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The Factors Affecting Intention to Use Google Meet Amid Online Meeting Platforms Competition in Indonesia

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Abstract— The study aims to apply the Technology Acceptance Model (TAM) to investigate the factors affecting behavior intention to use Google Meet amid online meeting platform competition in Indonesia. The study called students of master of management program at a university in Jakarta to answer online questionnaires. They are students who use Google Meet as a learning tool during the Covid-19 pandemic. The findings are that users who feel that use the platforms are easy, so they will perceive the platforms' benefits, and it will increase a positive attitude towards the platforms. Users who perceive the benefits of platforms will have a positive attitude towards the platforms. Then, a positive attitude to the platforms creates interest in the acceptance of the platforms. The attitude variable plays a mediating role in this TAM. This paper's original research is the first research on applying the TAM to investigate the online meeting tool product's adoption during the Covid-19 pandemic, especially in Indonesia. This paper will encourage future research to examine the TAM or other theoretical framework of technology acceptance for other meeting platforms or conduct a comparative study.

Keywords— Technology Acceptance Model, TAM, Google Meet, meeting platform competition.

1. Introduction

During the recent pandemic, various business and government institutions, and religious institutions meeting activities must use the online meeting platform. Several meeting platform options, such as Skype, Facebook, Zoom, Google Meet, etc. France-Presse [1] reported in *The Jakarta Post* that about six million organizations use Google Meet. Hospitals and manufacturing facilities, warehouses, and banks. Dave [2] also stated that "Millions of institutions now rely on Meet because of lockdowns associated with the coronavirus, the company said." In addition to these institutions, all elementary and secondary schools also use online media to carry out the teaching and learning process. It is also the case with universities throughout Indonesia. The Ministry of Education and Culture requires all higher education institutions to implement online lecture systems during the COVID-19 pandemic [3]. Because the corona pandemic is predicted to last a long time, online learning will continue to be carried out on all schools, even at least until the end of 2020 [4]. According to a lecturer in the Faculty of Biology, Gadjah Mada University, the online learning he did was going well even though there were a few obstacles at the beginning because he had to adapt to the system and connections. Constraints can be overcome because most students are already very familiar with the digital world. There may be many who are smarter than their lecturers in technology [5]. Many universities in Indonesia closed lectures face-to-face and replaced them with online learning, to anticipate the coronavirus (Covid-19). The problem arises, especially for colleges in small cities. For example, there is recognition of lecturers and students in Aceh, besides being among those who have not mastered information technology as a learning tool. The main problem is that the internet network is fragile, but they can overcome these obstacles [6]. For campuses in big cities, like Jakarta, technology and internet network constraints are relatively better than universities in smaller towns. During online lectures at all universities, the choice of learning platform creates competition among

platform providers. Zoom became a role model application of some competitors. Although exposed to security issues, it can't be denied that Zoom is practical and easy to use, at least in Indonesia. Competitors then update their features so they can be similar or close to Zoom. Facebook launched Messenger Room, a teleconferencing video that can accommodate up to 50 people with features similar to Zoom. Then, Google is updating its video conference application, Meet. Google Meet now has a function similar to Zoom, the gallery view [7]. Still, a university in Jakarta decides not to use Zoom Meeting but uses Google Meet for its internal security system. Although some lecturers and students feel more comfortable using Zoom, university policy still refuses and recommends using Google Meet, especially for online lectures on Postgraduate programs. Then, this paper aims to present the result findings of the investigative study on Google Meet acceptance as an e-learning system tool among students in the university by applying the TAM.

Lee [8] examined TAM to study the acceptance of online learning innovation among students at the nine universities in Taiwan but did not include attitude variables into TAM. Cheng [9] examined TAM to investigate the acceptance of e-learning innovation in Taiwan companies but did not include attitude variables into TAM. Cheng [10] examined TAM to investigate e-learning system adoption among university students in Taiwan but did not add attitude variables into TAM. Abbas [11] examined TAM to investigate e-learning system adoption among university students in Egypt and the UK but did not include attitude variables into TAM. Ali, Raza, Qazi, & Puah [12] examined TAM to investigate e-learning system adoption among undergraduate and master students in Pakistan but did not include attitude variables into TAM. Rui-Hsin and Lin [13] examined TAM to investigate e-learning system adoption in police education and training in Taiwan but did not include attitude variables into TAM. TAM by Davis et al. [14] proposed that perceived ease of use influences perceived usefulness. Then, the perceived ease of use and perceived usefulness influence attitude-behavior using. Attitude behavior using influence behavioral intention. Finally, behavior intention influenced actual system use. Then, this paper includes the attitude variable into the TAM investigation.

