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Understanding Technology Acceptance in Early Childhood Education: An Extended TAM Approach to Google Sites Adoption for Institutional Promotion

Liya Afri Kustiyana[1], Agus Sutono[2], Dwi Prasetiyawati Diyah Hariyanti[3]
Educational Management, PGRI University of Semarang, Indonesia[1,2,3]
Email: tanaka.liya@gmail.com

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ABSTRACT: Promoting early childhood education institutions to build their image and credibility requires more efficient media. This study aims to analyze the factors that influence early childhood education center managers' attitudes toward using Google Sites as an information and promotion tool through the Technology Acceptance Model (TAM) approach. This study employs a quantitative approach with a cross-sectional design that is both confirmatory and correlational, using PLS-SEM with SmartPLS, with respondents totaling 110 teachers in PAUD institutions who serve as administrators in West Semarang District. Data were collected using a questionnaire through Google Forms. The results of the study indicate a positive and significant influence of the Google Sites training: from perceived enjoyment to perceived usefulness (0.767); from user experience on training to perceived usefulness (0.744); from perceived usefulness to attitude toward using (0.595); and from perceived usefulness to attitude toward using (0.311). Perceived enjoyment had a positive and significant indirect effect on attitude toward using (0.232), and user experience on training with a coefficient of 0.456 on attitude toward use. Therefore, the selection of the TAM framework provides a specific framework for measuring administrators' acceptance of Google Sites as an institutional website.

Keywords: Google Sites, Perceived Enjoyment, Promotional Medium for PAUD Institutions, Technology Acceptance Model, User Experience on Training.

ABSTRAK: *Pengenalan dan promosi lembaga PAUD untuk membangun citra dan kredibilitasnya membutuhkan media yang lebih efisien. Penelitian ini bertujuan untuk menganalisis faktor-faktor yang memengaruhi sikap pengelola pusat pendidikan anak usia dini terhadap penggunaan Google Sites sebagai alat informasi dan promosi melalui pendekatan Model Penerimaan Teknologi (TAM). Penelitian ini menggunakan pendekatan kuantitatif dengan desain cross-sectional yang bersifat konfirmatori dan korelatif, menggunakan PLS-SEM dengan SmartPLS, dengan total responden sebanyak 110 guru di lembaga PAUD yang menjabat sebagai pengelola di Kecamatan Semarang Barat. Data dikumpulkan menggunakan kuesioner melalui Google Forms. Hasil penelitian menunjukkan adanya pengaruh positif dan bermakna perceived enjoyment terhadap perceived usefulness (0.767); dari user experience on training terhadap* perceived usefulness *(0.744); dari* perceived of use *terhadap* attitude toward using, perceived usefulness *terhadap attitude toward using (0.311) pada penggunaan Google Sites sebagai media informasi lembaga PAUD. Ditemukan juga pengaruh secara tidak langsung yang positif dan bermakna pada variabel perceived enjoyment terhadap* attitude toward using *(0.232) serta pada variabel user experience on training terhadap* attitude toward using *sebesar (0.456). Oleh sebab itu, pemilihan kerangka TAM memberikan gambaran spesifik untuk mengukur penerimaan terhadap pemanfaatan Google Sites oleh pengelola sebagai website lembaga.*

Kata Kunci: *Google Sites, kenikmatan yang dirasakan, media promosi lembaga PAUD, model penerimaan teknologi, pengalaman pengguna dalam pelatihan*.

INTRODUCTION

Digitization in early childhood education institutions (PAUD) serves as a key driver in institutional promotion strategies, administrators build the institution's image and credibility in the eyes of the public, particularly prospective parents or guardians. Digitization plays a role in improving the quality of learning and educational resources, creating a more interactive environment, and preparing children to face global challenges (Iskandar et al., 2022; Mahardika et al., 2022). The challenges of digitalization in early childhood education institutions generally lie in the implementation of promotional management, teachers' lack of proficiency in using social media, the high cost of paid websites, and limited human resources. The appropriate step to address these challenges is to choose a professional, user-friendly, and free website service such as Google Sites.

Google Sites is a web-based service developed by Google that allows users to easily create various websites without requiring programming knowledge (Nugroho & Hendrastomo, 2021). This platform supports multimedia features such as videos, photos, hyperlinks, and more (Sagita et al., 2023). Google Sites has become one of the platforms for creating interactive and easily accessible content (Mulyaningsih et al., 2023). The advantage of Google Sites lies in its ability to organize information systematically and make it accessible to users anywhere and anytime (Wulandari & Zuhroh, 2023). Google Sites is integrated with other Google applications such as Google Docs, Sheets, Forms, Calendar, Awesome Table, and others (Adzkiya & Suryaman, 2021; Tresnawati, 2021). Google Sites is designed with practical and communicative features, making it easy and convenient to use for creating websites (Sabandar & Ramadhani, 2023; Wahyudi et al., 2023). Google Sites' ability to comprehensively present institutional information ranging from profiles and photos of activities to school programs and enrollment procedures (PPDB)makes it a powerful tool for early childhood education institutions to provide information to prospective parents who are actively seeking information online.

Based on the results of a 2026 survey of PAUD in Semarang, 68% of the 297 PAUD institutions surveyed were not yet familiar with Google Sites and were not making optimal use of it as a promotional tool. PAUD administrators still lack sufficient understanding of how to use Google Sites, as well as the benefits and experience needed to manage it effectively as a platform for information and promotion. This lack of understanding and experience among PAUD administrators indicates the need for a study on the factors influencing their attitudes and acceptance of Google Sites. Therefore, the Technology Acceptance Model (TAM) was selected as a relevant model to analyze and identify the factors influencing the acceptance of Google Sites. TAM is a research model that analyzes the factors influencing technology acceptance (Davis, 1985). The TAM model is an information systems model designed to understand the extent to which users accept and use information technology (Yuniarti et al., 2025). TAM is a behavioral theory that assumes that a person's actions and opinions about something will

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Corresponding author: Liya Afri Kustiyana (liyakustiyana54@admin.paud.belajar.id)

determine their attitudes and the actions they take (Hasan et al., 2025). TAM consists of two main components: perceived usefulness and perceived ease of use (Davis, 1985). Furthermore, these two main constructs strongly influence the attitude toward using a technology, which then leads to actual use (Yuniarti et al., 2025).

