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The influence of relevance and computer self-efficacy on students' behavioral intention in using the digital library

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ABSTRAK

Penelitian ini bertujuan menganalisis penerimaan atau penolakan pengguna terhadap digital library dan mengidentifikasi faktor yang mempengaruhi niat mahasiswa dalam menggunakan digital library. Penelitian dilakukan pada mahasiswa Jurusan Pendidikan Ekonomi Angkatan 2019 dengan jumlah sampel 140 dari jumlah populasi 218 mahasiswa yang ditentukan menggunakan table krejcie dengan taraf signifikasi 0,05. Teknik analisis data yang digunakan dalam penelitian ini yaitu Structural Equation Modeling-Generalized Structured Component Analysis (SEM-GSCA) dengan menggunakan aplikasi GSCA pro. Hasil penelitian ini menunjukkan bahwa relevance memiliki pengaruh positif signifikan terhadap perceived usefulness digital library unesa. Computer self-efficacy berpengaruh positif signifikan terhadap perceived ease of use. Perceived usefulness dan perceived ease of use berpengaruh positif signifikan terhadap behavioral intention. Penelitian ini dapat memberikan wawasan terhadap pengelola sistem digital library agar menyediakan sistem yang memiliki perceived ease of use dan perceived usefulness karena 2 faktor tersebut sangat mempengaruhi niat mahasiswa dalam menggunakan digital library.

ABSTRACT

This study aims to analyze user acceptance or rejection of digital libraries and identify factors influencing students' intentions to use digital libraries. This study involved 140 students out of a population of 218 students from the 2019 Economics Department. The determination of the sample used the krejcie table with a significance level of 0.05. Data were analyzed using Structural Equation Modeling-Generalized Structured Component Analysis (SEM-GSCA) with the help of the GSCA pro application. The results of this study indicate that relevance has a significant positive effect on the perceived usefulness of the digital library of Surabaya State University. Computer self-efficacy has a significant positive effect on perceived ease of use. Perceived usefulness and perceived ease of use have a significant positive effect on behavioral intention. This study provides insight into digital library system managers in order to provide a system that has perceived ease of use and perceived usefulness, as these two factors greatly influence students' intentions to use the digital library.

INTRODUCTION

The rapid development of technology greatly influences almost all aspects of life, including education. Education needs to utilize information technology developments to achieve the desired educational goals. The development of information and communication technology affects teaching aids and facilities. Therefore, information and communication technology usage is a necessity in classroom learning due to demands in the globalization era (Cholik, 2021; Muhson, 2010). Education is important and necessary for everyone as it can facilitate life. Quality and innovative education will foster creativity to develop critical thinking skills of the young generation to play roles in sustainable development. The better the quality of education, the better human resources (HR) for the progress of a country (Safitri et al., 2022).

Referring to UNESCO data, at the international level, Indonesian education level of quality is ranked 64th out of 120 countries. In other words, Indonesian education level of quality is still relatively low (Safitri et al., 2022). Thus, this issue is addressed by the program for implementing the Sustainable Development Goals (SDGs). The implementation of SDGs in Education can be seen in goal number 4, which aims to ensure the quality of inclusive and equitable education and increase chances for everyone to study throughout their lives (Ministry of National Developmenet Planning/Bappenas, 2020). A study by Maria & Chinemerem, (2019) explains that the library is a vital academic center for sharing information needed to support sustainable development goals. Besides, libraries play an essential role in realizing SDGs, especially goal 4, through promotional activities to the general public to use the resources and services available at libraries as a supporting platform to achieve SDGs goals.

Law Number 43 of 2007 article 24 paragraph 3 concerning college libraries explains that the development of library services by university libraries is based on information and communication technology (the Republic of Indonesia, 2007). The university library aims to organize activities in line with the three pillars of higher education, namely instruction, research, and community service. Guidelines for organizing a university library emphasize that the university library has a task to provide library facilities that can be accessed via the internet to meet information needs (National Library of the Republic of Indonesia, 2015). One of the libraries that have utilized technological development is the digital library of Surabaya State University. This digital library is useful for students doing assignments or looking for information with easy and accurate services.

An unstructured interview with the 2019 students majoring in economics education reveals that Surabaya State University's digital library is relevant to the searches needed by students and it is easier for students to obtain information for completing their assignments. It can be said that digital libraries have benefits for students. However, some students have no intention of using it due to a lack of knowledge related to operating computers and the lack of outreach programs regarding the procedures for using the digital library. Thus, some students are confused about how to operate the digital library. Meanwhile, students majoring in Economics Education are prospective teachers who are required to broaden their knowledge and increase literacy so that the digital library is indispensable media for supporting literacy activities. The digital library is very helpful for the 2019 students who are in their final year to find references for completing their final project.

