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UTAUT-Based Analysis of Factors Associated with Microsoft Teams Use in Digital Learning among Undergraduate Students

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Abstract. This study examined factors influencing Microsoft Teams adoption in digital learning using the Unified Theory of Acceptance and Use of Technology (UTAUT). A quantitative cross-sectional survey was conducted with 268 undergraduate students, and data were analyzed using reliability testing, Confirmatory Factor Analysis (CFA), classical assumption testing, and multiple linear regression. The results showed that Performance Expectancy, Effort Expectancy, and Social Influence significantly influenced Behavioral Intention, while Facilitating Conditions and Behavioral Intention significantly influenced Use Behavior. The model explained 60.2% of the variance in Behavioral Intention and 46.4% of the variance in Use Behavior. CFA demonstrated acceptable fit for most indices, although RMSEA indicated marginal fit. Performance Expectancy was the strongest predictor of Behavioral Intention, whereas Behavioral Intention was the strongest predictor of Use Behavior. Unlike previous studies focusing primarily on Behavioral Intention, this study also examined its relationship with self-reported Use Behavior among Indonesian undergraduates. The findings highlight the importance of usefulness, ease of use, social support, and facilitating conditions in promoting Microsoft Teams adoption for digital learning.

Keywords: UTAUT, Microsoft Teams, Digital Learning, Behavioral Intention, Use Behavior, Higher Education

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1. INTRODUCTION

The use of digital technology in the learning process continues to increase. This condition aligns with the growing utilization of educational technology in higher education environments [1]. The application of digital technology and information system-based data processing has been implemented across various fields. Such implementation aims to support management effectiveness and data-based decision-making [2]. Universities have begun adopting digital learning technologies to enhance the effectiveness, flexibility, and accessibility of the learning process [3].

The use of digital platforms enables the learning process to no longer be confined to conventional classrooms. One form of implementation is the development of web-based applications that support user activities more flexibly [4]. In addition to improving learning efficiency, the use of digital technology also supports broader academic interaction between lecturers and students. Such interactions can take place without being limited by space and time. This condition aligns with the use of web-based systems in various other digital activities [5], [6].

Microsoft Teams is one of the most widely used platforms in digital learning because it provides communication features, video conferencing, file sharing, and learning management within a single integrated system [7]-[9]. This platform supports collaborative student activities, while the use of video conferencing is known to enhance interaction and discussion during online learning [10]. Previous studies have also reported positive student perceptions of Microsoft Teams, highlighting its effectiveness in supporting communication, collaboration, engagement, and learning activities in higher education settings [8], [9], [10]. However, the implementation of Microsoft Teams still faces various challenges. The results of preliminary interviews with the Vice Rector for Academic Affairs at one university indicated obstacles in usage by students and lecturers, particularly regarding system access and optimization of learning features. This condition suggests that the use of digital learning platforms has not yet been fully effective.

Various studies have shown that the acceptance of digital learning technologies is influenced by several key factors within the Unified Theory of Acceptance and Use of Technology (UTAUT) model [5]. The development of digital systems also needs to consider

user needs and preferences so that the benefits of technology can be optimally obtained [13]. Within the UTAUT model, performance expectancy and facilitating conditions are known to play significant roles in increasing the acceptance of digital learning technologies among university students [14], while effort expectancy and social influence also affect the use of digital learning platforms during online learning [15]. Furthermore, perceived usefulness and ease of use of technology are known to influence students' continuance intention to use online learning platforms sustainably [14], [18].

UTAUT was selected over alternative models such as TAM (which focuses only on perceived usefulness and ease of use), UTAUT2 (which adds consumer-oriented constructs less relevant to mandatory academic use), and ECM (which focuses on post-adoption continuance) because UTAUT provides a comprehensive framework encompassing performance expectancy, effort expectancy, social influence, and facilitating conditions; all highly relevant to understanding both initial adoption and continued use of mandated learning platforms in higher education. Furthermore, because Microsoft Teams has been mandated as the primary learning platform at Universitas X since 2021, students are required to use the system regardless of peer or lecturer influence. In such a context, the effect of Social Influence may be reduced, whereas Performance Expectancy is expected to become more salient, as students are more likely to evaluate the platform based on its ability to support their academic activities and learning outcomes.