Perceived usefulness refers to the standard or measure used to assess whether the use of a technology, information system, or platform provides value to its users. Perceived usefulness is defined as the extent to which a person believes that using a particular system maximizes performance, and perceived ease of use is defined as the extent to which a person believes that a system is easy to use (Davis, 1985). These two perceptions shape the user's response or attitude toward using a particular technology. Attitude toward using relates to the user's perception or stance whether acceptance or rejection toward the introduced system or platform (Irawati & Suhartono, 2020). In the context of this study, the TAM is used to explain early childhood education (PAUD) administrators' acceptance of Google Sites as an information medium. The perception of usefulness relates to the benefits of Google Sites in supporting the dissemination of institutional information to parents and the community, while the perception of ease of use relates to administrators' ability to create, organize, and update information on the site. If administrators assess that Google Sites is beneficial and easy to use, this assessment fosters a positive attitude toward using Google Sites as an information medium. In addition to focusing on these three main constructs, this study also emphasizes external factors related to skill enhancement through training (user experience on training) and emotional perceptions (perceived enjoyment), which determine attitudes of acceptance or rejection toward the use of a system.

PAUD administrators, the majority of whom do not have an IT background, require training that not only emphasizes the mastery of technical competencies such as digital content management and system maintenance but also focuses on fostering a collective awareness of the importance of digital literacy in the school environment (Lutfi et al., 2025). User experience data from the training indicates that training on Google Sites provides a positive experience that can motivate and encourage participants to use the platform. In addition to functional aspects, emotional aspects also play a role in determining acceptance of Google Sites. This aspect is reflected in the construct of perceived enjoyment. Perceived enjoyment refers to the perception of pleasure experienced while using a system (Rahmadani & Ridhaningsih, 2025). Focusing on the emotional aspect is necessary to explain the level of acceptance of digital innovations.

There have been several studies examining the application of acceptance theory to a particular technology. The study by Winangsih et al. (2025) examined technology acceptance among Generation Z in the cosmetics industry regarding the Wardah Personal Color feature. The results of the study by Winangsih et al. (2025) show that a technology is more readily accepted when consumers perceive the feature as simple to operate, providing functional benefits, enjoyable to use, and supported by a positive attitude toward technology. Jendra & Wardhana

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(2024) found that the Google Sites platform was effective in increasing students' active participation, motivation, and learning outcomes. This platform also facilitates lifelong learning by providing easy access to learning resources anytime and anywhere. Research conducted by Bashir et al. (2025) showed that there is a strong positive relationship between perceived usefulness and zoom, Google Meet, and Webex classes, while a negative relationship was found regarding perceived ease of use.

Some of the studies cited have not linked the application of the Theory of Acceptance of Technology (TAM) to the adoption of Google Sites by PAUD administrators. Previous research has focused more on education and e-commerce. Furthermore, few studies have integrated the variables of user experience during training and perceived enjoyment simultaneously into the TAM model to explain their relationship with early childhood education institution websites. Therefore, this study addresses this research gap by examining the use of Google Sites as an institutional information platform for early childhood education administrators. This study also seeks to identify the perceptual factors that influence the formation of early childhood education administrators' attitudes toward the use of Google Sites, which are specifically analyzed using the TAM. This study identifies perceived usefulness, perceived ease of use, attitude toward using, user experience during training, and perceived enjoyment as the perceptual factors that explain the formation of early childhood education administrators' attitudes toward the use of Google Sites.

Although digitization opens up opportunities for early childhood education institutions to improve access to information and communication for the public, the use of Google Sites depends not only on the availability of technology but also on the acceptance of technology by the institutions' administrators. Perceptions regarding ease of use, benefits, and user experience can be factors related to that acceptance. From a theoretical perspective, the Technology Acceptance Model (TAM) provides a framework for explaining technology acceptance; however, the relevance of the relationships between variables in this model needs to be tested in the context of Google Sites usage by early childhood education administrators. Therefore, this study examines the relationships between the variables specified in the research model to obtain empirical evidence regarding the factors associated with the acceptance of Google Sites as an information medium for early childhood education institutions.

The novelty of this study lies in testing a technology acceptance model in the context of using Google Sites as an information medium for PAUD, while considering the roles of User Experience on Training and Perceived Enjoyment in explaining the relationships among the TAM variables. This study also examines the underlying mechanisms of relationships that drive the acceptance of Google Sites by PAUD institutions. The study's contribution is aimed at developing empirical evidence regarding the relevance of the relationships among these variables in the context of PAUD institutions.

RESEARCH METHOD

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This study employs a quantitative approach using an explanatory survey design that is both confirmatory and correlational to test the structural relationships among constructs (Kunicki et al., 2023; Razak et al., 2023). Since data were collected cross-sectionally at a single point in time, this study focuses on testing statistical associations/predictions among variables and explicitly does not claim causal relationships or long-term effects (Hair et al., 2021). The research model examines the relationships between perceived enjoyment and user experience with training, on the one hand, and perceived ease of use and perceived usefulness, on the other, as well as the relationships between these two constructs and attitude toward using, including their indirect effects. The instruments were adapted from the standard TAM literature and its extensions: Perceived Usefulness and Perceived Ease of Use (Davis, 1989), Perceived Enjoyment (Davis et al., 1992), Attitude Toward Using (Taylor & Todd, 1995), and User Experience with Training (Silaban & Pibriana, 2022).

The target population consisted of 305 administrators from 297 official PAUD in the West Semarang subdistrict as of May 2025, where a preliminary survey indicated that 60% (183 administrators) were not familiar with Google Sites. Sampling was conducted using non-probability voluntary sampling. Inclusion criteria: 1) active early childhood education administrators/educators; 2) full participation in the training; and 3) willingness to complete the questionnaire. Of the 250 training participants, 160 completed the questionnaire, while 90 non-respondents faced time and technical constraints. The entire sample consisted of women, reflecting the homogeneity of the early childhood education population in the region. The sample size (N=160) met the statistical power requirements for PLS-SEM (Hair et al., 2021).