2. Literature Review

Lee [8] examined the antecedent factors of the online learning adoption among students at the nine universities in Taiwan by TAM. With several hypotheses, perceived ease of use influences perceived usefulness and behavior intention, and the perceived usefulness influence behavioral intention. Lee [8] found that when students consider that use the learning technology is accessible, they will think that technology is useful. Therefore, the perceived ease of use is a significant factor of perceived usefulness. Then this ease also will influence the intention to use, so the variable also is a substantial factor in behavioral intention. Because students look at the usefulness of the technology, it is also a significant stimulus to raise the intention to use it. Martínez-Torres et al. [15] examine the factors affecting the intention to use e-learning among European students by apply TAM. Martínez-Torres et al. [15] found that when students consider that use the learning technology is effortless, they will think that technology is useful. And this ease also will influence the intention to use. Then, when students recognize that technology is useful, it is a significant factor that will make them consider using it. Yuen and Ma [16] examine factors affecting the e-learning system among teachers in Hong Kong. Yuen and Ma [16] found that pressures and influences from others, or maybe also the support of others (subjective norms), significantly impact how they consider that the technology is effortless and useful. Yuen and Ma [16] also found that when students recognize that technology using is easy, so use technology is helpful for them. The perception of ease is also a stimulus to use it. When they think that technology is useful for their learning success, it also is a fundamental factor of the behavior intention to use it. Cheng [9] examined quality factors that influence the e-learning adoption among employees in eight high-tech companies in Taiwan using TAM. Cheng [9] found that when employees recognize that system using is easy, they feel that the system is useful and therefore want to use it. Since they perceive that the system is easy to be used, then they like to use it. Cheng [36] also investigated the factors that influence the e-learning system using intention

among university students in Taiwan by TAM. Cheng [17] found that when students perceive that using the system is easy and when the students consider that the system is useful, they are interested in using the system. The students that perceived ease in using consider that the system is usefulness. Students who feel ease and useful in online learning using will look at that online learning is beneficial, so they will interest in using it. Therefore, Cheng [17] suggested that online learning designers make the platforms become good interaction media between students and instructors. Designers must improve the infrastructure simultaneously to ensure the platforms ease access and not slow down when their use increases.

Cheng [17] examined factors of the intention to continue to use the e-learning system among nurses at the five hospitals in Taiwan by expectation-confirmation model (ECM), and one of the findings is perceived usefulness influence continuance intention. According to Cheng [17], when nurses perceive that the online system has abundant information courses and regularly improves, it makes nurses perceive its benefits from the e-learning. They get satisfaction through access to the online learning system and will continue to use it. Abbas [11] examined TAM among students in Egypt and UK as a comparative study between behavior in developing and developed countries. Abbas [11] found that the student that considers system using is ease feel that the system is useful. Because the student finds the system to be accessible and helpful, they like to use the system. According to Abbas [11], the platforms use also must be supported by high-speed internet. Therefore, users get easy access to the course materials and interaction with their instructors. Therefore, ease is an essential factor that creates a perception of helpful and then encourages to use the platforms. Tarhini, Hone, Liu, and Tarhini [18] examine factors of the acceptance of e-learning tools among students in Lebanon using the TAM. Tarhini et al. [18] found that when students feel that the system is easy, useful, students are interested in using the system. The intention lead to actual use. Then, Tarhini et al. [18] suggested e-learning providers must ensure the platform that eases to use or effortless and helpful because both are the essential factors of intention to use. Tarhini et al. [18] also suggested that platform designers improve the platforms continuously and instructors to ensure students that the platforms are easy and helpful in the learning process. Ali et al. [12] examined e-learning system adoption among undergraduate and master students in Pakistan use TAM. They examined the effect of the work of life quality, perceived ease of use, perceived usefulness, Internet experience, and subjective norms on behavior intention, the effect of facilitating condition, computer-self efficacy, and behavior intention on actual usage. Ali et al. [12] found that when students feel that the system is easy and useful, they are interested in using the system. Rui-Hsin and Lin [13] examine the e-learning adoption in police education and training in Taiwan using TAM. Several of Rui-Hsin and Lin's [13] hypotheses are that perceived ease of use impacts perceived usefulness. When the polices consider that system using is ease and usefulness, then they interested in using it. Rui-Hsin and Lin [13] found that the hypotheses are significant.