In the context of learning management systems (LMS), performance expectancy is one of the dominant factors influencing technology use among university students [16]. Students' behavioral intention to use e-learning platforms is also influenced by perceptions of ease of use and perceived usefulness of technology [17]. Recent meta-analytic review findings indicate that performance expectancy and effort expectancy are dominant factors influencing behavioral intention to use e-learning in higher education [17]. In the context of Microsoft Teams, the platform is considered capable of supporting student communication, collaboration, and interaction during digital learning [19], while online interaction and technology acceptance factors also influence student satisfaction and the successful implementation of digital learning [20], [21].

Although much research on the acceptance of digital learning technologies based on the UTAUT model has been conducted, most studies have focused on general e-learning platforms such as Blackboard and LMS [15], [16]. Research on the use of Microsoft Teams in the context of digital learning in Indonesian universities is also still relatively limited. Moreover, most studies have examined the influence of UTAUT variables on behavioral intention without thoroughly investigating the direct relationship between behavioral intention and use behavior [17]. Therefore, more specific research is needed to study the factors influencing the self-reported use of Microsoft Teams by students in the Indonesian higher education context. Universitas X was selected because it has mandated Microsoft Teams as the primary digital learning platform across all faculties since 2021, providing a suitable context for examining UTAUT constructs in a real-world educational setting.

Based on the limitations of previous research, this study was conducted to analyze the factors influencing the self-reported use (use behavior) of Microsoft Teams among university students in Indonesia using the Unified Theory of Acceptance and Use of Technology (UTAUT) model. This study not only focuses on behavioral intention to use technology but also analyzes self-reported use behavior of Microsoft Teams in digital learning through the relationships among performance expectancy, effort expectancy, social influence, facilitating conditions, behavioral intention, and use behavior. The novelty of this research lies in testing the relationships among these variables in undergraduate students at Universitas X in the context of Microsoft Teams-based digital learning. This study is expected to offer a comprehensive understanding of the self-reported use behavior of digital learning platforms among students in the Indonesian higher education context. The research model is shown in Figure 1.

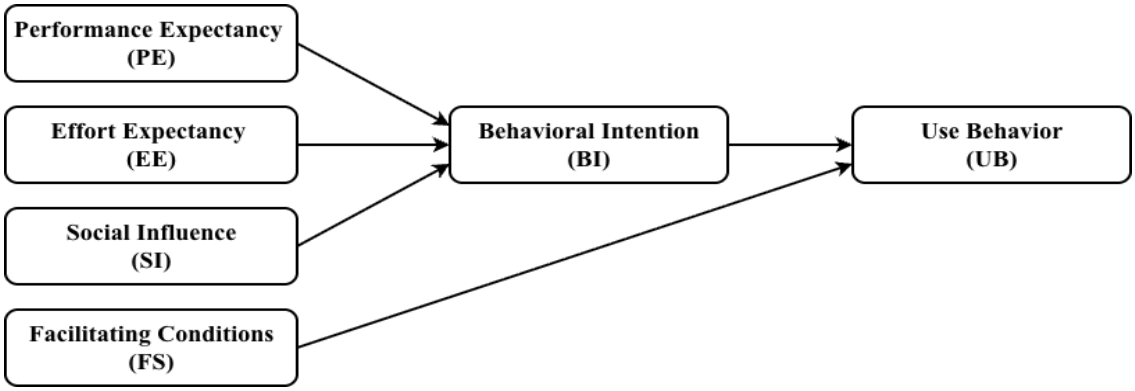

Figure 1. Research Model

Based on the UTAUT model, the following hypotheses were formulated:

- H1: Performance Expectancy positively and significantly affects Behavioral Intention.
- H2: Effort Expectancy positively and significantly affects Behavioral Intention.
- H3: Social Influence positively and significantly affects Behavioral Intention.
- H4: Facilitating Conditions positively and significantly affects Use Behavior.
- H5: Behavioral Intention positively and significantly affects Use Behavior.