Data were collected cross-sectionally using Google Forms with a four-point Likert scale. All respondents participated in a seven-hour in-person training session (8:00 a.m.–3:00 p.m. WIB) on May 22, 2025, titled IT-Based Early Childhood Education Digitalization for PP, KB, and TK in West Semarang Subdistrict, led by Liya Afri Kustiyana, S.S., S.Pd. Gr. The training covered orientation and website structure development, interface and navigation design, integration of Google Forms, Google Drive, Google Maps, and YouTube, as well as website publication and access rights configuration. The session included material presentations, hands-on practice, and a review of practice results. All respondents completed the questionnaire on the same day following the training. A two-point scale was used to obtain response options without a neutral category, taking into account discussions regarding the tendency toward middle responses in Likert-scale measurements (Kusmaryono et al., 2022; Pearson et al., 2024).

Data analysis began with descriptive statistics, including the mean and standard deviation, and was followed by Partial Least Squares Structural Equation Modeling (PLS-SEM) using SmartPLS 4. The evaluation of the measurement model (outer model) included convergent validity, discriminant validity, and construct reliability, while the evaluation of the structural model (inner model) included f-square, R-square, Q-square, and tests of direct and indirect effects. The significance of the effects was tested using bootstrapping with 5,000 resamples

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(Hair et al., 2024). The research model is presented in Figure 1, with the following hypotheses:

H1: There is a positive and significant direct relationship between Perceived Enjoyment and Perceived Ease of Use

H2: There is a positive and significant direct relationship between User Experiences on Training and Perceived Usefulness

H3: There is a positive and significant direct relationship between Perceived Ease of Use and Attitude Toward Using

H4: There is a direct, positive, and significant relationship between Perceived Usefulness and Attitude Toward Using

H5: There is an indirect, positive, and significant relationship between Perceived Enjoyment and Attitude Toward Using via Perceived Ease of Use.

H6: There is an indirect, positive, and significant relationship between User Experiences on Training and Attitude Toward Using via Perceived Usefulness.

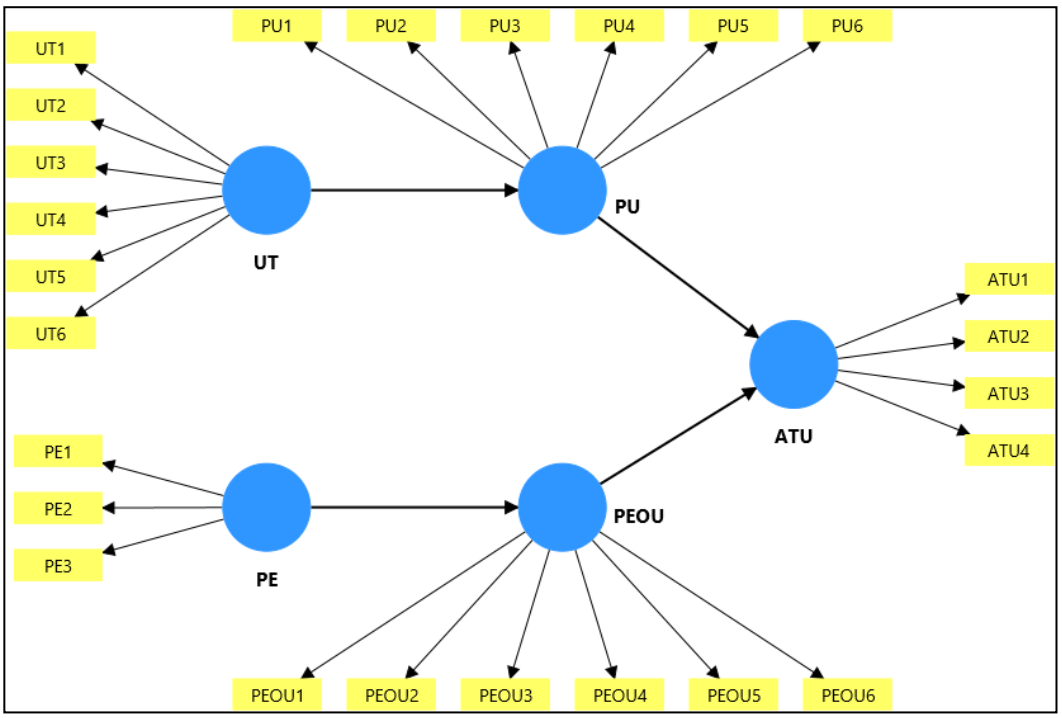


Figure 1. Construct Model

RESULT AND DISCUSSION

The subjects of this study were early childhood education (PAUD) administrators in the Semarang Barat subdistrict who had previously participated in a Google Sites training session conducted by the researcher. A total of 160 respondents were identified, all of whom were female. For further details, the general characteristics of the study respondents are presented in Table 1 below.

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Table 1. Characteristics of the Research Participants

Demographics		N	N%
Age (Years)	< 30	23	15%
	31 - 40	42	26%
	41 - 50	48	30%
	> 50	47	29%
Promotional Media Typically Used	MMT	120	75%
	Pamphlets/brochures	92	58%
	Social media	134	84%
	Word of mouth	97	61%
	Billboards	21	13%
	Outreach to local communities	11	7%
	Paid websites	10	6%
	Other	7	4%

By age group, the largest proportion of respondents56%were in the 31–50 age range. This indicates that the administrators and managers of early childhood education institutions in West Semarang Subdistrict are predominantly women of working age who possess considerable social experience in managing such institutions. Furthermore, the most commonly used promotional methods were social media (84%), followed by banners (75%) and word-of-mouth (61%). This suggests that social media is considered the easiest, cheapest, and most effective option, although conventional promotional methods are still predominantly used. Meanwhile, the use of paid websites remains low (6%), indicating that the utilization of digital technology as a promotional medium is not yet optimal. Therefore, Google Sites training is relevant for enhancing the digital skills of early childhood education administrators in developing website-based promotional materials that are easily accessible to the public.

