Daengku: Journal of Humanities and Social Sciences Innovation *ISSN: 2775-6165 (online)*
Vol. 5 No. 2 (2025)
https://doi.org/10.35877/454RI.daengku3820

Analysis of Factors Influencing XYZ University Lecturer's Intentions in Use of Microsoft Teams in the Post-Pandemic Period Using the UTAUT2 Approach

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Abstract

The post-pandemic era has brought significant challenges and opportunities for the adoption of digital platforms in education. This study investigates the factors influencing the intention and behavior of lecturers at XYZ University in using Microsoft Teams, utilizing the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) framework. Key constructs examined include Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), Facilitating Conditions (FC), Hedonic Motivation (HM), Learning Value (LV), and Habit (HT). Data were collected through a structured questionnaire distributed to lecturers and students with prior experience using Microsoft Teams and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The findings reveal that Behavioral Intention, Facilitating Conditions, and Habit significantly influence Use Behavior, while the one that significantly influence Behavioral Intention is just Habit alone. Behavioral Intention emerged as a strong predictor of Use Behavior, demonstrating the central role of intention in technology adoption. The study highlights the importance of usability, emotional engagement, and institutional support in fostering sustained adoption of Microsoft Teams. Recommendations for enhancing adoption include improving training programs, ensuring adequate technical support, and integrating features that align with teaching goals and preferences.

Keywords: Microsoft Teams, PLS-SEM, Post-Pandemic, UTAUT2.

1. Introduction

The rapid global shift to online education during the COVID-19 pandemic has marked a turning point in the integration of digital technologies into teaching and learning processes. In higher education, platforms such as Microsoft Teams, Zoom, and Google Meet emerged as essential tools for facilitating lectures, discussions, and administrative tasks. For many educators, these tools were not merely a temporary solution but an entry point into a more digitized approach to education. Microsoft Teams, in particular, gained widespread adoption due to its versatility in providing synchronous and asynchronous communication, collaborative tools, and integration with existing institutional platforms.

As societies began transitioning to the post-pandemic era, questions surrounding the sustainability and adoption of these tools in normal conditions became increasingly relevant. Unlike the pandemic period, where usage was often mandatory, the post-pandemic phase emphasizes voluntary adoption, which depends significantly on user attitudes, perceptions, and behavioral intentions. Understanding these factors is especially crucial for educators, such as university lecturers, who play a critical role in shaping the future of hybrid and digital education. XYZ University is no exception to this trend. During the pandemic, lecturers at the university adopted Microsoft Teams to ensure continuity in academic activities. However, the end of pandemic-driven restrictions brought about a shift in how lecturers perceive and use the platform. Factors such as ease of use, relevance to their teaching goals, institutional support, and personal habits now influence their decision to continue using Microsoft Teams. Theoretical frameworks such as the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2**)** provide valuable insights into these dynamics. UTAUT2, an extension of the original UTAUT model, incorporates additional constructs such as Hedonic

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Motivation (HM), Learning Value (LV), and Habit (HT) to better explain technology adoption in voluntary contexts.(Ul-ain et al., 2015)

These constructs, along with traditional factors such as Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), and Facilitating Conditions (FC), are critical to understanding lecturers' and students intentions and behaviors. This is especially important in a post-pandemic context where usage is no longer mandated but rather optional, driven by user preferences and institutional support (Ade Lido Tanizar, 2023). The findings of this study are significant for several reasons. First, understanding the factors influencing technology adoption among lecturers and students can help universities design better policies and support systems to promote digital tools (Nafisah & Fitrayati, 2021).

Second, it provides insights into how educational institutions can maintain the momentum of digital transformation beyond the pandemic, ensuring that investments in platforms like Microsoft Teams yield long-term benefits. Lastly, this research contributes to the broader literature on technology acceptance in education, particularly in the context of post-pandemic recovery. Previous studies have extensively explored the factors influencing technology adoption in education. Research based on UTAUT2 has consistently shown that Performance Expectancy (the degree to which a user believes that a system improves performance) is a strong predictor of intention to use a technology. For lecturers and students, the perception that Microsoft Teams can enhance their teaching and learning effectiveness and productivity is likely to play a key role in its adoption. Effort Expectancy, which refers to the ease of use associated with a technology, is another critical factor.