Rafiee and Abbasian-Naghneh [19] examine factors affecting the e-learning system among undergraduate students. Rafiee and Abbasian-Naghneh [19] found that students who feel the system is easy; they considered the system useful. This ease is a factor that leads the intention to use it. Then, the perception of usefulness is a stimulus factor for intention to adopt it. Lee [8] examined TAM but did not include the attitude variable into TAM. Likewise, Martínez-Torres et al. [15] did not include attitude variables into TAM. Yuen and Ma [16] examined TAM but did not include the attitude variable into TAM. As well as, Cheng [9] examined TAM, but did not include attitude variable into TAM. Then, Cheng [17] examined TAM but did not include the attitude variable into TAM. Abbas [11] also examined TAM but did not include attitude variable into TAM. Likewise, Tarhini et al. [18] examined TAM and did not include attitude variables into TAM. As well as, Ali et al. [12] examined TAM, but did not include attitude variable into TAM. Then, Rui-Hsin and Lin [13] examined TAM but did not include the attitude variable into TAM. And Rafiee and Abbasian-Naghneh [19]

examined TAM but did not include attitude variable into TAM. But actually, TAM by Davis et al. [14] proposed that perceived ease of use influences perceived usefulness. Then, perceived ease of use and perceived usefulness influence attitude and attitude influence behavioral intention. Boateng et al. [20] examine e-learning adoption factors among students at the University of Ghana. Several of Boateng et al.'s [20] finding ara that students who get the ease in a system using considerate it as usefulness system. The perception of comfort in handling and usefulness leads to a positive attitude to the system. Then the useful perception and attitude are factors that lead to an interest in using. But Boateng et al. [20] did not find that ease perception will influence their intention to adopt it. Lee, Hsieh, and Chen [21] examine e-learning systems' acceptance in organizations among Taiwanese company employees applying the TAM. Lee et al. [21] found that when an employee found the ease in the system using, they will consider it a useful system, and a positive attitude will be created. Perception of helpful influence the interest to use it but did not create a positive attitude on the system. But Lee et al. [21] found a positive attitude to encourage them to use it.

Based on the above previous studies, the following hypotheses are developed:

H1: The perceived usefulness is influenced by perceived ease of use has positive and significant.
H2: Attitude to use the e-learning system is influenced by perceived ease of use has positive and significant.
H3: The attitude to use the e-learning system is influenced by perceived usefulness has positive and significant.
H4: the behavior intention to adopt the e-learning system is influenced by attitude has positive and significant.

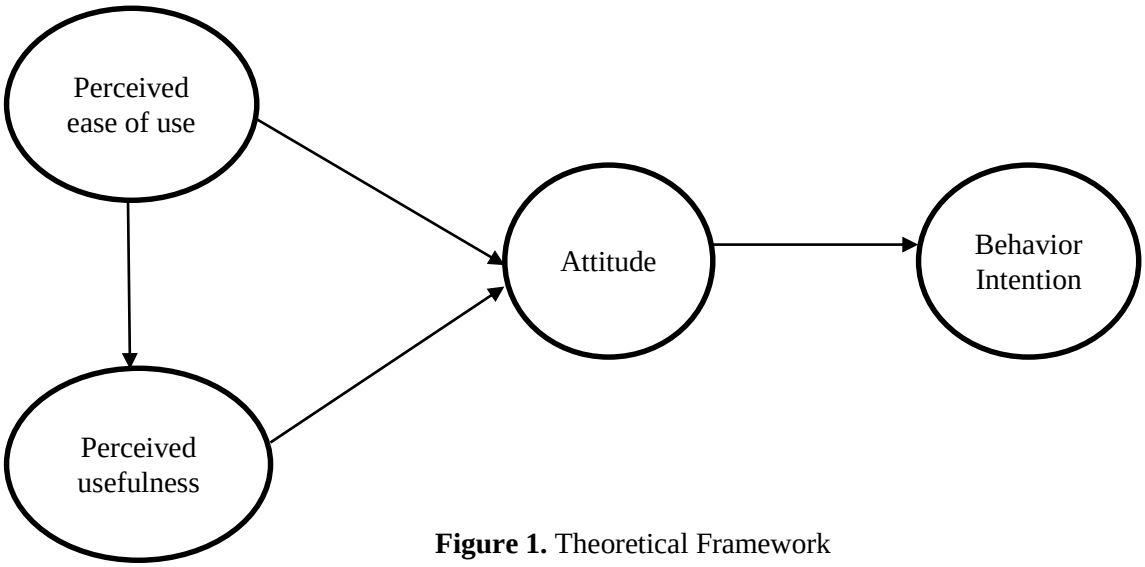

Figure 1. Theoretical Framework

3. Method

3.1 Population and Sample

The population is a master of management students at the university in Jakarta. The numbers of students classes from 2018 to 2020 are 145 students. They have experience using Google Meet as a class tool during the Covid-19 pandemic. The study applies simple random sampling by using Slovin formula, $n = N/(1+N e^2) = 145/(1+145*0.05^2) = 106.422$, so the sample size of this study is 107.