Table 2. Descriptive Statistics of the Research Variables

Latent variable	Indicator	Mean ± st.dev	Category
User Experiences on Training	Attractiveness	3.11 ± 0.39	high
	Perspicuity	3.08 ± 0.37	high
	Efficiency	3.01 ± 0.38	high
	Dependability	3.09 ± 0.33	high
	Stimulation	3.09 ± 0.34	high
	Novelty	3.12 ± 0.41	high
	total	3.08 ± 0.33	high
Perceived Enjoyment	Happiness	3.10 ± 0.36	high
	Enjoyable	3.08 ± 0.34	high
	Fun	3.12 ± 0.34	high
	total	3.10 ± 0.33	high
Perceived Usefulness	Speeds up work	3.05 ± 0.35	high
	Job performance	3.08 ± 0.37	high
	Increases productivity	2.98 ± 0.44	medium

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	Effective	3.00 ± 0.41	medium
	Makes work easier	3.06 ± 0.36	high
	Useful	2.81 ± 0.48	medium
	Total	3.00 ± 0.34	medium
Perceived Ease of Use	Clear and easy to understand	3.15 ± 0.44	high
	Easy to learn	3.13 ± 0.35	high
	Easy to use	3.11 ± 0.38	high
	Easy to control	3.13 ± 0.42	high
	Flexible	3.11 ± 0.33	high
	Easy-to-learn skills	3.14 ± 0.38	high
	Total	3.13 ± 0.33	high
Attitude Toward Using	Comfortable to use	2.96 ± 0.43	medium
	Enjoy using it	3.04 ± 0.33	high
	Feels safe	3.08 ± 0.38	high
	Not boring	3.08 ± 0.36	high
	Total	3.05 ± 0.32	high

Most of the research variables had mean scores in the high category. The user experiences with training variable had a total mean of 3.08, indicating that respondents had positive experiences with the Google Sites training, particularly regarding the training's appeal, clarity, engagement, and novelty. The perceived enjoyment variable also fell into the high category with a mean of 3.10, indicating that respondents felt happy, comfortable, and enjoyed the training process. Additionally, the perceived ease of use variable achieved the highest total mean, at 3.13. This value suggests that respondents tended to view Google Sites as a platform that is clear, easy to learn, easy to use, controllable, and sufficiently flexible in its management. Meanwhile, perceived usefulness had a total mean of 3.00, indicating that not all respondents equally perceived the benefits of Google Sites in speeding up work, increasing productivity, and supporting the effective management of institutional information. The results of the TAM relationship analysis regarding the Google Sites training experience and perceptions of ease of use, conducted using SEM-PLS, are shown in Figure 2.

The SEM results were evaluated for both the outer model and the inner model. The assessment of the outer model involved four criteria: convergent validity, discriminant validity, composite reliability, and Cronbach's alpha. Convergent validity is assessed based on factor loadings for each indicator being greater than 0.7 (values between 0.6 and 0.7 are still acceptable) and an AVE value of ≥ 0.5 (Hair et al., 2020; Sarstedt et al., 2022). Visually, in the research model testing (Figure 2), there were no factor loadings that were negative or less than 0.7 (Table 3).

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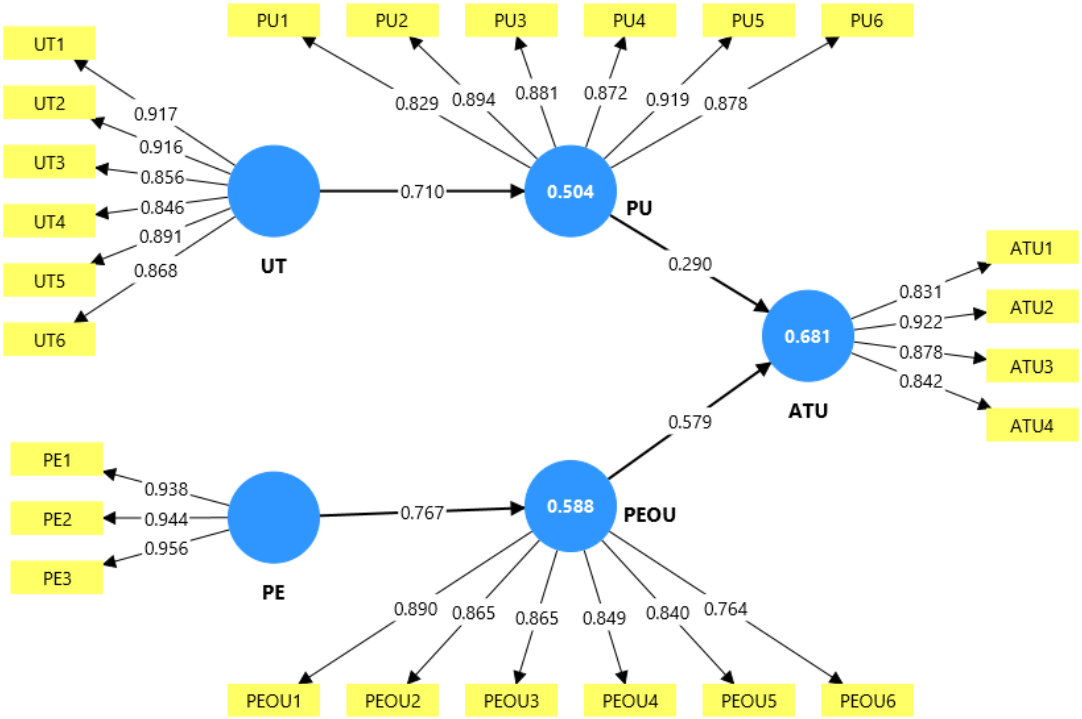