During the pandemic, many lecturers and students had to quickly learn to use Microsoft Teams, often without formal training. The experience gained during this period may influence their post-pandemic perceptions of the platform's usability. Social Influence, or the extent to which individuals perceive that important others expect them to use the technology, also affects adoption. In academic settings, colleagues, administrators, and students play a significant role in shaping lecturers' attitudes towards using Microsoft Teams. Facilitating Conditions, which encompass the availability of resources and support, are especially relevant in post-pandemic scenarios. Lecturers and students are more likely to continue using Microsoft Teams if they feel that they have adequate technical support, access to compatible devices, and a conducive environment for its use.

The additional constructs introduced in UTAUT2 Hedonic Motivation, Learning Value, and Habit further enrich the analysis. Hedonic Motivation reflects the enjoyment or pleasure derived from using a technology. For lecturers, the ability to interact creatively with students through Microsoft Teams may enhance their experience and foster continued use. Learning Value, a construct specific to educational contexts, highlights the alignment between a technology's benefits and users' learning goals. Lecturers who perceive that Microsoft Teams adds significant value to their teaching methods and outcomes are more likely to adopt it. Habit, or the extent to which a behavior becomes automatic through repeated use, also plays a crucial role in technology adoption. Lecturers and students who became accustomed to using Microsoft Teams during the pandemic are likely to continue using it post-pandemic, provided that their experiences were positive (Putra, G. W., Musthofa, H. T., & Andriyanto, 2020).

Scholars have developed a reliable model to analyze user's intention to use a technology that is known as the Unified Theory of Acceptance and Use of Technology (UTAUT2) (Venkatesh et al., 2012). This model has been used in previous studies and successfully identifies factors affecting user's intention to use LMS in the post-pandemic era. A previous study conducted pointed out factors affecting student's intention to use LMS during the post-pandemic era (Zacharis & Nikolopoulou, 2022). However, this study has not explored the acceptance of faculty members, whereas faculty members play an important role in the success of the learning process (Mahini et al., 2012)

In this study, UTAUT2 is used as the research model where the price value construct is replaced with learning value as Microsoft Teams doesn't cost anything for its user. The use of learning value as a construct is based on a previous study that proved the significance of learning value towards intention to use (Zacharis & Nikolopoulou, 2022). This study uses Partial Least Squares – Structural Equation Modelling (PLS-SEM) as the method for analysis with the saturated sampling method. PLS-SEM is used in this study as this method measures relationships between observed and latent constructs.

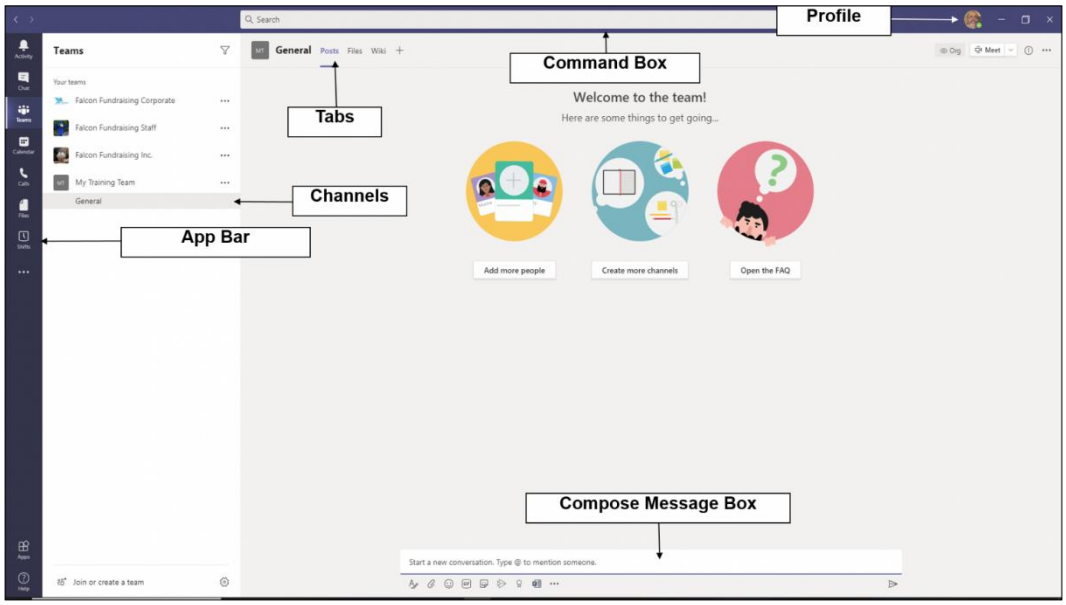

Figure 1. Microsoft Teams Interface

2. Literature Review

The adoption of digital learning platforms in higher education has seen a significant surge during the pandemic. Microsoft Teams has become the go-to platform for virtual learning, collaboration and academic administration (Al-Sharafi et al., 2022). As educational institutions transition into the post-pandemic period, it is critical to understand the continued use of these technologies. The Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) is the most comprehensive framework for analysing technology adoption behaviour. It incorporates organisational and individual-level factors (Venkatesh et al., 2012).