2. METHODS

This study employed a quantitative approach with a survey method to analyze the factors influencing the use of Microsoft Teams in digital learning based on the Unified Theory of Acceptance and Use of Technology (UTAUT) model [5]. Research data were obtained by distributing questionnaires to undergraduate students at Universitas X who used Microsoft Teams in digital learning activities. The research process included instrument development, questionnaire distribution, data collection, and data analysis using JASP software. The research flow used in this study is shown in Figure 2. Participation was voluntary, and all respondents provided informed consent prior to completing the questionnaire. Respondents were assured of their anonymity and the confidentiality of their responses. Data were stored securely and accessed only by the research team for academic purposes. No personally identifiable information was collected.

2.1. Population and Sample

The population of this study was undergraduate students at Universitas X who used Microsoft Teams in digital learning activities. The sampling technique employed purposive sampling, a method for determining samples based on specific criteria tailored to the research objectives [21]. The respondent criteria included: (1) active undergraduate students aged 17–23 years, (2) male and female students, (3) having used Microsoft Teams for at least one academic semester, (4) having experience using the main features of Microsoft Teams, such as class communication, assignment submission, discussion, or access to learning materials, (5) using Microsoft Teams as part of academic activities, and (6) completing the questionnaire in full.

The total population of undergraduate students at Universitas X who actively use Microsoft Teams for academic activities is approximately 4,500 students across seven

faculties. The sample size of 268 exceeds the minimum required for multiple linear regression with five predictors, based on the rule of thumb of 20–50 respondents per predictor [22]. The study focused on students from the Psychology and Information Systems programs because Microsoft Teams is extensively used across these faculties for both synchronous and asynchronous learning activities. While Universitas X has seven faculties, including Economics, Engineering, and Law, these two programs were selected to represent both social science and technology-oriented student perspectives. The findings are therefore directly applicable to these programs, and future research should extend the analysis to other faculties.

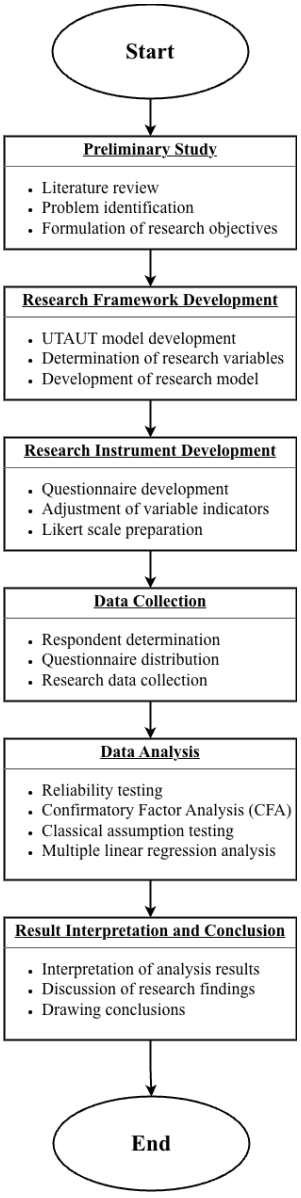

Figure 2. Research Flow

2.2. Research Instrument

The questionnaire items were adapted from Venkatesh et al. [5] and modified to reflect the Microsoft Teams context. The items were translated into Bahasa Indonesia using a forward-backward translation method by two bilingual researchers. A pilot test was conducted with 30 students who were excluded from the final sample to assess clarity and readability. No items were removed based on the pilot test. The research variables included Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions, Behavioral Intention, and Use Behavior, with statement items developed to represent indicators for each variable.

The research questionnaire consisted of two parts: respondent identity and research statements. Measurement was conducted using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The measurement scale is presented in Table 1, while the indicators for each research variable are shown in Table 2.