Figure 2. Full Construct Model

Table 3. Convergent Validity and Construct Reliability

Latent Variable	Indicator	LF	AVE	CA	CR
User Experience on Training (UT)	Attractiveness (UT1)	0.917	0.780	0.943	0.955
	Clarity (UT2)	0.916			
	Efficiency (UT3)	0.856			
	Accuracy (UT4)	0.846			
	Stimulation (UT5)	0.891			
	Novelty (UT6)	0.868			
Perceived Enjoyment (PE)	Happiness (PE1)	0.938	0.895	0.941	0.953
	Enjoyable (PE2)	0.944			
	Fun (PE3)	0.956			
Perceived Ease of Use (PEOU)	Clear and understandable (PEOU1)	0.890	0.717	0.920	0.938
	Easy to learn (PEOU2)	0.865			
	Easy to use (PEOU3)	0.865			
	Controllable (PEOU4)	0.849			
	Flexible (PEOU5)	0.840			
	Easy to learn and master (PEOU6)	0.764			
Perceived Usefulness (PU)	Speeds up work (PU1)	0.829	0.773	0.941	0.953
	Job performance (PU2)	0.894			
	Increases productivity (PU3)	0.881			
	Effectiveness (PU4)	0.872			
	Makes work easier (PU5)	0.919			
	Useful (PU6)	0.878			
Attitude Toward Using (ATU)	Comfortable interaction (ATU1)	0.831	0.755	0.891	0.925
	Enjoy using it (ATU2)	0.922			
	Feels safe (ATU3)	0.878			
	Not boring (ATU4)	0.842			

Note: LF: Loading Factor; CA: Cronbach's Alpha; CR: Composite Reliability; AVE: Average Varian Extracted; LF ≥ 0.7; CA > 0.7; CR > 0.7 dan AVE ≥ 0.5

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Based on the test results, all indicators had LF values above 0.70 (Table 4). This indicates that all indicators adequately contribute to reflecting their respective constructs. The lowest LF value was found in indicator PEOU6 (Easy to learn, skillful) at 0.764; however, this value is still above the recommended threshold, so the indicator still meets the criteria for convergent validity. Meanwhile, the other indicators had LF values of ≥ 0.8, indicating a relatively strong contribution of the indicators to the constructs they measure.

Furthermore, all constructs have AVE values greater than 0.7, thus exceeding the minimum threshold of 0.50. These results indicate that each construct is able to explain more than half of the variance in its respective indicators. CA and CR values above 0.9 indicate that all constructs exhibit good internal consistency. Although the CA and CR values exceeded 0.90, all items were retained because they conceptually represent the measurement items of their respective constructs (content validity), and no two items are linguistically identical.

Next, discriminant validity was evaluated using the Fornell-Larcker criterion, under which the square root of the AVE is greater than the correlation coefficient with other constructs (Table 4). In addition, discriminant validity was also evaluated using the heterotrait–monotrait ratio (HTMT) score, with a cutoff of 0.9.

Table 4. Fornell-Larcker Criterion

	ATU	PE	PEOU	PU	UT
ATU	0.881*				
PE	0.846	0.946*			
PEOU	0.838	0.767	0.847*		
PU	0.775	0.733	0.779	0.879*	
UT	0.857	0.879	0.771	0.744	0.884*
Note: * denotes the AVE root; values not marked with * denote correlations between variables.					

Table 4 shows that the AVE values for each latent variable in this study are higher than the correlation coefficients with the other latent variables. Next, the HTMT scores are presented in Table 5.

Table 5. HTMT Scores

Variable	Score	Confidence Interval	
		2.50%	97.50%
PE <-> ATU	0.901	0.797	0.984
PEOU <-> ATU	0.888	0.762	0.98
PEOU <-> PE	0.821	0.691	0.925
PU <-> ATU	0.805	0.679	0.903
PU <-> PE	0.778	0.626	0.899
PU <-> PEOU	0.833	0.733	0.911
UT <-> ATU	0.896	0.808	0.97
UT <-> PE	0.913	0.796	1.014
UT <-> PEOU	0.785	0.642	0.905
UT <-> PU	0.746	0.599	0.867

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Although the Fornell–Larcker results indicate that the square root of the AVE for each construct is higher than its correlation with other constructs, the HTMT results show a value of 0.913 between the UT and PE constructs. Both constructs were retained in the model based on theoretical and conceptual considerations. The difference in measurement focus between the UT and PE variables serves as the conceptual basis for retaining both constructs in the model (J. Hair & Alamer, 2022). However, since the UT–PE HTMT value exceeds the 0.90 threshold with a 95% CI (0.796–1.014) slightly exceeding the 1.0 threshold numerically, this deviation is relatively small. These results indicate that the discriminant validity between the two constructs has not yet received adequate empirical support. Nevertheless, both constructs are retained based on their conceptual differences and theoretical foundations, while acknowledging the empirical proximity that must be considered in the interpretation of the research results.

Next, an evaluation of the inner model was conducted to assess the structural relationships among the variables. This evaluation included path coefficients (β), statistical significance, effect size (f^2), coefficient of determination (R^2), predictive relevance (Q^2), and a check for multicollinearity using the variance inflation factor (VIF) to support the assessment of the model's overall quality. In addition, model fit and out-of-sample predictive ability were evaluated as supplementary information. Path coefficients indicate the direction and magnitude of the relationship between constructs, while f^2 indicates the relative contribution of exogenous constructs to the variance of endogenous constructs, and R^2 indicates the proportion of endogenous construct variance explained by its predictors (Hair et al., 2022).

Table 6. Inner Model VIF

	VIF
PE -> PEOU	1.000
PEOU -> ATU	2.541
PU -> ATU	2.541
UT -> PU	1.000

The results of the multicollinearity test show that all VIF values in the structural model are less than 5 (Table 6), indicating no multicollinearity. Furthermore, the Full Collinearity VIF values for all constructs were below 3.3, confirming that the model is free from Common Method Bias (CMB) (Kock, 2015). Thus, the relationships among the predictor constructs in the model can be evaluated without the presence of high multicollinearity.