3.2 The measurement scale

The study adopted the instrument measurement from Hoque et al. [22, 23], namely, four items of the perceived ease of use, four items of perceived usefulness, and three items of behavior. Four items of attitude are adopted from Mohanachandran and Govindarajo [24].

3.3 The analysis techniques

This study uses PLS-SEM analysis techniques. The study conducts an outer model evaluation to test reliability and validity. Then conducts an inner model evaluation to test the hypotheses.

4. Result

4.1 Outer Model Evaluation

Table 1. Indicator Reliability

	Indicator Loadings		**Indicator Loadings**
Perceived Use of Use		Attitude	
PEOU1	0.899	ATT1	0.873
PEOU2	0.811	ATT2	0.880
PEOU3	0.872	ATT3	0.859
PEOU4	0.902	ATT4	0.853
Perceived Usefulness		Behavior Intention	
PU1	0.802	BI1	0.922
PU2	0.790	BI2	0.914
PU3	0.881	BI3	0.884
PU4	0.886		

Table 1 shows that indicator loadings of all items > 0.70, so all items are reliable (see 25, 35]. Then. Table 2 shows that Cronbach's Alpha of all variables is> 0.70, and the Composite reliability of all variables is> 0.70, so all of the variables are reliable. Table 2 shows that AVE of all variables is> 0.50, so all variables are valid (see 25, 30).

Table 2. Construct Reliability & Validity

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Perceived Use of Use	0.894	0.927	0.760
Perceived Usefulness	0.862	0.906	0.707
Attitude	0.889	0.923	0.751
Behavior Intention	0.892	0.906	0.822

Table 3. Discriminant Validity

	ATT	BI	PE	PEOU
ATT	**0.866**			
BI	0.527	**0.907**		
PE	0.680	0.538	**0.872**	
PEOU	0.726	0.647	0.734	**0.841**

Table 3 shows that each latent construct's AVE is higher than the construct's highest squared correlation with any other latent construct, according to Fornell–Larcker criterion (see [25, 26, 27, 28]. According to Hair et

al. [25], R-square values of 0.75 is substantial, 0.50 is moderate, and 0.25 is weak. Table 4 shows that the R-square value of the attitude and perceived usefulness are moderate, but behavior intention is weak.

Table 4. R-Square

Endogenous variables	R Square
Attitude	0.574
Perceived usefulness	0.534
Behavior Intention	0.278

4.2 Inner Model Evaluation

Table 5 shows that all hypotheses are accepted because T-statistics > 1.96 and P-values < 0.05 [see 29,30]. When users feel that the platform is easy, it increases the perception of usefulness and a positive attitude. Then, perception of benefits or usefulness also increase their attitude toward the platform, and the attitude increase intention significantly.

Table 5. Path Coefficients

	T Statistics (|O/STDEV|)	P Values	Status
Perceived Ease of Use -> Perceived Usefulness	14.628	0.000	Accepted
Perceived Ease of Use -> Attitude	3.553	0.000	Accepted
Perceived usefulness -> Attitude	5.774	0.000	Accepted
Attitude -> Behavior intention	5.303	0.000	Accepted

Table 6 shows the result of the indirect effects. The perception of benefits mediates the relationship between the perception of ease and attitude significantly because the T-statistic is > 1.96 and P-value < 0.05. Attitude mediates the relationship between perceived ease of use and behavior intention because the T-statistic is > 1.96 and P-value < 0.05. Then, attitude also mediates the relationship between perceptions of benefits and intentions, because the T-statistic is > 1.96 and P-value < 0.05. So the perceived usefulness and attitude are proved as mediating variables.