Table 1. Likert Scale

Score	Description
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

Table 2. Research Variable Indicators

Variable	Statement	Code
Performance Expectancy	Microsoft Teams helps me complete academic tasks more quickly	PE1
Performance Expectancy	Microsoft Teams improves my productivity in learning activities	PE2
Performance Expectancy	The use of Microsoft Teams improves my learning performance in lectures	PE3
Performance Expectancy	Microsoft Teams is suitable for my learning needs in academic activities	PE4
Performance Expectancy	Microsoft Teams makes the learning process easier compared to other learning media	PE5
Performance Expectancy	The use of Microsoft Teams helps me understand course materials better	PE6

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Effort Expectancy	Microsoft Teams is easy to learn and use in lectures	EE1
Effort Expectancy	The features of Microsoft Teams are not difficult to use in learning activities	EE2
Effort Expectancy	I find Microsoft Teams easy to use during the learning process	EE3
Social Influence	Lecturers encourage me to use Microsoft Teams in learning activities	SI1
Social Influence	My academic environment supports the use of Microsoft Teams	SI2
Social Influence	The use of Microsoft Teams reflects my readiness for digital learning	SI3
Facilitating Conditions	I have the ability to use Microsoft Teams properly	FC1
Facilitating Conditions	I receive assistance when experiencing difficulties using Microsoft Teams	FC2
Facilitating Conditions	Microsoft Teams is compatible with the devices I use for learning	FC3
Behavioral Intention	I intend to continue using Microsoft Teams in future lectures	BI1
Behavioral Intention	I am willing to recommend Microsoft Teams for learning activities	BI2
Behavioral Intention	I believe Microsoft Teams supports the learning process effectively	BI3
Use Behavior	I use Microsoft Teams during lecture activities	UB1
Use Behavior	I frequently access Microsoft Teams for academic purposes	UB2
Use Behavior	I use various Microsoft Teams features such as chat, assignments, and meetings	UB3

2.3. Data Collection Technique

The research data were primary data obtained by distributing questionnaires using Google Forms to students who met the research criteria. Data collection was conducted directly in classes among undergraduate students at Universitas X who used Microsoft Teams in digital learning activities. Data collection was carried out for one month in May 2026 among undergraduate students who met the study inclusion criteria.

2.4. Data Analysis Technique

Data analysis was performed using JASP software through several stages: reliability testing, Confirmatory Factor Analysis (CFA), classical assumption testing, and multiple linear regression analysis. Reliability testing was conducted using Cronbach's Alpha to measure the internal consistency of the research instrument, while CFA was used to test the construct validity of the instrument. An instrument was considered valid if it had a factor loading value above 0.50.

Before regression analysis was performed, the data were tested using classical assumption tests, including normality and multicollinearity tests, to ensure the fulfillment of linear regression assumptions. Multiple linear regression analysis was used to examine the influence of Performance Expectancy, Effort Expectancy, and Social Influence on Behavioral Intention, as well as the influence of Facilitating Conditions and Behavioral Intention on Use Behavior in the use of Microsoft Teams in digital learning. The analysis results were used to identify the factors influencing students' use of Microsoft Teams in digital learning activities.

Multiple linear regression was chosen over SEM/PLS-SEM because the study focuses on testing specific directional hypotheses between observed variables aggregated from their indicators, rather than modeling latent variable relationships with measurement error. The high factor loadings (all >0.75 except FC2) support the use of composite scores for regression analysis.

3. RESULTS AND DISCUSSION

This section presents the results of data analysis obtained from the research on the use of Microsoft Teams in digital learning among undergraduate students at Universitas X. The analysis was conducted using JASP software through several stages: analysis of respondent characteristics, reliability testing, Confirmatory Factor Analysis (CFA), and multiple linear regression analysis to examine the relationships among variables in the research model. Furthermore, the discussion section interprets the research results and compares them with relevant previous studies. To assess common method bias, Harman's single-factor test was conducted. The unrotated factor solution explained 28.7% of the total variance, well below the 50% threshold recommended in the literature. This suggests that common method bias is unlikely to be a serious concern in this study.

3.1. Respondent Characteristics

A total of 268 respondents participated in this study. The respondents were undergraduate students who actively used Microsoft Teams in digital learning activities. The respondent characteristics in this study included gender, study program, and age. The complete respondent characteristics are shown in Table 3.