Table 7. Model Fit

	Saturated model	**Estimated model**
SRMR	0.066	0.125
d_ULS	1.396	5.109
d_G	1.449	1.699
Chi-square	1170.096	1268.005
NFI	0.763	0.743

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Model fit evaluation showed an SRMR value of 0.066 for the saturated model and 0.125 for the estimated model (Table 7). The SRMR value for the saturated model was below the threshold of 0.08, while the value for the estimated model exceeded that threshold. The NFI values of 0.763 and 0.743, respectively, also indicate that the model fit cannot yet be categorized as high. Therefore, the model fit results must be interpreted with caution and should not be used as the sole basis for assessing the validity of the PLS-SEM model. Next, the results of the direct effect evaluation are presented in Table 8.

Table 8. Direct Effects and Effect Sizes

	beta	St. Dev	t-value	F^2	P-values	CI 95%	Note
PE -> PEOU	0.767	0.059	13.048	1.428	<0.001	0.640 - 0.870	H1 accepted
UT -> PU	0.710	0.063	11.191	1.016	<0.001	0.581 - 0.830	H2 accepted
PEOU -> ATU	0.579	0.119	4.856	0.413	<0.001	0.355 - 0.819	H3 accepted
PU -> ATU	0.290	0.116	2.509	0.104	0.012	0.054 - 0.503	H4 accepted
Note: p-value < 0.05 is significant; f2 > 0.02 (low), f2 > 0.15 (moderate), f2 > 0.35 (high)							

The direct effect test shows that all hypothesized paths have positive and significant relationships (Table 8). Among the two ATU predictors, PEOU has a larger path coefficient than PU. These results indicate that the perception of ease of use has a relatively stronger relationship with users' attitudes toward Google Sites compared to the perception of usefulness. The results of the effect size test (f^2) show that PE has a large effect on PEOU, UT has a large effect on PU, and PEOU has a large effect on ATU. In contrast, PU's contribution to ATU is relatively small. These findings reinforce the interpretation that PEOU is a relatively more important predictor of ATU in the tested model. However, effect sizes indicate the relative contribution of a predictor to the variance of an endogenous construct, not the magnitude of the causal effect.

Table 9. Indirect Effects

	Beta	St. dev	T - values	P values	CI 95%	Note
PE -> PEOU -> ATU	0.444	0.108	4.100	<0.001	0.250 – 0.669	H5 accepted
UT -> PU -> ATU	0.206	0.089	2.320	0.020	0.037 – 0.383	H6 accepted

The indirect effect test showed that both mediation paths had positive and significant relationships. These results indicate that training experience is indirectly and positively related to the usage attitude through the perceived usefulness of Google Sites. Meanwhile, perceived ease of use is also indirectly and positively related to the usage attitude through the perceived ease of use of Google Sites. Thus, PU and PEOU act as positive and significant mediators in each of the tested indirect relationships.

Table 10. R and Q-Square Tests

Variable Endogenous	R-square	R-adjusted	Q-square
PEOU	0.588	0.586	0.574
PU	0.504	0.501	0.532
ATU	0.681	0.677	0.712

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The coefficient of determination indicates that the model explains 58.8% of the variance in PEOU; 50.4% of the variance in PU; and 68.1% of the variance in ATU. After accounting for the number of predictors, the adjusted R^2 values are 0.586, 0.501, and 0.677, respectively. These results indicate that the model's explanatory power is highest for the ATU construct, followed by PEOU and, lastly, PU. In other words, the predictor constructs in the model explain a relatively larger portion of the variance in ATU compared to the variance in PEOU and PU. Meanwhile, positive Q^2 values for all endogenous constructs indicate predictive relevance.

Table 11. PLS-predict

	Q^2 predict	PLS-SEM RMSE	PLS-SEM MAE	LM RMSE	LM MAE
ATU1	0.399	0.336	0.223	0.341	0.225
ATU2	0.518	0.263	0.126	0.285	0.137
ATU3	0.527	0.260	0.123	0.275	0.124
ATU4	0.553	0.275	0.126	0.267	0.105
PEOU1	0.512	0.247	0.110	0.279	0.129
PEOU2	0.502	0.265	0.125	0.293	0.133
PEOU3	0.359	0.354	0.243	0.364	0.240
PEOU4	0.397	0.320	0.204	0.377	0.234
PEOU5	0.390	0.281	0.127	0.313	0.135
PEOU6	0.289	0.403	0.342	0.410	0.341
PU1	0.416	0.334	0.196	0.356	0.195
PU2	0.347	0.283	0.180	0.297	0.180
PU3	0.381	0.297	0.174	0.339	0.193
PU4	0.275	0.357	0.197	0.378	0.210
PU5	0.359	0.265	0.158	0.265	0.151
PU6	0.403	0.293	0.186	0.290	0.173

The PLS-Predict evaluation provides additional information regarding out-of-sample predictive ability. Based on a comparison of RMSE values, the PLS-SEM model produced lower prediction errors than the linear comparison model (LM) for 13 out of 16 indicators. For one indicator (PU5), the RMSE values of the two models were the same, while for the other two indicators (PU6 and ATU4), the PLS-SEM RMSE was slightly higher than the LM RMSE. These results indicate that the model's predictive ability is relatively good for most indicators but is not consistent across all indicators. Therefore, the model's predictive ability is found to vary across indicators.

Substantively, the research results show that the perception of comfort is related to the perception of ease of use of Google Sites, while the experience with Google Sites training is related to the perception of its usefulness. Both perceptions are further positively associated with users' attitudes toward using Google Sites as an information medium for early childhood education institutions. This indicates that the formation of attitudes toward technology use is related to aspects of perceived ease of use and perceived benefits, with the perception of ease of use showing a larger path coefficient and effect size on attitudes compared to the perception of usefulness. However, based on the research design used (cross-sectional design) and the results of the model evaluation presented, these

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findings should be understood as empirical relationships within the tested model, not as definitive evidence of causality.