A study by Hong et al., (2015) demonstrates that the largest influence on perceived usefulness is relevancy. This contradicts a study by Vaidyanathan et al., (2005) that relevance does not have a positive effect on perceived usefulness. Regarding computer self-efficacy, Hardyanto et al., (2018) demonstrate that perceived ease of use is most strongly influenced by computer self-efficacy, but Chau, (2001) states that computer self-efficacy does not have a significant effect on perceived ease of use. Differences in the results of these studies indicate gaps that must be filled.

Based on these problems, studies concerning the acceptance and rejection of the digital library system of Surabaya State University and factors influencing user intentions in using the digital library system are needed for further improvement. The technological acceptance model (TAM) is employed in this study to determine the extent to which the developed information system can be accepted by users by using several external variables. Previous studies identified two categories for external variables in the main TAM, namely system characteristics and individual

differences (Hong et al., 2015). Yusoff et al., (2009) reveal that individual differences have the first role in determining user performance on the system. Individual differences include computer self-efficacy, knowledge of search domains, computer experience, and demographic variables regarding technology acceptance. Another study by Khan & Qutab, (2016) shows that the characteristics of the system prove the existence of a relationship between information systems and organizations that will provide access to information facilities without any obstacles. The characteristics of the system are relevance, system quality, and library assistance. Referring to the inconsistency of the results, this study used 2 external variables, namely relevance to see the how much of the system provides information according to user needs and computer self-efficacy to see the extent to which each individual is capable of operating a computer. Besides, this study used a variable from TAM, namely behavioral intention to see how far the user intends to use the system and the 2 main variables of TAM in accordance with Davis (1989) that TAM has 2 main variables, namely perceived usefulness to determine how much of the system has usability for users and perceived ease of use to determine how much of the system provides user convenience in accessing. In terms of novelty, this study used Structural Equation Modeling-Generalized Structured Component Analysis (SEM-GSCA). This study aims to analyze user acceptance or rejection of the digital library and identify factors influencing students' intentions to use the digital library.

METHOD

This study used an explanatory method. The method explains the causal relationship between the factors involved, determines the effects of these social phenomena on behavior, and predicts how these phenomena will change or vary along with changes in other variables (Strydom, 2013). This study used quantitative data obtained by distributing questionnaires with a Likert scale of 5 to measure a person's opinions, attitudes, and perceptions regarding social phenomena (Sugiyono, 2020). This study was conducted at the Department of Economic Education, Faculty of Economics and Business, Surabaya State University. The population was the 2019 students of the Economic Education Department with a total of 218 students. The determination of the sample used a purposive sampling technique. Purposive sampling is a sample determination based on certain criteria (Sugiyono, 2020) the criteria needed in this study are 2019 students of the Economic Education Department and users of the Unesa digital library which are determined based on based on the Krejcie table with a significance level of 0.05 and this study involved 140 students as samples.