Table 3. Respondent Characteristics

Characteristics	Frequency (n)	Percentage (%)
Gender		
Male	85	31.7
Female	183	68.3
Study Program		
Psychology	183	68.3
Information Systems	85	31.7
Age		
17–18 years	98	36.5
19–20 years	153	57.1
21–23 years	17	6.3

Table 3a. Descriptive Statistics

	Total_SI	Total_PE	Total_EE	Total_FC	Total_BI	Total_UB
Valid	268	268	268	268	268	268
Missing	0	0	0	0	0	0
Median	12.00	22.00	12.00	12.00	12.00	12.00
Mean (arithmetic)	11.94	22.43	11.97	11.50	11.65	11.59
Std. Error of A. Mean	0.129	0.282	0.126	0.126	0.132	0.144
Mean (geometric)	11.75	21.92	11.79	11.31	11.45	11.33
Mean (harmonic)	11.56	21.37	11.59	11.11	11.24	11.06
Std. Deviation	2.106	4.622	2.069	2.056	2.164	2.352
Minimum	6.000	9.000	6.000	5.000	7.000	6.000
Maximum	15.00	30.00	15.00	15.00	15.00	15.00

Based on Table 3, the majority of respondents were female students, with a percentage of 68.3%, while male students accounted for 31.7%. Regarding study program, most respondents came from the Psychology Study Program (68.3%), while the Information Systems Study Program accounted for 31.7%. In terms of age, the majority of respondents were in the 19–20 years age range (57.1%). This suggests that the respondents in this study were predominantly early-semester students who actively used Microsoft Teams in digital learning activities.

3.2. Reliability Testing

Reliability testing was conducted to measure the internal consistency of each construct in the study. Reliability testing used Cronbach's Alpha to determine the reliability level of the research instrument. The reliability test results for all research variables are shown in Table 4.

Table 4. Reliability Test Results

Variable	Cronbach's Alpha	Description
Performance Expectancy	0.932	Reliable
Effort Expectancy	0.859	Reliable
Social Influence	0.823	Reliable
Facilitating Conditions	0.760	Reliable
Behavioral Intention	0.899	Reliable
Use Behavior	0.833	Reliable

The reliability analysis results show that all constructs in this study had good reliability. This is evidenced by Cronbach's Alpha values above the minimum threshold of 0.70. The Cronbach's Alpha values were 0.932 for Performance Expectancy, 0.859 for Effort Expectancy, 0.823 for Social Influence, 0.760 for Facilitating Conditions, 0.899 for Behavioral Intention, and 0.833 for Use Behavior. These results indicate that all indicators within each variable had good internal consistency and were suitable for use in the study.

3.3. Confirmatory Factor Analysis (CFA)

Confirmatory Factor Analysis (CFA) was conducted to test the construct validity and the fit of the measurement model in this study. Goodness-of-fit testing was performed using several model fit indices. The goodness-of-fit results are shown in Table 5.

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Table 5. Goodness of Fit Indices

Index	Value	Criteria	Result
CFI	0.979	> 0.90	Good Fit
TLI	0.965	> 0.90	Good Fit
NFI	0.972	> 0.90	Good Fit
SRMR	0.025	< 0.08	Good Fit
RMSEA	0.105	< 0.10	Marginal Fit

Table 5a. Measurement Model: Reliability, Convergent Validity, and Discriminant Validity

Construct	Cronbach's α	CR	AVE	√AVE
PE	0.932	0.957	0.788	0.888
EE	0.859	0.912	0.775	0.88
SI	0.823	0.873	0.705	0.84
FC	0.760	0.836	0.631	0.794
BI	0.899	0.94	0.840	0.917
UB	0.833	0.878	0.702	0.838

Based on Table 5, most goodness-of-fit indices showed good results. The Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), and Normed Fit Index (NFI) values were above the minimum threshold of 0.90, while the Standardized Root Mean Square Residual (SRMR) value was below the maximum threshold of 0.08. Meanwhile, the Root Mean Square Error of Approximation (RMSEA) value of 0.105 indicated a marginal fit category. Although the RMSEA value exceeded the conventional threshold of 0.08, recent simulation studies suggest that RMSEA may be inflated in smaller samples or models with relatively few degrees of freedom. Given that all other fit indices met the recommended criteria, the model was retained and considered acceptable for further analysis. Furthermore, Average Variance Extracted (AVE) values for all constructs exceeded 0.50, and Composite Reliability (CR) values exceeded 0.70, supporting convergent validity.

