in which users believe that technology helps them accomplish their objectives (Wang et al., 2023). Support provided by schools includes assistance and resources that facilitate the use of technology (Rahiman & Kodikal, 2024). Perceived usefulness serves as a mediating variable between support and resources, playing a significant role (Molefi et al., 2024).

H3: Organizational support strengthens the influence of perceived usefulness on the intention to use an LMS.

2. Method

To evaluate the established hypotheses, in this investigation a quantitative strategy using an explanatory case study approach. Students that use a LMS as an academic assistance instrument at a university make up the study's population. A purposive sampling technique was used, targeting students who use the LMS at a private university in Yogyakarta, Indonesia.

In this study, the sample size set for analysis was 80 respondents. According to the reference sources, Kock & Hadaya, 2016) state that model analysis with a limited number of predictors and a sample size of 50–80 is still considered adequate. Data for this study was gathered using a survey method, utilizing a five-point Likert scale and an internet survey. According to the study's goals and sample conditions, structural equation modeling (SEM) with partial least squares (PLS) was the method of analysis employed. The SEM-PLS model was evaluated using two model assessment procedures: structural model evaluation and measurement evaluation (Pitri et al., 2024).

This quantitative study integrates two theories across four interrelated variables, combining cognitive and organizational aspects. Usefulness and ease of operation are categorized as distinct variables and cognitive characteristics. Additionally, the connection between the dependent variable—behavioral intention—and Organizational Support is either strengthened or weakened by this moderating variable.

3. Result

The data analysis process using SEM-PLS analysis fundamentally consists of two main procedures: the measuring model on the outside and the structural model on the inside. This data analysis examines 80 student responses regarding their perceptions of the use of and institutional support for the implementation of the LMS.

Table 1. Data Validity Test

	Behavioral Intention	Organizational Support	Perceived Ease of Use	Perceived Usefulness	Conclusion
Behavioral Intention					
BI1	0.937				Valid
BI2	0.922				Valid
BI3	0.922				Valid
BI4	0.920				Valid
BI5	0.906				Valid
Organizational Support					
OS1		0.890			Valid

OS2	0.876	Valid
OS3	0.822	Valid
OS4	0.886	Valid
OS5	0.795	Valid
Perceived Ease of Use		
PEOU1	0.883	Valid
PEOU2	0.929	Valid
PEOU3	0.894	Valid
PEOU4	0.823	Valid
PEOU5	0.897	Valid
Perceived Usefulness		
PU1	0.897	Valid
PU2	0.899	Valid
PU3	0.943	Valid
PU4	0.932	Valid
PU5	0.951	Valid

Source: Data Processing Results (2026)

Facts testing in this study began with an outer model test, which yielded good results and met the criteria for proceeding to the next stage of analysis. Based on the validity test, all variables had values > 0.70 , indicating that all items used were valid. The standard factor loading in PLS-SEM is generally > 0.70 to ensure valid convergent validity (Savitri et al., 2021). Table 1 demonstrates that the distribution of factor loading values for each variable exceeds the required standard.

Table 2. Data Reliability Test

	Cronbach's alpha	Composite reliability (rho_c)	Conclusion
Behavioral Intention	0.956	0.966	Reliable
Organizational Support	0.907	0.931	Reliable
Perceived Ease of Use	0.931	0.948	Reliable
Perceived Usefulness	0.957	0.967	Reliable

Source: Data Processing Results (2026)

All variables met the criteria in another outer-model test, namely the reliability test. All variables had values greater than 0.70, meaning that all items used were reliable in the reliability test. Cronbach's Alpha and Composite Reliability were used to measure reliability; values higher than 0.70 are regarded as reliable (Savitri et al., 2021). The distribution of Cronbach's Alpha and Composite Reliability values for each variable is displayed in Table 2, and all of them surpass the necessary threshold.