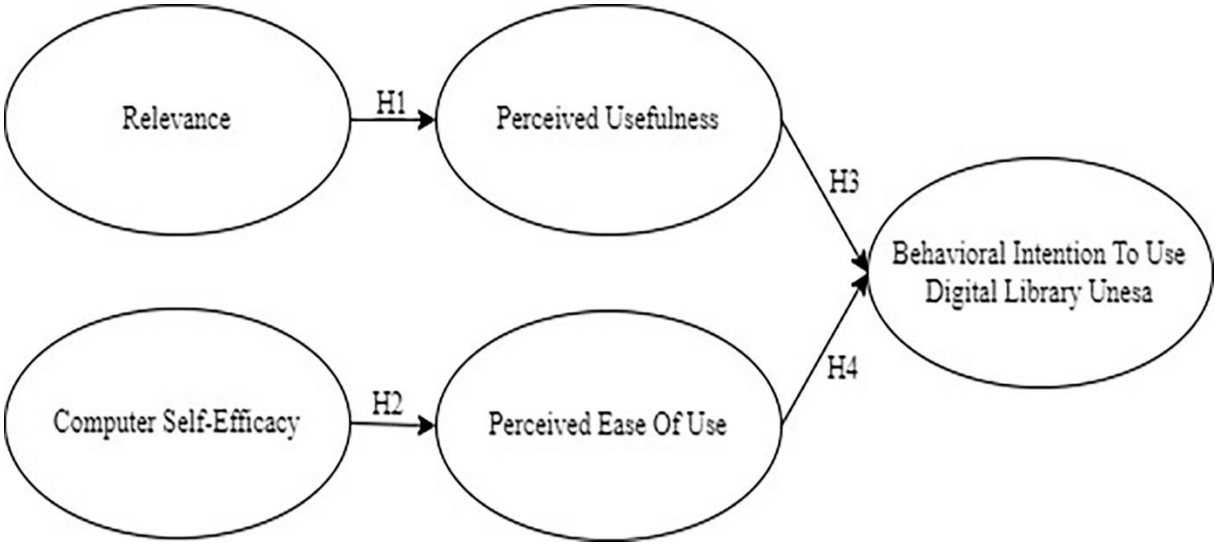


Figure 1. Research Design

Table 1. Instrument outline

Construct	Dimension	Indicator	Source
Behavioral Intention (BI)	Re-use	I will use the digital library more in the future	Dimension: Ratnasari & Hendriyani, (2019)
	Re-use	I will use the digital library more regularly in the future	
	Recommendation	I will suggest friends who haven't used the digital library use it	
	Increasing frequency of use	I want to increase the use of digital libraries in the future	Indicator: (Cheng, 2014; Jeong, 2011; Kejela & Porath, 2022)
	Re-use	I have the intention to use the digital library instead of other alternatives (conventional libraries)	
Perceived Usefulness (PU)	Improves job performance	Using a digital library can improve my performance when completing tasks	Dimension: Holden & Karsh, (2010)
	Increases productivity	Using a digital library can increase my productivity when completing tasks	
	Enhances effectiveness of job	Using a digital library can increase my effectiveness in completing tasks	Indicator: (Joo & Choi, 2015; Cheng, 2014)
	Useful for job	All digital library resources are useful for completing my tasks	
	Allows greater control over work	Using a digital library gives me more control over learning	
Perceived Ease Of Use (PEOU)	Easy to use	The digital library website is easy to use	Dimension: Holden & Karsh, (2010)
	Easy to do tasks with system	I can complete my tasks more quickly using the digital library website	
	Easy to do what I want	I am good at doing the searches I need with digital library websites	Indicator: (Joo & Choi, 2015; Cheng, 2014; Kejela & Porath, 2022)
	Easy to do what I want	The digital library makes it very easy for me to find the information I need	
	Clear and understandable	The features of the digital library website are very easy to learn	
Relevance (RE)	real information need	Digital library related to my education	Dimension: (Cosijn & Ingwersen, 2000; Khan & Qutab, 2016)
	perceived information need	The digital library shares the latest and most updated information that I need	
	Enough resources	The digital library has sufficient resources for my study	
	Efficient study tool	Digital libraries are an efficient learning tool	Indicator: (Cheng, 2014; Jeong, 2011)
	perceived information need	The resources I found in the digital library apply to my needs	
Computer Self-Efficacy (CSE)	Confidence in using ICT	I am sure that I can use the digital library website	Dimension: (Rahman, 2014; Khan & Qutab, 2016)
	Sure be able to use ICT	I intend to become proficient in using digital library websites	
	Confidence in using ICT	I believe I can access the digital library website via a laptop or mobile device	
	Confidence in using ICT	I believe I can download the learning materials I need from the digital library	Indicator: (Chang & Tung, 2008; Bao et al., 2013)
	Internet for searching	I believe I can search for learning materials on digital library websites	

Data were collected by distributing questionnaires to research samples using Google Forms. The questionnaire consisted of 2 exogenous variables, namely relevance and computer self-efficacy, and 3 endogenous variables, namely perceived usefulness, perceived ease of use, and

behavioral intention. Table 1 presents an instrument outline tested for each variable. Data were analyzed using Structural Equation Modeling-Generalized Structured Component Analysis (SEM-GSCA). GSCA is a method to optimize globally by using the least squares criterion to estimate parameters. This method can be used to simultaneously estimate both the measurement model and the structural model by using the least squares estimation alternative (Meneau & Moorthy, 2022). Meneau & Moorthy, (2022) explain that GSCA provides many advantages and is easy to interpret. Besides, GSCA is not tied to a particular distribution and does not assume multivariate normality, stable estimation of small samples, overall fit index available for model-fit assessment and comparison, limited convergence issues, and more advanced and practical. The use of GSCA aims to build a strong structural model for prediction purposes (Ngatno, 2019). Validity and reliability tests were conducted on the questionnaire's items using SPSS before further use. The reliability test employed Cronbach's alpha, but the validity test used the Pearson Product Moment. After all items were declared valid and reliable, the items will be distributed using a questionnaire to the target sample, and data obtained were analyzed using the SEM-GSCA with the help of the GSCA pro application. The research design can be seen in Figure 1.

RESULTS

Characteristics of the respondents

A total of 140 respondents filled out the questionnaire distributed via the Google form based on the sample size determined by the Krejcie table with a significance level of 5%. Based on the results of descriptive statistics, 85% of respondents (119) were female and 15% of respondents (21) were male. A total of 71.2% of respondents (100) experienced using the digital library 1-3 times a year; 20.9% of respondents (29) experienced using the digital library 4-6 times a year using; and 7.8% of respondents (11) experienced using the digital library more than 6 times a year. All respondents (100%) were aged 19-23 years. The number the respondents based on the study program can be seen in Table 2.