Discussion

The Influence of User Experiences with Training on Perceived Usefulness

Experience, which involves perceptions, responses, and emotions during interactions with a system or service and encompasses the entire relationship between the user and the service, can serve as the basis for evaluating a system (Pidada & Dewi, 2025) . Meanwhile, *perceived usefulness* refers to an individual's or user's belief that utilizing a specific system will improve performance (Alshammari & Al-Mamary, 2025) . The research findings indicate that *user experience during training* has a positive and significant effect on *perceived usefulness*, with a coefficient of 0.744 and an effect size categorized as high. These results indicate that the higher the quality of training received by early childhood education (PAUD) administrators, the higher their perception of the benefits of Google Sites. This occurs because training not only has a positive impact on technical skills but also helps users understand that Google Sites is an effective tool or medium for conveying information to the public, parents, and relevant parties. Early childhood education administrators do not merely know how to use the system but also recognize the added value gained from implementing Google Sites. These results align with studies conducted by Fitria et al. (2024) and Hou (2025) , which show that user experience has a positive and significant effect on perceived usefulness.

The experience of learning how to use Google Sites helps early childhood education administrators recognize the potential of technology to present institutional profiles, activity information, documentation, and announcements in a structured manner. Hands-on experience during training provides participants with insights into the functions, features, and operation of Google Sites. For early childhood education administrators without a background in information technology, hands-on practice helps reduce *computer* anxiety, boost self-efficacy, and shape their vision for a website tailored to their institution's needs. The positive experiences gained during the training led PAUD administrators to believe that Google Sites is useful for conveying information, expanding outreach, and enhancing the institution's public image. The better the experience gained, the greater the likelihood that early childhood education administrators will understand the benefits of Google Sites. This aligns with the Technology Acceptance Model (TAM), which identifies perceived usefulness as one of the key factors in the acceptance of technology. Thus, *user experience during training as* an external factor has the potential to influence *perceived usefulness* in the acceptance of Google Sites by early childhood education administrators.

The Influence of Perceived Enjoyment on Perceived Ease of Use

Perceived enjoyment arises when PAUD administrators feel satisfied and happy while using Google Sites as a tool to promote their respective PAUD institutions. *Perceived enjoyment* fosters an emotional attachment to a system or

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application because a pleasant experience creates positive associations (Wiratama et al., 2025). Perceived enjoyment can reinforce the perception of ease of use. When users feel comfortable and happy while using Google Sites, their perceived complexity of the system decreases because *perceived enjoyment* is a subjective assessment of pleasure and emotional satisfaction when using technology (Rahmadani & Ridhaningsih, 2025). This indicates that *perceived enjoyment* can create positive associations that will make it easier for early childhood education institution website administrators to operate and control the features available on Google Sites.

The research results show that *perceived enjoyment* has a positive and significant effect on *perceived ease of use*, with an effect size categorized as high. An increase in the sense of enjoyment felt by early childhood education administrators when using Google Sites influences their positive perception that Google Sites is easy to use. A pleasant experience reduces users' anxiety, confusion, and stress. When early childhood education administrators feel comfortable and enjoy using Google Sites, they are more motivated to explore its various features without feeling overwhelmed, thereby becoming more accustomed to the system and finding it easier to use. These findings are supported by research conducted by Winarno et al. (2021) and Ali et al. (2022) , which states that *perceived enjoyment* influences *perceived ease of use*. Comfort is a state in which users feel happy and at ease when using an information system, regardless of the risks or consequences associated with that system (Hasanudin, 2023) . This indicates that the perception of enjoyment is crucial for creating an association of ease in using Google Sites as an information medium because it is controllable and offers a high degree of flexibility. The sense of enjoyment and satisfaction that arises when using a technology can motivate a person to learn about and explore its features. These feelings can influence the perception of ease of use. Early childhood education administrators who feel enjoyment can develop the perception that using and implementing Google Sites is easy to use and learn. The greater the enjoyment felt by PAUD administrators while using Google Sites, the more likely they are to perceive the technology as easy to use.

The Influence of Perceived Usefulness on Attitude Toward Using

Making the most of the features available on Google Sites will result in an attractive, high-quality website. The exploration process fosters positive feelings and influences the attitudes demonstrated by users (early childhood education administrators). Attitude is a psychological construct that can guide individual behavior; it consists of cognitive, emotional, and behavioral elements assumed to be internally consistent with one another (Rohman et al., 2023) . Early childhood education administrators who operate Google Sites are able to experience various benefits, so they do not feel bored while using or operating Google Sites. The greater the perceived benefits, the more positive their attitude toward using Google Sites. Early childhood education administrators can also observe the extent to which Google Sites can optimally promote their institutions. Maximizing the use

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Corresponding author: Liya Afri Kustiyana (liyakustiyana54@admin.paud.belajar.id)

of Google Sites will lead to improved performance and productivity among early childhood education administrators in managing their institutions' websites.

The research results show that *perceived usefulness* has a positive and significant impact on the *attitude toward* using Google Sites, with a coefficient of 0.311 and an effect size also categorized as low. This value indicates that the benefits perceived when using Google Sites can foster a positive attitude, but the effect is not particularly strong. This may occur because not all benefits of Google Sites are immediately apparent to users. Some benefits, such as effectiveness of use and work efficiency, are only realized when Google Sites is used consistently. These results are supported by research conducted by Husna et al. (2025), which revealed that *perceived usefulness* positively and significantly influences *attitude toward using*. Paramita & Hidayat (2023) explain that using the service can complete tasks more quickly and easily. In the context of Google Sites, early childhood education (PAUD) administrators who believe that the technology used is useful for presenting the institution's profile and managing activity information tend to have a more positive attitude toward using it. Administrators who feel that Google Sites has comprehensive, well-organized, and solution-oriented features will also form the perception that Google Sites is useful, which fosters a positive attitude.