Table 6. Specific Indirect Effects

	T Statistics (|O/STDEV|)	P Values	Status
Perceived Ease of Use -> Perceived Usefulness -> Attitude	5.479	0.000	Accepted
Perceived Ease of Use -> Attitude -> Behavior intention	2.842	0.005	Accepted
Perceived usefulness -> Attitude -> Behavior Intention	3.434	0.001	Accepted
Perceived Ease of Use -> Perceived Usefulness -> Attitude -> Behavior intention	3.210	0.001	Accepted

5. Discussion

The study proves that perceived ease of use influence perceived usefulness significantly. This finding supports Cheng [9], Cheng [17], Abbas [11], Rui-Hsin, and Lin [13] and Rafiee and Abbasian-Naghneh [19] which when the users perceive effortless in innovation suing, it will increase the perception of benefits or usefulness. It's mean that Google meets users to get ease to use the platform and feel benefits in an application using. The high use intensity shows that the system is easy to use [31]. Ease of use improves online interactions [32]. According to Dapas, Sitorus, Purwanto, Ihalauw [33], ease of use is the most important for usefulness,

especially in digital services. Google Meet is upgrading its platform. G Suite vice president, Javier Soltaro, said that this platform would be available to all users worldwide, enabling people to build communication, make collaboration and keep in touch as long as pandemic effectively [1]. Google Meet offers ease for business and education users. The example is direct linking Gmail.com to take Google Meet video conference [2] and recently is business videoconferencing service free to all users [1]. So when users have experience in Google Meet using, they find the ease and usefulness. Therefore, the perceived ease of use influences the perceived usefulness. The study proves that the perceived ease of use influences the attitude to use Google Meet significantly. Before university apply Google Meet as online learning facilitating, there is retention from students. But after they use it and perceive that using the platforms is easy, there is new perception and a positive view of the platform. It shows that the ease that Google Meet provides for its users creates a positive attitude toward this platform. This finding supports Boateng et al. [20], who found that when users perceive effortlessness in innovation using, it will create a positive attitude towards it. Also, Lee et al. [21] found that ease or effortless in the innovation using is essential factors of a positive attitude towards the product. The study proves that perceived usefulness influences attitude to use Google Meet significantly. This finding support Boateng et al. [20], who found the perception of benefits creates a positive attitude towards the e-learning system. As reported in *The Jakarta Post*, Google Meet offers a layout displaying up to 16 participants [2]. By making an extension provided by Google, namely Google Meet Grid View, all participants can appear on the screen at once. These features very helpful and raise the perceived usefulness and then create a positive attitude to use the platform.

The study also proves that attitude to use has a significant impact on intention to use Google Meet. This finding support Boateng et al. [20], who found attitude influences behavior intention significantly. Lee et al. [21] found that perceived usefulness has a significant impact on behavior intention significantly. Attitude to a secure and reliable platform seems to encourage Google Meet usage. Credibility can continuously increase trust [34. As was reported by France-Presse [1] in *The Jakarta Post* newspaper, when Zoom scrambled to stem security problems, Google said it had invested a very long time making Meet which priority the security and reliability of their video conferencing arrangement. It is to create a trust for users [1]. Soltero said that Google Meet concerns in security and reliability [2]. Lee [8], Martínez-Torres et al. [15], Yuen and Ma [16], Cheng [9], Cheng [17], Abbas [11], Tarhini et al. [18], Ali et al. [12], Rui-Hsin and Lin [13], and Rafiee and Abbasian-Naghneh [19] found that perceived ease of use and perceived usefulness has a direct impact on the behavior intention. But these findings find that the relationship between the perceived ease of use and usefulness and behavior intentions are not directly. There is an attitude that significantly mediates the relationship between the perceived ease of use and usefulness and behavior intentions.

6. Conclusion, Limitation and Future Research

The study proves that the attitude to the platforms influences the intention to use online meeting platforms. The attitude to the platforms is influenced by perceived ease of use and perceived usefulness. So, the meeting platforms providers must raise perceived ease of use and usefulness of their platforms during a high competition in this industry. To collect information about what competitors have done, doing, and will do is one of the market-oriented dimensions. It is the competitor orientation. An organization needs to do in its industry to get competitive advantage and sustainability. Online meeting platforms are competing to convince consumers that their products are the best. Zoom gets attacking the credibility of security issues, and it shows that competition is powerful. The platform providers realize that their platforms can exploit the pandemic's excellent opportunity with its physical distancing policy. Therefore, to win the competition, they must increase the platforms' easy and benefits to enhance a positive attitude towards and intention to use their platforms. The limitation of the study is that the study uses TAM without including other factors. The other limitation is

the investigation only focuses on Google Meet users, and the respondents are the education environment. Therefore, the recommendation for future research is: firstly, to extend TAM with other theories or models. Secondly, to conduct a comparative study by comparing users' acceptance of Google meet and other similar platforms. Third, to investigate the factors affecting online meeting platforms among businesses and enterprises or government offices.

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