Table 3. R-Square Test

	R-square	R-square adjusted
Behavioral Intention	0.743	0.726
Perceived Usefulness	0.709	0.706

Source: Data Processing Results (2026)

Next is the inner model testing, specifically the R-squared test on the relevant variables. According to Savitri et al. (2021) an R-squared value is considered strong if it is 0.70, moderate if it is 0.50, and weak if it is 0.25. Table 3 shows that the adjusted R-squared value for the Behavioral Intention variable is 0.743, indicating that the variables Perceived Usefulness, Perceived Ease of Use, and Organizational Support collectively explain 74.3% of the variance in Behavioral Intention; thus, it can be concluded that the model is classified as strong. Next, the adjusted R-squared value for the Perceived Usefulness variable is 0.709, indicating that the Perceived Ease of Use variable explains 70.9% of the variance in Perceived Usefulness; therefore, it can be concluded that this model is also categorized as moderate.

Table 4. Hypothesis Testing

Path	Path Koefisien	T Statistics	P Values	Conclusion
Perceived Ease of Use → Perceived Usefulness	0.842	20.403	0.000	Significant
Organizational Support → Perceived Ease of Use → Behavioral Intention	0.192	1.230	0.109	Not Significant
Organizational Support → Perceived Usefulness → Behavioral Intention	-0.193	1.218	0.112	Not Significant

Source: Data Processing Results (2026)

Next, in the testing of other inner models, a hypothesis test was conducted to validate the interpretation of the data. According to Savitri et al. (2021), if the p-value is less than 0.05 and the T-statistic value is greater than 1.96, the hypothesis is accepted. The outcomes of three hypothesis tests encompassing the factors' direct and moderating effects are shown in Table 4. The data analysis's findings used to assess the study hypotheses show that two of the hypotheses were rejected and just one was acknowledged.

4. Discussion

Considering the outcomes of testing the initial hypothesis regarding the path from ease of operation to usefulness, a 0.000 (<0.05) P-value was obtained. This finding demonstrates that there is a statistically significant correlation between perceived utility and ease of use, hence H1 is accepted. It is found that when it comes to technology use, perceived utility is favorably affected by perceived ease of usage. This result explains why students' perceptions of a technological system's

usefulness are stronger when they perceive it to be easier. The study's findings include theoretically relevant to earlier theories regarding the TAM, which positions perceived ease of operation as a direct antecedent of perceived usefulness. These findings also confirm the study conducted by Chen et al., (2024), it revealed that two direct indicators of student satisfaction with the LMS are said to be practical and simple to utilize. These findings are also relevant to the research by contentment of students with the LMS. The results of this investigation are equally pertinent to studies from Chuenyindee et al. (2022), It claims that the desire to stick with an e-learning system is affected by usefulness and convenience of use. According to other research, PEOU typically has an oblique impact on the desire to utilize, one of which is through PU (Suyitno & Munandar, 2026).

Next, in the testing of the second hypothesis regarding the path from Perceived Ease of Use to Behavioral Intention through the moderation of Organizational Support, a P-value of 0.109 (>0.05) was obtained. The moderation hypothesis H2 is rejected because this result shows that the impact regarding perceived usability on behavioral intention through organizational support is not statistically significant. Therefore, one may argue that when it comes to LMS adoption, organizational support has no effect on how perceived usability and behavioral intention are related. These findings contradict the findings of a study conducted by Molefi et al. (2024), which indicated the perceived simplicity of use influences behavioral intention through the variables of resources and school support. These findings are also inconsistent with the conclusions of several previous studies, namely Darayseh (2023) which showed that teachers' opinions on usability regarding an application contribute to constructive mindsets and actions intentions to adopt AI in the future, and are also inconsistent with the research conducted by Molefi et al., (2024) , which explained that users' perceptions of ease of use influence behavioral intentions. These findings indicate that the role of institutional support does not appear to strengthen or weaken the direct rapport between LMS ease of operational and students' desire to utilize it. This suggests that ease of use may still have a direct impact on users' intentions, regardless of whether the institution provides support. From another perspective, the institution's policies and facilities fail to alter perceptions of ease of use regarding LMS adoption.