Assessing measurement model

Table 3 presents the value of *Indicators of Loading on Components*. Hair et al., (2014) explain that the value of Indicators of Loading on Components is considered to meet the requirements if the value is ≥ 0.7. However, Chin, (1998) explains that the value of Indicators of Loading on Components ≥ 0.5-0.6 is considered sufficient. In terms of the Indicators of Loading on Components, the overall value is ≥ 0.6. Thus, this model meets the requirements of the Indicators of Loading on Components. In the behavioral intention variable, the highest loading value is the BI2 indicator (0.809), while the BI5 indicator (0.622) has the lowest loading value. In the perceived usefulness variable, the highest loading value is the PU2 indicator (0.851), while the lowest is the PU5 indicator (0.783). In the perceived ease of use variable, the highest loading value is in the PEOU5 indicator (0.856), while the lowest is in the PEOU1 indicator (0.761). In the relevance variable, the highest loading value is the RE5 indicator (0.828), and the lowest is the RE3 indicator (0.717). In the computer self-efficacy variable, the highest loading value is the CSE3 indicator (0.854), while the lowest is the CSE2 indicator (0.764).

Table 2. Number of respondents

No.	Study program	Respondent	Respondent (%)
1	Office Administration Education	42	30.3%
2	Economic Education	40	28.3%
3	Accounting education	26	18.4%
4	Commerce Education	32	23%
	Total	140	100%

Source: Processed data, 2023

Tabel 3. Indicators of loading on components

Indikator	RE	CSE	PU	PEOU	BI
BI1	0.497	0.522	0.415	0.419	**0.760**
BI2	0.446	0.455	0.439	0.456	**0.809**
BI3	0.533	0.444	0.521	0.460	**0.792**
BI4	0.447	0.507	0.443	0.374	**0.785**
BI5	0.497	0.372	0.350	0.487	**0.622**
PU1	0.474	0.389	**0.807**	0.457	0.454
PU2	0.512	0.325	**0.851**	0.483	0.437
PU3	0.467	0.390	**0.848**	0.485	0.456
PU4	0.446	0.387	**0.797**	0.523	0.481
PU5	0.536	0.328	**0.783**	0.471	0.521
PEOU1	0.481	0.557	0.331	**0.761**	0.397
PEOU2	0.614	0.490	0.583	**0.812**	0.495
PEOU3	0.597	0.551	0.491	**0.835**	0.429
PEOU4	0.700	0.532	0.569	**0.834**	0.561
PEOU5	0.644	0.546	0.460	**0.856**	0.493
RE1	**0.718**	0.560	0.407	0.472	0.569
RE2	**0.767**	0.511	0.456	0.579	0.564
RE3	**0.717**	0.395	0.413	0.621	0.382
RE4	**0.786**	0.372	0.478	0.579	0.463
RE5	**0.828**	0.435	0.525	0.586	0.477
CSE1	0.525	**0.832**	0.388	0.575	0.505
CSE2	0.536	**0.764**	0.491	0.545	0.534
CSE3	0.441	**0.854**	0.245	0.544	0.470
CSE4	0.397	**0.802**	0.320	0.453	0.487
CSE5	0.501	**0.841**	0.369	0.548	0.499

Source: Processed data, 2023

Table 4. Construct quality measures (reliability of indicators)

	RE	CSE	PU	PEOU	BI
PVE	0.585	0.672	0.669	0.673	0.573
Alpha	0.821	0.877	0.876	0.878	0.810
Rho	0.875	0.911	0.909	0.911	0.869
Dimensionality	1.0	1.0	1.0	1.0	1.0

Source: Processed data, 2023

Tabel 5. Component validity assesment

Forner Lacker criterion values	RE	CSE	PU	PEOU	BI
RE	0.765				
CSE	0.589	0.819			
PU	0.599	0.443	0.818		
PEOU	0.741	0.654	0.592	0.820	
BI	0.640	0.608	0.577	0.580	0.757
HTMT					
RE					
CSE	0.697				
PU	0.699	0.506			
PEOU	0.873	0.739	0.677		
BI	0.790	0.724	0.679	0.689	

Source: Processed data, 2023

In the measurement of Construct Quality Measures (Reliability of Indicators), Hair et al., (2014) suggest getting studies that have convergent validity, internal consistency, and composite reliability of PVE values ≥ 0.50 in line with Ali et al., (2021) that the Alpha and Rho values are above 0.70 and the dimensionality is 1.0 (Meneau & Moorthy, 2022). Table 4 shows that the PVE values for RE, CSE, PU, PEOU, and BI variables are higher than 0.50. Alpha and Rho values for RE,

CSE, PU, PEOU, and BI variables are higher than 0.70. Therefore, all variables in the model have acceptable levels of convergent validity, internal consistency, and composite reliability.