2.1. UTAUT2 Model in Higher Education Context

The UTAUT2 model is designed based on the original UTAUT framework by adding three new constructs: Hedonic Motivation, Price Value, and Habit, while retaining the original factors—Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating Conditions. Various tests have been conducted on these Constructs in various settings, including higher education, to assess their relevance in influencing behavioral intention to use educational technology (Chao, 2019) (Matar, 2015).

Within the domain of higher education, Performance Expectancy (PE) is defined as the faculty members' perceptions of the manner in which Microsoft Teams enhances their teaching effectiveness and efficiency. Conversely, Effort Expectancy (EE) is indicative of the ease with which the platform can be utilised. Social Influence (SI) captures the extent to which faculty members are influenced by their peers and institutional leaders to adopt the technology. Facilitating Conditions (FC) represent the extent to which institutional support, training, and resources are available for utilisation.

Hedonic Motivation (HM) is a concept more commonly associated with entertainment technologies, although it also plays a role in academic settings when the technology provides a satisfying experience for the user (Alalwan et al., 2017). Habit (HB) is a particularly salient concept in the post-pandemic era, where the sustained utilisation of Microsoft Teams during the pandemic has likely influenced routine usage behaviours (Dwivedi et al., 2020). Price Value (PV), although less emphasised in institutional settings where software is provided free of charge, can be defined as perceived value in relation to the effort or time spent.

2.2. Technology Use in the Post – Pandemic Period

In the post-pandemic era, the utilisation of technology has undergone a shift from being driven by necessity to being incorporated into strategic frameworks. Research by Kohnke (2021) and Muthuprasad et al. (2021) emphasises that continued use of tools such as Microsoft Teams depends on whether users find them pedagogically useful and aligned with long-term teaching goals or not. Institutional support and digital literacy training have also been identified as significant factors in this context.

The majority of studies have indicated that Performance Expectancy, Facilitating Conditions, and Habit are the strongest predictors of continued intention to use digital learning platforms in a post-pandemic environment (Alsabawy et al., 2020; Rajab et al., 2022). Additionally, the impact of Social Influence and Effort Expectancy may be subject to variation depending on the digital maturity and teaching style of the lecturer.

2.3. Gap in Existing Literature

Although UTAUT2 has been applied in several studies on the adoption of technology in education, research focusing specifically on Microsoft Teams in the post-pandemic period in the context of Indonesian higher education is still limited. Moreover, the majority of studies have focused exclusively on the perspective of students, with fewer examining the continued use interest of lecturers, despite the critical role these professionals play in shaping the digital learning environment.

3. Research Method and Materials

This study employs a quantitative research approach to analyze the factors influencing the intention and behavior of lecturers at XYZ University in using Microsoft Teams during the post-pandemic period. The Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) framework serves as the theoretical foundation for this analysis, integrating key constructs such as Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), Facilitating Conditions (FC), Hedonic Motivation (HM), Learning Value (LV), and Habit (HT), as well as their relationships with Behavioral Intention (BI) and Use Behavior (UB) (Pal & Vanijja, 2020).

Data were collected through a structured questionnaire designed to capture the perceptions and experiences of lecturers. The questionnaire consisted of multiple sections, such as Likert-scale items to measure UTAUT2 constructs. Respondents rated their agreement with each statement on a five-point scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire was distributed electronically to ensure accessibility and convenience for participants. The study targeted lecturers and students at XYZ University, with inclusion criteria requiring respondents to have used Microsoft Teams during the pandemic and to have familiarity with the platform's features (Keerio et al., 2022). The details of the questionnaries are shown in the table 1.

Table 1. Questionnaires Designed Based on UTAUT2 Constructs.

Construct	Indicator	Question
Performance Expectancy (PE)	Benefit (PE1)	Google Classroom is useful for teaching and learning activities.
	Work Completion (PE2)	Google Classroom helps me complete my work faster.
	Productivity (PE3)	Google Classroom increases my productivity.
Effort Expectancy (EE)	Easy to Learn (EE1)	Google Classroom is easy to learn.
	Interaction (EE2)	My interactions with Google Classroom were clear and understandable.
	Easy to Use (EE3)	Google Classroom is easy to use.
	Easy to be Proficient (EE4)	It was easy for me to become proficient in using Google Classroom.
Facilitating Conditions	Resources (FC1)	I have enough resources to use Google Classroom.