In the test of the third hypothesis regarding the path from Perceived Usefulness to Behavioral Intention moderated by Organizational Support, a P-value of 0.112 (>0.05) was obtained. This result shows that the impact of perceived usefulness on behavioral intention via organizational support is not statistically significant; therefore, the moderation hypothesis (H3) is rejected. Thus, in the case of LMS implementation, it can be argued that organizational support has no effect on how perceived utility and behavioral intention are related. These outcomes contradict those of Molefi et al., (2024), who confirmed the complementary relationship effect by reporting a direct impact of perceived utility on the intention to behave through the factors of school support and resources. Additionally, the results of this study investigation conflict with those of several previous research, including that by Ayanwale et al., (2022), it discovered that the inclination to use technology is significantly influenced by perceived usefulness. The findings are also inconsistent with the earlier studies by (Molefi et al., 2024), this clarified how the desire to use technology is impacted by users' perspectives on usefulness, as well as the study by Zhang et al. (2023), this demonstrated how people' inclinations to adopt technology are significantly influenced by perceived usefulness. These results show that the connection between the aim and perceived utility to utilize the LMS was not found to be

strengthened by university assistance. Students assessed the usefulness of the LMS objectively based on the platform's functionality, rather than due to full support from the university. Another interpretation is that the form of support provided by the university is often merely administrative and does not yet address students' learning needs.

5. Conclusion

The researcher comes to the following conclusions about the study's findings based on data analysis and interpretation: the perception of usefulness is significantly favorably influenced by perceived simplicity of usage. These results are conceptually consistent with the TAM, which views perceived usability as the primary cognitive factor in shaping individuals' attitudes and evaluations of the system being used; PEOU also acts as a direct antecedent of PU. In the context of LMS implementation at universities, perceived ease of use is the first aspect experienced by students before they perceive the system's usefulness. Consequently, universities need to maintain the quality of LMS services and ensure that its features are inclusive and accessible to all members of the academic community. Outreach efforts, training, and the provision of adequate technical support can also help improve students' perception of ease of operational.

Through the moderating impact of organizational support, perceived ease of use has a non-significantly beneficial influence on the intention to behave. The study's findings validate that an LMS's usability tends to increase students' intention to use it; however, support from the university does not necessarily strengthen or weaken this relationship. These findings indicate that support from the university whether in the form of policies or the provision of a platform has not yet been able to adequately meet students' needs. Students do not care how much regulatory support or facilities are provided; if the LMS is considered easy to use, a favorable view of perceived usability will naturally form regardless of support from the university. This situation can serve as valuable material for evaluation by universities, confirming that the organization has not yet been able to provide easy online learning services for students.

Through the moderating influence of organizational support, perceived usefulness has a non-significantly negative impact on behavioral intention. The results of this study confirm that university support is unable to transform the belief in benefits into a driver of the intention to use the LMS. These findings confirm that university support such as training or facilities that are overly prescriptive or irrelevant to students' actual needs can actually cause an LMS that is considered useful to be perceived as an additional burden. The research results also reveal that the intention to use an LMS is influenced by other dominant external and internal factors, rendering university support ineffective. This situation can serve as a basis for meaningful corrective action by universities, indicating that these institutions have not yet been able to develop LMSs that align with students' needs and capabilities.

The findings of this investigation offer a theoretical contribution through the integration of two approaches: technology acceptance and organizational institutional support. This integration can enrich our understanding of how cognitive factors are converted into behavioral intentions in an organizational context. In terms of practical contributions, The results of this investigation verify that the advantages and usability of a system must be accompanied by tangible organizational support in order to optimally enhance behavioral intentions. Higher education institutions and

system developers are expected to collaborate to produce technology that is not only advanced but also accommodates the needs and resource constraints of its users. Therefore, organizations are advised to concentrate on the technological aspects of the system in addition to support related to the technology ecosystem, such as training, incentives, and managerial support.

6. References

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