The Influence of Perceived Ease of Use on Attitudes Toward Using

The test results show that *perceived ease of use* has a positive and significant impact on *attitude toward using*, with a coefficient of 0.595 and an effect size categorized as moderate. These findings indicate that ease of use is a stronger and more dominant factor in shaping the positive attitudes of early childhood education administrators. This is because early childhood education administrators tend to be more receptive to Google Sites, as it is considered easier to learn, easy to operate, and does not require complex technical skills. These findings reinforce *the Technology Acceptance Model* (TAM) proposed by , which explains that perceived ease of use is one of the main factors in shaping users' positive attitudes toward a technology. Ease and simplicity of use in a system will accelerate technology adoption. These findings are also consistent with the , which explains that an increased perception of ease of use reduces cognitive load during system use, making users more comfortable and more likely to adopt the technology.

Research conducted by Chen et al., (2025) and Husna et al., (2025) also indicates that *perceived ease of use influences attitudes toward using the technology*. These results suggest that the ease of accessing, understanding, and operating a system directly fosters a positive attitude toward its use. Google Sites provides a simple and flexible interface, allowing early childhood education administrators to learn and manage website content without requiring advanced technical skills. The flexibility gained from using Google Sites can be one of the factors influencing administrators' decision to accept or reject Google Sites as a medium for information and promotion. Thus, these findings indicate that the construct of *perceived ease of use* in the Technology Acceptance Model (TAM)

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remains relevant for explaining the formation of *attitudes toward using* Google Sites in the context of its implementation as an information medium in the early childhood education setting.

The Influence of User Experiences During Training on Attitude Toward Using via Perceived Usefulness

Familiarization with Google Sites material and positive interactions between the trainer and training participants during the session will influence the attitudes of early childhood education administrators by highlighting the usefulness of Google Sites as an information medium and enhancing the institution's image. The perceived benefits that training participants derive from the training process will influence their attitudes toward using Google Sites as an information medium for early childhood education institutions. The research results also show that *perceived usefulness* can positively and significantly mediate the relationship between training experience and attitude toward use by a factor of 0.232. These results are supported by Hou's (2025) study on training experience, which demonstrates its influence on perceived benefits, thereby fostering a positive attitude toward system use. revealed that positive learning experiences contribute to the acceptance of a technology, which is also influenced by perceived usefulness. The better the training experience, the more ECE administrators will consider *perceived usefulness* regarding the use of Google Sites, which will ultimately influence their decision to use Google Sites as a credible and professional information medium.

The training provided facilitates a change in attitude that enables participants to perform their jobs effectively (Utami & Werastuti, 2022) . This change in attitude is indirectly influenced by the perceived usefulness of Google Sites, which can enhance productivity in the efficient creation of information and promotion of early childhood education institutions. *Perceived usefulness* is a psychological response arising from the characteristics of an innovation and the social context (Kurniawan, 2026) . Thus, administrators' assessments of Google Sites usage, which have a positive impact on performance and productivity, can confirm that the experiences gained during training can stimulate the use of Google Sites. Within the TAM framework, Davis(1989) explains that perceived usefulness is one of the key factors related to users' attitudes toward technology. *Perceived usefulness*, acting as a mediating variable, explains how user experience relates to attitudes toward accepting Google Sites. This means that user experience is assessed not only based on the process of learning technology but also on the extent to which that experience helps early childhood education administrators understand the benefits of Google Sites as an institutional information platform.

The Influence of Perceived Enjoyment on Attitude Toward Using via Perceived Ease of Use

Emotional satisfaction can indirectly foster positive thoughts regarding the use of Google Sites. These positive thoughts can arise from the ease of use and

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implementation of Google Sites' features. The operation and control of Google Sites' features by early childhood education administrators can evoke feelings of joy and satisfaction, which can indirectly strengthen their attitude toward using Google Sites. Feelings of joy and comfort can stimulate the perception of ease of use, thereby fostering a more positive attitude.

The results show that the variable *perceived ease of use* positively and significantly mediates *the relationship* between *perceived enjoyment and attitude toward using* with a coefficient of 0.456. These results indicate that a pleasant experience fosters a perception of ease of use, which ultimately has a positive and meaningful impact on early childhood education administrators' attitudes toward a technology. These results are supported by a study (2024), which found that the ease experienced when using a technology fosters a positive attitude toward that technology. Dandi & Ridanasti (2024) also explains that *perceived enjoyment* and *perceived ease of use* have a positive impact on attitude toward using. If users are satisfied, they tend to continue using the technology; however, if they find it difficult to use, they will refrain from using it and eventually stop using the technology (Kumar et al., 2024) . The sense of enjoyment that arises makes Google Sites easier to use, and it is this ease that fosters a positive attitude toward using the Google Sites platform as an information medium. *Perceived ease of use* links the level of comfort with an overall assessment of Google Sites usage*. Perceived ease of use* opens opportunities for early childhood education administrators to discover and experience the conveniences offered by using Google Sites.

CONCLUSION

Based on the research findings and discussion, it can be concluded that *user experience during training* and *perceived enjoyment* play an important role in shaping a positive attitude toward the use of Google Sites as an information medium for early childhood education institutions. *User experience during training* was found to have a positive effect on *perceived usefulness*, while *perceived usefulness* and *perceived ease of use* also had positive effects on *attitudes toward using the platform*. These findings indicate that effective training contributes to shaping perceptions of a technology's benefits, whereas a positive user experience is positively associated with perceptions of the ease of using Google Sites. In this study, *perceived ease of use* emerged as the more dominant factor in shaping acceptance attitudes toward Google Sites. Additionally, this study identified external factors, namely, *user experience during training* and *perceived enjoyment, that* influence PAUD administrators' acceptance of Google Sites. Thus, this study offers practical implications: conducting high-quality training and providing an enjoyable user experience can expand upon theoretical explanations and foster acceptance of Google Sites as an information medium for institutions.

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Corresponding author: Liya Afri Kustiyana (liyakustiyana54@admin.paud.belajar.id)

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Corresponding author: Liya Afri Kustiyana (liyakustiyana54@admin.paud.belajar.id)

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Corresponding author: Liya Afri Kustiyana (liyakustiyana54@admin.paud.belajar.id)