(FC)	Knowledge (FC2)	I have enough knowledge to use Google Classroom.
	Compatibility (FC3)	Google Classroom is compatible with the technology I use.
	Support (FC4)	There are people or team that ready to help me when I experience difficulties.
Hedonic Motivation (HM)	Fun (HM1)	Google Classroom is fun to use.
	Happy (HM2)	I am happy to use Google Classroom.
	Entertaining (HM3)	Google Classroom keeps me entertained.
Habit (HT)	Used to (HT1)	I am used to using Google Classroom.
	Addicted (HT2)	I'm addicted to using Google Classroom.
	Must Use (HT3)	I must use Google Classroom
Learning Value (LV)	Time and Effort (LV1)	The benefits of teaching with Google Classroom are worth the time and effort given.
	Learning Pace (LV2)	Google Classroom helps me pace my learning.
Social Influence (SI)	People Who Are Important (SI1)	People who are important to me think that I should use Google Classroom.
	People Who Influence Me (SI2)	The person influencing my behaviour thinks that I should use Google Classroom.
	People Who I Respect (SI3)	People I respect expect me to use Google Classroom
Behavioral Intention (BI)	Continued Usage (BI1)	I will use Google Classroom until the end of the semester.
	Routine (BI2)	I will always try to use Google Classroom in every teaching activity
	Future Usage (BI3)	I plan to use Google Classroom next semester.
Use Behavior	Use Frequency (UB1)	I often use Google Classroom.
	Recommendations To Other (UB2)	I recommend other to use Microsoft Teams
	Always Use (UB3)	I always Use Microsoft Teams

The collected data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) via SmartPLS software. This method was chosen for its ability to handle complex models and small sample sizes, making it suitable for exploratory studies like this one. This stage focused on evaluating the reliability and validity of the constructs. Key indicators such as outer loadings, Cronbach's Alpha, Composite Reliability, and AVE were analyzed to ensure that the measurement model was sound. This stage tested the hypothesized relationships among the constructs.

Path coefficients, R-squared values, and effect sizes (f-squared) were calculated to determine the strength and significance of the relationships. The model's goodness of fit was assessed using the Standardized Root Mean Square Residual (SRMR) and other fit indices. The final sample consisted of lecturers from various faculties at XYZ University. The demographic data revealed a diverse group of participants in terms of age, teaching experience, and familiarity with digital tools. This diversity ensured that the findings captured a wide range of perspectives and provided a comprehensive understanding of the factors influencing technology adoption (Musa et al., 2022).

Ethical standards were upheld throughout the research process. Participation was voluntary, and respondents were assured of the confidentiality of their data. Informed consent was obtained before the questionnaire was administered, and all data were anonymized to protect the identities of participants. By employing this rigorous methodological approach, the study aimed to provide reliable and actionable insights into the determinants of lecturers' intention and behavior in adopting Microsoft Teams in the post-pandemic educational landscape.

The data collected from the questionnaires were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) through the SmartPLS software. This analytical approach was selected for its ability to handle complex models with multiple constructs, even when the sample size is relatively small. It is particularly well-suited for exploratory research where the primary goal is to test theoretical models and uncover relationships between latent

variables. The analysis began with an assessment of the measurement model to ensure the reliability and validity of the constructs used in the study.

Reliability was examined through Cronbach's Alpha and Composite Reliability values, with thresholds of 0.7 or higher indicating satisfactory internal consistency. Convergent validity was evaluated by analyzing the Average Variance Extracted (AVE) for each construct, with a minimum acceptable value of 0.5. Additionally, the outer loadings of individual items were inspected to determine their contribution to the constructs they represented. Items with low outer loadings (e.g., below 0.4) were removed to improve the overall model fit and construct validity.

Once the measurement model was confirmed to be robust, the focus shifted to the structural model, where the hypothesized relationships between constructs were tested. Path coefficients were calculated to assess the strength and direction of these relationships, while their statistical significance was determined using bootstrapping techniques. This involved generating multiple subsamples to provide confidence intervals for the estimates, ensuring the reliability of the findings. The model's explanatory power was evaluated using R-squared (R^2) values, which indicate the proportion of variance in the dependent variables explained by the independent variables.