The Forner Lacker criterion values prove that all diagonal values representing the square root of AVE are more than correlations between factors (Fornell & Larcker, 1981). This determines discriminant validity, and in other words, the measurement model has acceptable psychometric properties (Adu et al., 2020). The HTMT ratio of all variables in Table 5 shows a value of ≤ 0.90, which an HTMT ratio value of ≤ 0.90 indicates discriminant validity (Ali et al., 2021). Henseler et al., (2015) explain that an HTMT value above 0.90 indicates no discriminant value.

Hwang et al., (2021) suggest a VIF value < 5, in line with Hair et al., (2011) that the redundancy of an indicator can be caused by the high level of multicollinearity in the formative measurement model which can have an insignificant impact on the indicator. Redundancy can be seen by examining the level of multicollinearity in formative indicators, namely the VIF value. VIF values ≥ 5 involve 80% of the indicator variance taken into account by the remaining formative information and indicators related to the same construct indicate a multicollinearity problem. Refers to Table 6, each VIF value is presented <5 so that the VIF value in the study meets the standard VIF requirements and is free from multicollinearity problems.

In accordance with Table 7, the PU variable value is 0.358, or 35.8%. This means that 35.8% of PU is influenced by the independent variables in the study, while 61.5% is influenced by variables outside this study. The value of the PEOU variable is 0.427 or 42.7% meaning that 42.7% of PEOU is influenced by the independent variables in this study, while 57.3% is influenced by other variables outside this study. The value of the BI variable is 0.420 or 42% meaning that 42% of BI is influenced by the independent variables in the study, while 58% is influenced by variables outside this study. Overall, the research model has met the reliability and validity so that it can be continued for the assessment of the structural model.

Tabel 6. Assesment of component correlation

	RE	CSE	PU	PEOU	BI
RE					
CSE					
PU					1.539
PEOU					1.539
BI					

Source: Processed data, 2023

Table 7. R Square

RE	CSE	PU	PEOU	BI
0.0	0.0	0.358	0.427	0.420

Source: Processed data, 2023

Tabel 8. Structural model fit measure

FIT	AFIT	FITs	FITm	GFI	SRMR	OPE	OPEs	OPEm
0.569	0.562	0.241	0.634	0.980	0.062	0.438	0.773	0.371

Source: Processed data, 2023

Tabel 9. Path coefficient

	Estimate	SE	95%CI(L)	95%CI(U)	Decision
RE->PU	0.599	0.062	0.475	0.711	Accept H1
CSE->PEOU	0.654	0.055	0.532	0.769	Accept H2
PU->BI	0.359	0.083	0.194	0.521	Accept H3
PEOU->BI	0.367	0.084	0.217	0.546	Accept H4

Source: processed data, 2023

Assessing structural model

FIT values range from 0 to 1 which explains the total variance of all variables in which the higher the FIT value, the more variance explained in the model (Hwang et al., 2021). According with Table 8, the FIT value is 0.569, which means that the variance in the research model is 56.9%. The AFIT value is the same as the FIT value but considering the complexity of the model and ranges from 0 to 1. The AFIT value is 0.562 meaning that the research model explains 56.2% of the variance. FITs explain the total variance of all model components and range from 0 to 1. The FITs value is 0.241 meaning that 24.1% of the variance is explained in the structural model. FITm ranges from 0 to 1 and the FITm value is 0.634 meaning that 63.4% of the variance has been explained in the measurement model. Hwang et al., (2021) explain that if the sample is > 100, then the GFI is > 0.93 and the SRMR is < 0.08. Based on Table 8, the GFI and SRMR values are 0.980 and 0.062 respectively so the GFI and SRMR values meet the fit model requirements.

The results of the path coefficient are presented in Table 9 and Figure 2. Hwang et al., (2021) explain that the path coefficient is considered significant if it is at a 95% confidence interval and a positive value or no negative value (an estimate is considered statistically significant at the 0.05 level if the confidence interval does not include 0). Relevance (RE) to Perceived Usefulness (PU) has a path coefficient of 0.599 (CI L = 0.475, CI U = 0.711) so the first hypothesis is accepted. It means that Relevance has a positive influence on Perceived Usefulness. Computer Self-Efficacy (CSE) on Perceived Ease of Use (PEOU) has a path coefficient of 0.654 (CI L = 0.532, CI U = 0.769) so the second hypothesis is accepted. This means that Computer Self-Efficacy has a positive influence on Perceived Ease of Use. Perceived Usefulness (PU) on Behavioral Intention (BI) has a path coefficient of 0.359 (CI L = 0.194, CI U = 0.521) so the third hypothesis is accepted. This means that Perceived Usefulness has a positive influence on Behavioral Intention. Perceived Ease of Use (PEOU) on Behavioral Intention (BI) has a path coefficient of 0.367 (CI L = 0.217, CI U = 0.546) so the fourth hypothesis is accepted. It means that Perceived Ease of Use has a positive influence on Behavioral Intention.