In addition to goodness-of-fit testing, Confirmatory Factor Analysis (CFA) was also conducted to test the validity of indicators for each research construct through factor loading values. Factor loading testing was performed to determine each indicator's ability

to represent the measured construct. The factor loading results for each indicator are shown in Table 6.

Table 6. CFA Loading Factors

Variable	Indicator	Loading Factor	Result
Performance Expectancy	PE1	0.817	Valid
	PE2	0.883	Valid
	PE3	0.892	Valid
	PE4	0.846	Valid
	PE5	0.751	Valid
	PE6	0.832	Valid
Effort Expectancy	EE1	0.839	Valid
	EE2	0.780	Valid
	EE3	0.836	Valid
Social Influence	SI1	0.687	Valid
	SI2	0.808	Valid
	SI3	0.840	Valid
Facilitating Conditions	FC1	0.692	Valid
	FC2	0.615	Valid
	FC3	0.893	Valid
Behavioral Intention	BI1	0.866	Valid
	BI2	0.833	Valid
	BI3	0.890	Valid
Use Behavior	UB1	0.831	Valid
	UB2	0.783	Valid
	UB3	0.761	Valid

Based on Table 6, all indicators had standardized loading factor values above 0.50, so all indicators were declared valid for measuring the research constructs. The CFA was estimated as a single full measurement model (χ^2 = [X], df = [X]), yielding generally acceptable fit indices, although RMSEA indicated marginal fit. The highest loading factor values were found for indicator FC3 (0.893) and PE3 (0.892), while the lowest loading factor value was for indicator FC2 (0.615). Nevertheless, all indicators still met the minimum validity threshold, so all questionnaire items were considered suitable for use

in this study. Subsequently, classical assumption testing was conducted before multiple linear regression analysis to assess whether the data fulfilled regression assumptions.

3.4. Classical Assumption Testing

Classical assumption testing was conducted before multiple linear regression analysis to ensure that the data met regression assumptions. The tests performed included normality testing and multicollinearity testing. The results of the classical assumption tests are shown in Table 7.

Table 7. Classical Assumption Test Results

Model	Variable	Tolerance	VIF	Normality
BI	PE	0.503	1.989	Normal
BI	EE	0.463	2.160	Normal
BI	SI	0.542	1.846	Normal
UB	FC	0.501	1.996	Normal
UB	BI	0.501	1.996	Normal

Based on Table 7, all variables had tolerance values above 0.10 and VIF values below 10, indicating no multicollinearity in the regression model. In addition, the Durbin–Watson statistic was 1.92 for the BI model and 1.88 for the UB model, both within the acceptable range of 1.5–2.5, indicating that the residuals were independent and that no autocorrelation problem existed. Linearity was assessed by examining residual plots against predicted values, which showed no clear pattern, indicating that the linearity assumption was met. Homoscedasticity was evaluated using the Breusch–Pagan test, which yielded non-significant results (BP = [X], $p > 0.05$), indicating that the variance of residuals was constant across levels of the independent variables. Furthermore, the Q-Q Plot results showed that residual points were scattered around the diagonal line, indicating that the data were normally distributed. Thus, the regression model in this study satisfied the classical assumptions and was suitable for multiple linear regression analysis.

3.5. Multiple Linear Regression Analysis

Multiple linear regression analysis was conducted to examine the influence of variables in the UTAUT model on the use of Microsoft Teams in the digital learning process. The

first analysis was performed to examine the influence of Performance Expectancy, Effort Expectancy, and Social Influence on Behavioral Intention. The regression test results are shown in Table 8.

Table 8. Regression Results for Behavioral Intention

Variable	B	β	95% CI	t	Sig.
Performance Expectancy (PE)	0.465	0.497	[0.364, 0.566]	9.077	<0.001
Effort Expectancy (EE)	0.204	0.195	[0.086, 0.321]	3.410	<0.001
Social Influence (SI)	0.189	0.184	[0.082, 0.295]	3.480	<0.001

Based on Table 8, all independent variables had a positive and significant effect on Behavioral Intention. Performance Expectancy had the most dominant influence on Behavioral Intention, with a beta value of 0.497 and a t-value of 9.077. Meanwhile, Effort Expectancy and Social Influence also showed a positive and significant effect on Behavioral Intention. These results indicate that perceived usefulness of Microsoft Teams is the primary factor influencing students' intention to use the digital learning platform.