In this study, R^2 values for Behavioral Intention and Use Behavior were found to be 0.670 and 0.685, respectively, suggesting that the model demonstrated moderate explanatory power. Additionally, effect sizes (f-squared) were calculated to quantify the impact of individual constructs on the dependent variables. To assess the overall fit of the model, various goodness-of-fit measures were analyzed. The Standardized Root Mean Square Residual (SRMR) was used as a primary indicator, with values below 0.1 considered indicative of a good fit. Other fit indices, such as d_ULS and d_G, were also examined to ensure that the model adequately captured the data structure.

The analysis revealed several significant relationships among the constructs, providing valuable insights into the factors influencing lecturers' intention to use Microsoft Teams in the post-pandemic period. Constructs such as Behavioral Intention, Facilitating Conditions, and Habit were identified as significant predictors of Use Behavior, while only Habit that directly influenced Behavioural Intention. These findings underscored the importance of facility that the user have, their habit when using the software, and support systems in driving the adoption of digital platforms in educational contexts.

Hypothesis testing is performed to determine the connection between variables, as depicted in Figure 2. The connections among the variables are evaluated using path coefficients and p-values. Several UTAUT2 studies have demonstrated notable impacts of performance expectancy, social influence, facilitating conditions, learning value, hedonic motivation, and habit on the intention to adopt technology (Ringle & Sarstedt, 2021). Based on the research framework, this study proposes the following hypotheses:

H1: Performance expectancy significantly predicts faculty members' intention to use Microsoft Teams.
H2: Effort expectancy significantly predicts faculty members' intention to use Microsoft Teams.
H3: Social influence significantly predicts faculty members' intention to use Microsoft Teams.
H4: Facilitating conditions significantly predict faculty members' intention to use Microsoft Teams.
H5: Learning value significantly predicts faculty members' intention to use Microsoft Teams.
H6: Social influence significantly predicts faculty members' intention to use Microsoft Teams.
H7: Habit significantly predicts faculty members' intention to use Microsoft Teams.
H8: Facilitating conditions significantly predict faculty members' actual use of Microsoft Teams
H9: Habit significantly predicts faculty members' actual use of Microsoft Teams.
H10: Behavioural intention significantly predicts faculty members' actual use of Microsoft Teams.

Overall, the hypotheses tested in this study provided a comprehensive understanding of the factors influencing lecturers' adoption of Microsoft Teams in the post-pandemic era. The results underscored the importance of usability, social reinforcement, emotional engagement, and resource availability in shaping both intention and behavior. These insights offer valuable guidance for institutions seeking to promote the sustained use of digital platforms in educational contexts.

4. Results and Discussion

4.1. Measurement Model

The Measurement Model analysis provides detailed insights into the loadings of each indicator for their respective constructs. Indicator loadings are a critical aspect of measurement models, as they reflect the strength of the relationship

between each item and its associated latent construct. High loading values, typically above 0.7, are indicative of strong relationships, while lower values may suggest weaker connections or issues with the indicator's measurement validity.