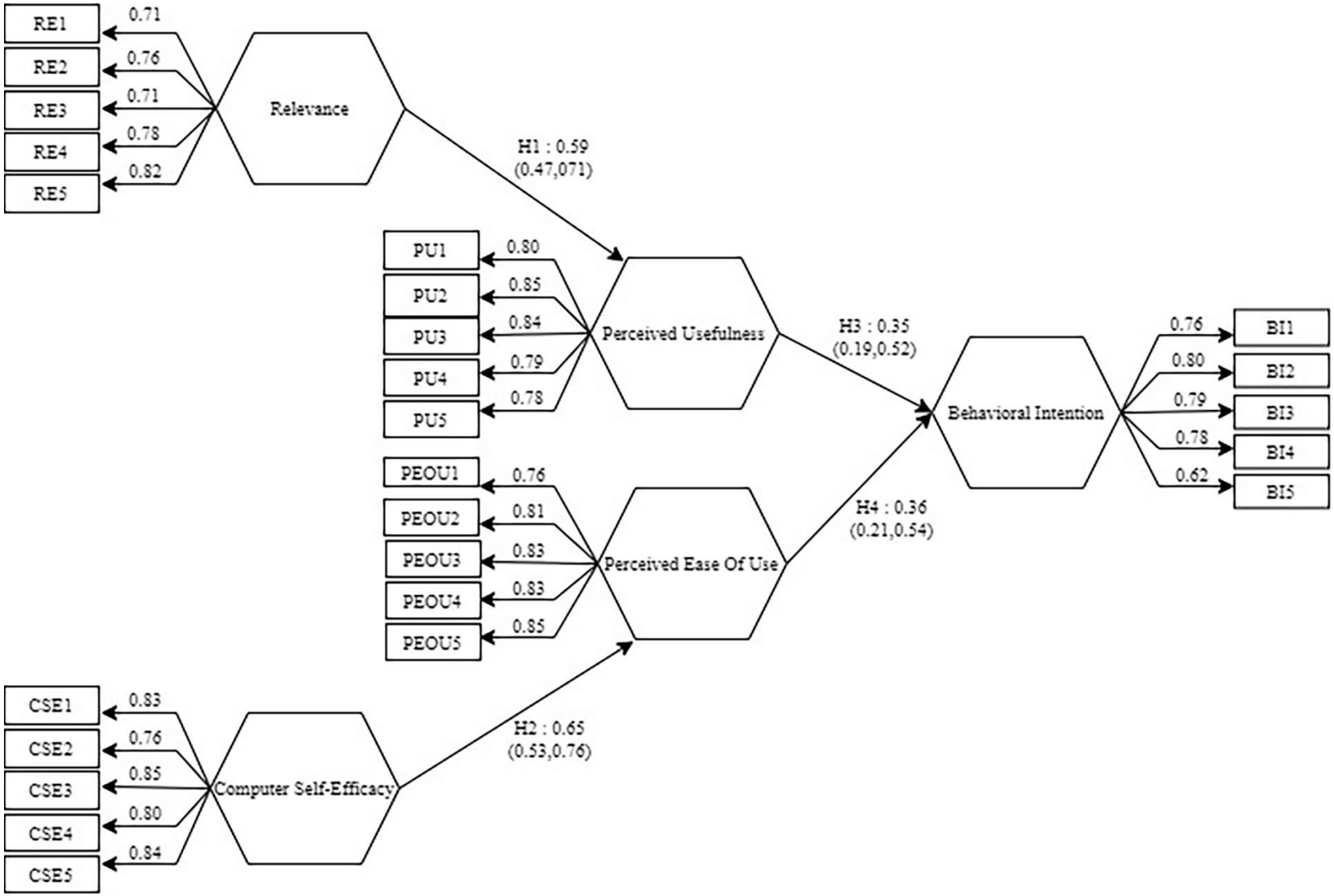
DISCUSSION

The influence of relevance on perceived usefulness

The results of this study support the previous study by Khan & Qutab, (2016) that relevance has a significant positive effect on the perceived usefulness of a digital library. It is also in line with Hardyanto et al., (2018) and Hwee & Yew, (2018) that relevance positively and significantly affects the perceived usefulness of digital libraries. This study reveals that by presenting relevant information to the system with search results, the system will be more useful for users. When students search for e-books in the digital library using book titles or final works, the digital library system will display books with similar titles. Searching can also be done using the author's name or using the Student Number for searching alumni's final assignments. In the book search through IOPAC, the system will display the location of books with similar titles according to the needs.

A system is considered useful if it can provide information relevant to the search required by the user. Relevance describes the extent to which a system can provide the information needed by the user where the information displayed is accurate from the user's search results (Hwee & Yew, 2018). Therefore, to feel that a system has benefits or uses, the digital library system has to provide relevant information to the search that the user needs. A study by Hong et al., (2015) supports the results of this study in which relevance is the strongest factor affecting perceived usefulness as relevant information will make users feel that the system is useful.