In addition to regression coefficient testing, a model summary analysis was conducted to determine the ability of the independent variables to explain Behavioral Intention. This analysis was performed to examine the extent of the contribution of the variables in the research model to Behavioral Intention. The model summary results are shown in Table 9.

Table 9. Model Summary for Behavioral Intention

R	R^2	Adjusted R^2	F	Sig.
0.776	0.602	0.598	133.2	<0.001

Based on Table 9, the regression model showed an R value of 0.776, R^2 of 0.602, and Adjusted R^2 of 0.598. These results indicate that Performance Expectancy, Effort Expectancy, and Social Influence together explained 60.2% of the variance in Behavioral Intention, while the remaining variance was influenced by other factors outside the research model. Furthermore, the regression model was proven to be significant, with an F-value of 133.2 and a significance value of <0.001, so the model was declared suitable for explaining Behavioral Intention.

Next, regression testing was conducted to analyze the influence of Facilitating Conditions and Behavioral Intention on Use Behavior in the use of Microsoft Teams in digital learning. This analysis aimed to identify the factors influencing students' self-reported use of Microsoft Teams. The regression test results are presented in Table 10.

Table 10. Regression Results for Use Behavior

Variable	B	β	95% CI	t	Sig.
Facilitating Conditions (FC)	0.331	0.289	[0.188, 0.474]	4.552	<0.001
Behavioral Intention (BI)	0.483	0.445	[0.347, 0.619]	6.997	<0.001

Based on Table 10, Facilitating Conditions and Behavioral Intention had a positive and significant effect on Use Behavior. Behavioral Intention had the most dominant influence on Use Behavior, with a beta value of 0.445 and a t-value of 6.997. Meanwhile, Facilitating Conditions had a beta value of 0.289 with a t-value of 4.552. These results indicate that usage intention and the availability of supporting facilities play important roles in increasing students' self-reported use of Microsoft Teams.

A model summary analysis was also conducted to determine the ability of Facilitating Conditions and Behavioral Intention to explain Use Behavior. This test was performed to examine the magnitude of the contribution of the independent variables to the self-reported use of Microsoft Teams. The model summary results are shown in Table 11.

Table 11. Model Summary for Use Behavior

R	R^2	Adjusted R^2	F	Sig.
0.681	0.464	0.459	114.5	<0.001

Based on Table 11, the regression model had an R value of 0.681, R^2 of 0.464, and Adjusted R^2 of 0.459. These results indicate that Facilitating Conditions and Behavioral Intention together explained 46.4% of the variance in Use Behavior, while the remaining variance was influenced by other variables outside the study. Furthermore, the model testing results showed that the regression model was significant, with an F-value of 114.5 and a significance value of less than 0.001. Thus, the regression model used in this study was declared suitable for explaining Use Behavior.

Table 12. Hypothesis Testing Summary

Hypothesis	Relationship	β	95% CI	t-value	p-value	Decision
H1	PE → BI	0.497	[0.364, 0.566]	9.077	<0.001	Supported
H2	EE → BI	0.195	[0.086, 0.321]	3.410	<0.001	Supported
H3	SI → BI	0.184	[0.082, 0.295]	3.480	<0.001	Supported
H4	FC → UB	0.289	[0.188, 0.474]	4.552	<0.001	Supported
H5	BI → UB	0.445	[0.347, 0.619]	6.997	<0.001	Supported

Based on Table 12, all proposed hypotheses (H1–H5) were supported. Performance Expectancy exhibited the strongest effect on Behavioral Intention (β = 0.497), while Behavioral Intention showed the strongest effect on Use Behavior (β = 0.445). These findings support the applicability of the UTAUT model in explaining students' acceptance and self-reported use of Microsoft Teams in digital learning.