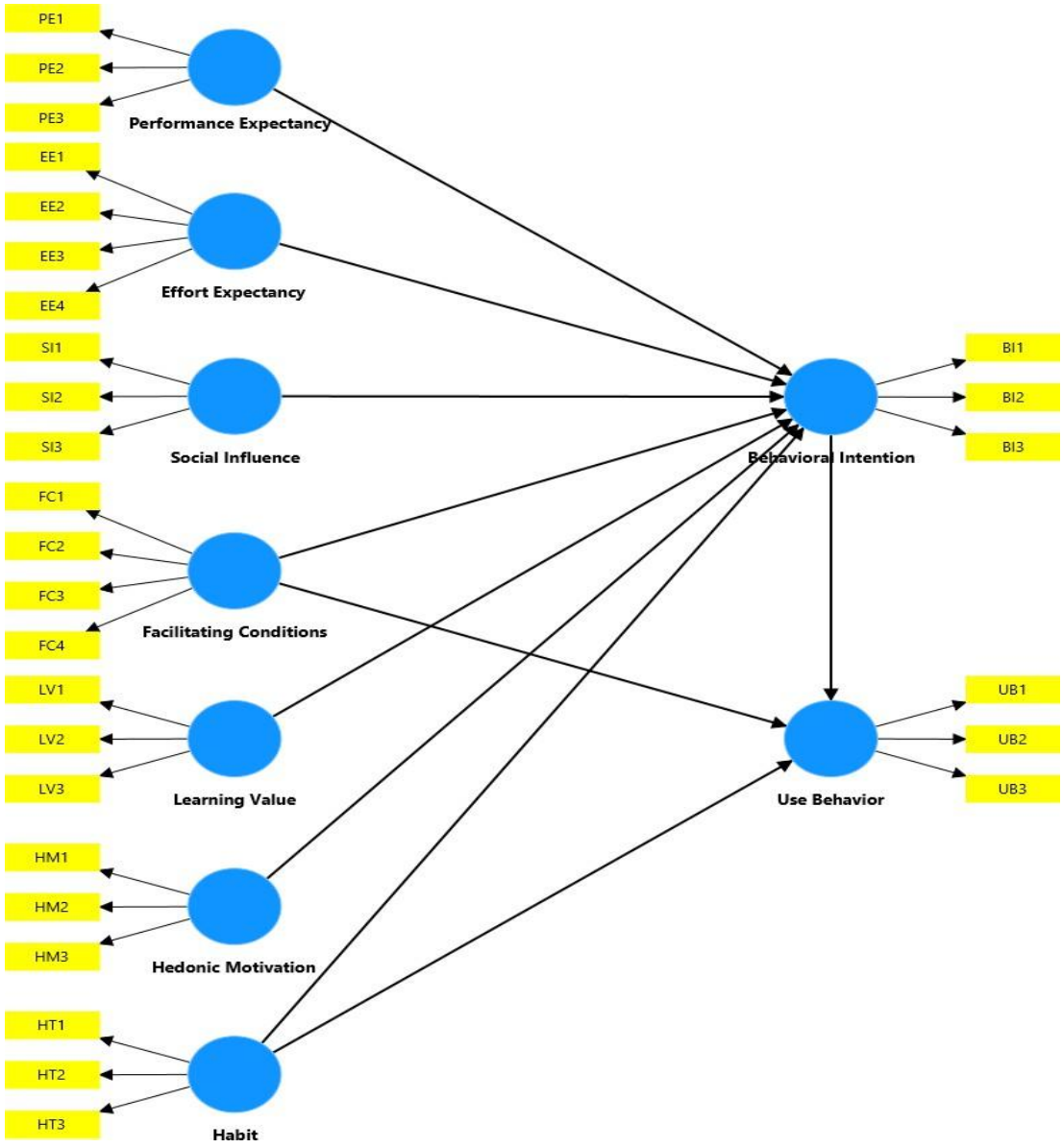

Figure 2. Research Model Based on UTAUT

From the data provided, most indicators show satisfactory loadings, exceeding the recommended threshold of 0.7. For example, the indicators of Behavioral Intention (BI1, BI2, BI3) demonstrate strong loadings, ranging from 0.845 to 0.917, reflecting high reliability and a strong relationship with the latent construct. Similarly, Hedonic Motivation indicators (HM1, HM2, HM3) also exhibit high loadings, with values such as 0.814 and 0.895, indicating good internal consistency.

Other constructs, like Effort Expectancy and Facilitating Conditions, show a strong loadings. For Effort Expectancy, the loadings range from 0.777 to 0.823, with slightly above 0.7, which might indicate it is a good corresponding

indicator . In the case of Facilitating Conditions, while most loadings are close to or above 0.7, FC1 (0.854) stand above the threshold, suggesting there is no issues with its validity or its alignment with the construct.

Habit, as a construct, shows generally strong indicator loadings, with HT1 and HT2 scoring 0.832 and 0.882, respectively. However, there is HT3 that is notably low, with a value of 0.123, indicating a very weak relationship with the construct and already excluded from this analysis, so that is why there is no HT3 there.

For Learning Value, the loadings are very low and cannot be input in the analysis, so if you go back and see in the table 1 there is a learning value question and why it is not in the loading factor table, it is because the it is already excluded. The same thing is happen to Performance Expectancy variable, so it is excluded from further analysis.

Social Influence demonstrates robust loadings across all indicators (SI1, SI2, SI3), with values such as 0.760 and 0.879, highlighting the strong internal consistency of this construct. Similarly, Use Behavior indicators (UB1, UB2, UB3) show consistent and high loadings, ranging from 0.853 to 0.901, suggesting strong alignment with the latent variable.

In summary, all the variable that has been analysed can be note as reliable because all of the composite reliability is above the minimum criteria with the lowest score is facilitating conditions with 0.770 and the highest is behavioral intention with 0.861.