Based on the loading value, the value of the relevance variable on the RE5 indicator is the highest, while RE3 is the lowest value because the user feels that the indicators contained in RE5, namely 'The resources I found on the digital library apply to my needs' is more applicable than the indicators on RE3, namely 'The digital library has sufficient resources for my study'. This is indicated by the information presented by the digital library which is very suitable for user needs, while educational needs such as books are still limited in the digital library.



Source: processed data, 2023

Figure 2. Path Coefficient

Based on the loading value on the perceived usefulness variable, it can be seen that the value on the PU2 indicator, namely 'Using a digital library can increase my productivity when completing tasks' is more appropriate than PU5 namely 'Using a digital library gives me more control over learning'. This means that in completing tasks, users can feel more productive by using digital libraries. Meanwhile, the use of digital libraries in learning does not provide greater control as the references provided by digital libraries for the user are still limited.

The influence of computer self-efficacy on perceived ease of use

The results of this study support a previous study by Thongsri et al., (2019) that Computer Self-Efficacy has a significant positive effect on Perceived Ease of Use. It is also in line with Hardyanto et al., (2018) that Computer Self-Efficacy affects the Perceived Ease of Use. Other studies by Yusoff et al., (2009) and Khan & Qutab, (2016) state that Computer Self-Efficacy has a significant positive effect on Perceived Ease of Use. This study reveals that with the user's belief in expertise in operating a computer, the ease of use of the system will be easier. This is indicated by the existence of computers that have been provided in the library as a means for students to search for the required stock of books in the library. The digital library of Surabaya State University also provides Integrated Online Public Access Catalog (IOPAC) services so which can provide information on the location of the books needed. Facilities provided by the Unesa digital library make it easy for students to get books or references according to their needs.

Perceived ease of use is a person's belief in themselves that they are capable of operating a computer (Purnama, 2014). Computer Self-Efficacy is a factor that comes from each individual as each individual has a different ability. The digital library is a digital-based library service so individual skills in using computers are needed. This is in line with Thongsri et al., (2019) that users who have computer self-efficacy will influence the user's perceived ease of use.

Based on the loading value on the computer self-efficacy variable, the CSE3 indicator has the highest value, while CSE2 has the lowest value. It is because users feel that the indicator in CSE3, namely 'I believe I can access the digital library website via a laptop or mobile device' is more suitable than the indicator in CSE2, namely 'I intend to become proficient in using digital library websites'. This means that users can access the digital library via laptops or mobile devices, while some of them do not feel that they are proficient in using digital libraries. Based on the loading value on the perceived ease of use, it can be seen that the PEOU5 indicator has the highest value, while the PEOU1 indicator has the lowest value. It is because the user feels that the PEOU5 indicator, namely 'The features of the digital library website are very easy to learn' is more appropriate than the indicators on PEOU1, namely 'The digital library website is easy to use. It can be seen that the features provided on the website are very simple so it makes it easier for users to learn, but the digital library website is less easy to use without studying the features first. Thus, users have to study the existing features so that they can feel that the digital library website is easy to use.

The influence of perceived usefulness on behavioral intention

The results of the study reveal that Perceived Usefulness has a significant positive influence on Behavioral Intention. In other words, the higher the Perceived Usefulness, the higher the Behavioral Intention. The results of this study support a previous study by Chang et al., (2016) that Perceived Usefulness has a significant effect on Behavioral Intention in using digital libraries. The results also are in line with Khan & Qutab, (2016) that Perceived Usefulness influences Behavioral Intention. Other studies by Wang et al., (2018) and Yumita et al., (2021) reveal a significant effect of Perceived Usefulness on Behavioral Intention. This study reveals that the more benefits obtained from using the digital library, the higher the student's intention to use it. This is indicated by the presentation of information by the digital library system that is in accordance with student searches that can be done by writing the author's name, book title, or student number to search for alumni's final work so that students can feel the benefits provided by the digital library system as the search can be done effectively from anywhere. The digital library has also provided many benefits in the process of completing students' final assignments as it is completed with international journals and e-book facilities that students can access for free. Students who have registered for an account in the digital library of Surabaya State University will

automatically be registered with the Surabaya city digital library and the East Java province digital library. Thus, they get many benefits from the provided references.

An information system is considered useful if the users can feel that the system can improve their performance in completing work (Soltani-Nejad et al., 2020). Perceived usefulness is important in information systems because this will show the function of the information system and as a supporting factor to meet user needs (Matusiak, 2012). A study by Yumita et al., (2021) reveals that the more useful a system is in improving performance, the higher the behavioral intention as when the system is useful to the user, they will feel like using it repeatedly.