3.6. Discussion

The results showed that Performance Expectancy, Effort Expectancy, and Social Influence had positive and significant effects on Behavioral Intention to use Microsoft Teams in digital learning. In addition, Facilitating Conditions and Behavioral Intention positively and significantly influenced Use Behavior. These findings suggest that students' acceptance and self-reported use of Microsoft Teams are shaped by perceived usefulness, ease of use, social support, and the availability of supporting resources.

The coefficient of determination further supports the explanatory power of the model. The R^2 value of 0.602 indicates that Performance Expectancy, Effort Expectancy, and Social Influence explain 60.2% of the variance in Behavioral Intention, while the remaining variance may be attributed to factors not included in the model, such as self-efficacy, perceived enjoyment, prior experience, or system quality. This finding suggests that strengthening students' perceptions of the academic benefits of Microsoft Teams may be an effective strategy for promoting technology adoption.

Before interpreting the structural relationships, it is important to consider the adequacy of the measurement model. The CFA results demonstrated good fit for most indices, including CFI (0.979), TLI (0.965), NFI (0.972), and SRMR (0.025). However, RMSEA (0.105)

exceeded the recommended threshold, indicating marginal fit. This may be attributable to the relatively small sample size in relation to model complexity, limited degrees of freedom, or the characteristics of the sample, which was drawn from a single institution and limited academic programs. Therefore, the findings should be interpreted with some caution and validated in more diverse samples.

Performance Expectancy was the strongest predictor of Behavioral Intention (β = 0.497), indicating that students are more likely to use Microsoft Teams when they perceive it as enhancing learning effectiveness, communication, and academic performance. This finding supports previous studies identifying perceived usefulness as a primary determinant of e-learning adoption [17], [20]. The mandatory use of Microsoft Teams at Universitas X may further explain why students prioritize academic benefits over other considerations.

Effort Expectancy also positively influenced Behavioral Intention (β = 0.195), indicating that students are more willing to adopt platforms that are easy to learn and use. This finding is consistent with previous studies reporting a positive relationship between perceived ease of use and technology acceptance in higher education [17].

Social Influence positively affected Behavioral Intention (β = 0.184), suggesting that encouragement from lecturers and the academic environment supports Microsoft Teams adoption. However, its effect was weaker than that of Performance Expectancy, indicating that students place greater emphasis on perceived usefulness than on social pressure in a mandatory learning context. This finding is consistent with previous UTAUT studies [15], [20]-[26].

Behavioral Intention was the strongest predictor of Use Behavior (β = 0.445), indicating that students with stronger intentions to use Microsoft Teams were more likely to engage actively with the platform. This finding supports previous research demonstrating that intention is a key determinant of actual technology use [20].

Facilitating Conditions also had a positive effect on Use Behavior (β = 0.289), highlighting the importance of infrastructure readiness, technical capabilities, and institutional support in enabling effective platform use. Therefore, universities should continue

strengthening technological infrastructure and user training to maximize the benefits of digital learning.

Despite providing valuable insights into students' acceptance of Microsoft Teams, this study has several limitations. First, the sample was drawn from a single university and was predominantly female (68.3%) and Psychology students (68.3%), which may limit the generalizability of the findings to other student populations and academic disciplines. Second, the cross-sectional design prevented the examination of changes in technology acceptance over time. Third, the study focused only on the core UTAUT constructs and did not include other potentially relevant factors such as self-efficacy, system quality, perceived enjoyment, and prior experience. Future studies should involve more diverse samples across institutions and disciplines, employ longitudinal designs, and incorporate additional variables to provide a more comprehensive understanding of digital learning technology adoption.

4. CONCLUSION

This study demonstrates that the UTAUT model effectively explains Microsoft Teams adoption in digital learning among undergraduate students at Universitas X. Performance Expectancy, Effort Expectancy, and Social Influence positively influence Behavioral Intention, while Facilitating Conditions and Behavioral Intention positively influence Use Behavior. Performance Expectancy (β = 0.497) and Behavioral Intention (β = 0.445) emerged as the strongest predictors. The findings are based on a single-institution, cross-sectional survey with self-reported use behavior; therefore, generalization requires caution. Future research should employ multi-university samples, longitudinal designs, and objective usage log data from Microsoft Teams to validate and extend these findings.

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