Table 2. Factor Loadings

	Indicator	**Loading Factor**	**Composite Reliability**	**Result**
	Easy to Learn (EE1)0.789	0.789		
Effort Expectancy	Interaction (EE2)	0.814		
	Easy to Use (EE3)	0.777	0.835	Reliable
	Easy to be Proficient (EE4)	0.823		
	People Who Are Important (SI1)	0.876		
Social Influence	People Who Influence Me (SI2)	0.879	0.816	Reliable
	People Who I Respect (SI3)	0.760		
Facilitating	Resources (FC1)	0.854		
Conditions	Knowledge (FC2)	0.766	0.770	Reliable
	Support (FC4)	0.836		
	Fun (HM1)	0.895		
Hedonic	Happy (HM2)	0.855	0.818	Reliable
Motivation	Entertaining (HM3)	0.814		
	Used To (HT1)	0.882		
Habit	Addicted (HT2)	0.921	0.792	Reliable
	Continued Usage (BI1)	0.845		
Behavioural	Routine (BI2)	0.883	0.861	Reliable
Intention	Future Usage (BI3)	0.917		
	Use Frequency (UB1)	0.901		
Use Behaviour	Recommended To Others (UB2)	0.853	0.852	Reliable
	Always Use (UB3)	0.879		

The reliability of the constructs in the study was evaluated using multiple measures, including Cronbach's alpha, composite reliability (rho_a) and (rho_c), and the average variance extracted (AVE). All constructs demonstrated strong internal consistency and reliability, as indicated by Cronbach's alpha values ranging from 0.757 to 0.857, exceeding the recommended threshold of 0.7. Composite reliability values (rho_a) and (rho_c) for all constructs were also above the acceptable limit of 0.7, further confirming their reliability.

Additionally, the AVE values for each construct were greater than 0.5, indicating that the constructs explain more than half of the variance in their indicators. The highest AVE value (0.813) was observed for Habit, suggesting that it explains the most variance relative to measurement error, while the lowest AVE (0.641) was for Effort Expectancy,

which still meets the reliability criteria. Based on these results, all constructs were deemed reliable and suitable for further analysis within the research framework.

Table 3. Construct Realiability

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	AVE	Remark
Behavioral	0.857	0.861	0.913	0.778	Reliable
Effort	0.817	0.835	0.877	0.641	Reliable
Facilitating	0.757	0.770	0.860	0.672	Reliable
Habit	0.772	0.792	0.897	0.813	Reliable
Hedonic	0.816	0.818	0.891	0.731	Reliable
Social	0.792	0.816	0.878	0.706	Reliable
Use Behavior	0.851	0.852	0.910	0.771	Reliable

4.2. Structural Model

Table 4. Fornell – Larcker Criterion

	Behavioural Intention	Effort Expectancy	Facilitating Conditions	Habit	Hedonic Motivation	Social Influence	Use Behaviour
Behavioural Intention	0.882						
Effort Expectancy	0.684	0.801					
Facilitating Conditions	0.448	0.626	0.820				
Habit	0.825	0.734	0.516	0.902			
Hedonic Motivation	0.731	0.721	0.567	0.776	0.855		
Social Influence	0.692	0.640	0.550	0.772	0.675	0.840	
Use Behaviour	0.838	0.691	0.514	0.793	0.720	0.779	0.878

As we see at the Table 4 that shows the Fornell Larcker criterion, its shows that how the variable to be able to shows and represent their own indicators. As we can see at the Behavioral intention it shows value (0.882) that indicates bigger than all the other construct, and because of this it means that the discriminant validity is achieved. Effort Expectancy shows the same value (0,801) and its higher than the value below it, facilitating conditions show (0.820) and there is no other value below it that is bigger than that, habit value is (0.92) which is the highest than the other value, hedonic motivation shows good number (0.855) and social influence is (0.840), and the last is use behavior with (0.878). and with this result the conclusion for the discriminant validity for all variables can be marked achieved.

The subsequent step in assessing the structural model involves analyzing the R-squared values of the endogenous constructs. A higher R-squared value indicates greater explanatory strength of the model. Table 5 presents the R-squared values for each endogenous construct, suggesting that these variables moderately account for the variance in behavioral intention and use behavior.

Table 5. R-squared Score of Each Endogenous Construct.

	R-square	R-square adjusted
Behavioral Intention	0.713	0.697
Use Behavior	0.746	0.738

4.3. Hypothesis Testing

The Hypothesis Testing section explains the results of hypothesis testing based on the data presented in Table 6, which summarizes the model fit indicators. According to the measurement model part, it says that there is a variable that has been excluded from further analyhsis and that is the performance expectancy and learning value. The reason why the

variable was excluded because it cannot achieve the criteria for further research, and the conclusion that can be taken is there is no correlation beetween users expectations of their performance and the value when they are using Microsoft Teams with their use behavior and their intention when they are using Microsoft Teams.