Based on the loading value on the perceived usefulness variable, the PU2 indicator has the highest value while the PU5 indicator has the lowest value in which the PU5 indicator, namely 'Using a digital library can increase my productivity when completing tasks' is more appropriate than the PU5 indicator, namely 'Using a digital library gives me more control over learning'. In other words, users can feel more productive in completing tasks by using digital libraries, while the use of digital libraries in learning does not provide greater control because the references provided by digital libraries are still limited. Based on the loading value on the behavioral intention variable, the BI2 indicator has the highest value, while the BI5 indicator has the lowest value. This is because the user feels that the BI2 indicator, namely 'I will use the digital library more regularly in the future' is more appropriate than the BI5 indicator, namely 'I have the intention to use the digital library instead of other alternatives (conventional libraries)'. This means that users have the desire to use digital libraries more regularly in the future, but some still want to use conventional libraries rather than digital libraries.

The influence of perceived ease of use on behavioral intention

The results of the study indicate that Perceived Ease of Use has a significant positive influence on Behavioral Intention. It can be said that the ease of operating the system can increase the intention to use the digital library. The higher the perceived ease of use, the higher the behavioral intention. This is in line with Hwee & Yew, (2018) that Perceived Ease of Use has a significant positive effect on Behavioral Intention. Other studies by Yumita et al., (2021) and Khan & Qutab, (2016) explain that Perceived Ease of Use influences Behavioral Intention. This study reveals that with perceived ease of use, students' intentions to use the digital library system are increasing. This is indicated by the features presented in the digital library system which are interactive and simple so that they are easily understood to improve performance in completing tasks or work. The digital library of Surabaya State University has a search feature, borrowing and reading features for borrowing e-books, and a bookshelf feature to make it easier for students to see books that have been borrowed. Besides, to search for international references for completing final assignments, this digital library has subscribed to international journals such as Emerald, Springer, Ebsco, and Cambridge which can be accessed using Unesa wifi and from home. It is also completed with a contact number for further information or to solve the problem. The digital library makes it easier for the student to complete their task and to have the behavioral intention to use it.

In the use of information systems, perceived ease of use is needed to increase user intentions in using a system. Perceived Ease of Use is the ease of use felt by users in which the system can be easier to use and does not require a lot of effort to operate because the easy operation will improve performance in completing tasks or work (Khan & Qutab, 2016). A study by Hwee & Yew, (2018) reveals that the higher the Perceived Ease of Use, the higher Behavioral Intention because the ease of operation will speed up the time in completing work.

Based on the loading value on the perceived ease of use variable, the PEOU5 indicator has the highest value, while the PEOU1 has the lowest value. This is because the user feels that the PEOU5 indicator, namely 'The features of the digital library website are very easy to learn' is more appropriate than the PEOU1 indicator, namely 'The digital library website is easy to use'. When using the digital library, the features provided on the website are very simple so it makes it easier for users to learn, but the digital library website is less easy to use without studying the features provided first. Therefore, users need to study the existing features so that the user can feel that the digital library website is easy to use. Based on the loading value on the behavioral intention variable, it can be seen that the BI2 indicator has the highest value while the BI5 indicator has the

lowest value. It is because the user feels that the BI2 indicator namely 'I will use the digital library more regularly in the future' is more appropriate than the BI5 indicator namely 'I have the intention to use the digital library instead of other alternatives (conventional libraries)'. Users have the desire to use digital libraries more regularly in the future, but some also still want to use conventional libraries rather than digital libraries.

CONCLUSION

Based on the results and discussion, it can be concluded that relevance has a significant positive effect on the perceived usefulness of the digital library of Surabaya State University. Computer self-efficacy shows a significant positive effect on perceived ease of use. Perceived usefulness and perceived ease of use have a significant positive effect on behavioral intention. Students' high behavioral intention will result in an inclusive and equitable quality of education in Indonesia to realize the sustainable development goals (SDGs) program, especially goal number 4, namely ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. Library managers of Surabaya State University are expected to improve the quality of library services to provide more benefits and ease of use for higher intentions in using digital libraries, for example, students can borrow e-books through the website without having to download the application first. Besides, the presentation of alumni's final tasks does not only display articles but also alumni's final task files. Furthermore, e-books and alumni articles can be presented on the same website. This study has some limitations. First, the samples were not evenly distributed dominated by students from office administration education study programs. Second, the behavioral intention of using the digital library is influenced by other variables outside this study. Future studies can add variables such as system characteristics and other individual differences such as knowledge of search domain and system quality as well as attitude towards using. Third, this study uses TAM to determine technology acceptance. Further studies can use other models such as UTAUT. Fourth, this study does not use intervening variables so that future studies can add intervening variables. Fifth, the results of the study cannot be generalized to other samples and objects.

Author contributions

The authors made significant contributions to the study's conception and design. The authors were in charge of data analysis, interpretation, and discussion of results. The final manuscript was read and approved by the authors.

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Conflict of interest

The authors declare that there is no potential conflict of interest.

Data availability statement

All data are available from the authors.

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