Table 6. List of Supported Hypotheses

Hypothesis	Independent variable	Dependent Variable	p-values	Result
H2	Effort Expectancy	Behavioral Intention	0.301	Not Supported
H3	Social Influence	Behavioral Intention	0.410	Not Supported
H4	Facilitating Conditions	Behavioral Intention	0.353	Not Supported
H6	Hedonic Motivation	Behavioral Intention	0.067	Not Supported
H7	Habit	Behavioral Intention	0.000	Supported
H8	Facilitaing Conditions	Use Behavior	0.085	Not Supported
H9	Habit	Use Behavior	0.007	Supported
H10	Behavioral Intention	Use Behavior	0.000	Supported

Jump to the hypotesis testing the H2 was indicated not supported because the p-values is above (0.05) which means when the users use Microsoft Teams, their intention when using is not reliable with the expectancy of their effort. The H3 shows the same result that is (0.353) that indicate the Microsoft Teams users not influenced by other people when they are using the Microsoft Teams. H4 value is also above the (0.05) that indicates the users facility did not affected their intention when using Microsoft Teams. The H6 is slightly above the p-values criterion thas still mean not supported, this indicates that their emotion when using the application like they are happy or not when using Microsoft Teams do not effect their intention of using the application.

However the H7 is lower than the p-values criterion that is (0.000) which indicates the hypotesis is supported, so this indicates that the habit when they using Microsoft Teams like they are already use to the application make them keep using the program, so they are using Microsoft Teams because they already use it for most of the time. The H8 shows higher p-value than the criteria (0.085) which is slightly above the criteria, that indicates the facility to use the application does not affect their behaviour when using the application, but H9 shows value that can be mark as supported (0.007) which means that microsoft teams user frequency of using the application because they already use to it, they can recommend to others because they are addicted to Miscrosoft Teams and already know better how to use it. The last hypotesis H9 indicates that the corellation beetween Behavioural Intention and Use Behaviour is supported and it can be seen as the value is lower than the p-values (0.000).

4.4. Managerial Implication

For this application universities should prioritize their method when using the Microsoft Teams for their students and lecturers. The correlation between the hedonic motivation with their intention of using is not supported, however the value indicates it can be affected their users because the value is not to far above from the criterion, which means some of the users still use the Microsoft Teams because it's fun and entertaining to use. Increase and make a variative method when using the application may increase their intention when using Teams.

Recognizing and rewarding early adopters can further encourage widespread adoption. Hedonic Motivation's impact highlights the need for enjoyable user experiences. Institutions can collaborate with Microsoft to introduce engaging features, such as gamification and creative templates, tailored to academic settings.

Capitalizing on the habitual use developed during the pandemic, institutions can reinforce routines through regular updates and consistent support, ensuring that Teams remains an integral part of teaching practices. By addressing these areas, universities can create an ecosystem that not only facilitates the adoption of Microsoft Teams but also ensures its long-term sustainability as a key tool in the digital transformation of education. This research underscores the multifaceted factors influencing lecturers' intention and behavior in adopting Microsoft Teams post-pandemic. By addressing the identified drivers and barriers, educational institutions can foster a more sustainable and effective integration of digital platforms in their pedagogical frameworks.

5. Conclusion

This study investigates the factors influencing lecturers' intention and behavior in using Microsoft Teams during the post-pandemic period at XYZ University, employing the UTAUT2 framework. The findings highlight Behavioral Intention as a critical determinant of Use Behavior, with Habit exerting significant direct influences on the latter. Constructs such as Performance Expectancy, Effort Expectancy, Hedonic Motivation, Social Influence, and Learning Value does not contribute to Behavioral Intention, with varying levels of impact.

The analysis, conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM), revealed that Behavioral Intention explains 67% of the variance in Use Behavior ($R^2 = 0.685$). Habit emerged as the most influential factor, indicating that routine usage developed during the pandemic strongly predicts post-pandemic adoption. Facilitating Conditions also demonstrated a direct effect on Use Behavior ($p < 0.05$), emphasizing the importance of institutional support in sustaining platform usage.

Furthermore, Habit ($p < 0.05$) contributes to Behavioral Intention and Use Behavior, suggesting that their habit when using Microsoft Teams play crucial roles in shaping lecturers' and students' attitudes toward Microsoft Teams.

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