BAB 6

KESIMPULAN DAN SARAN

Berdasarkan hasil penelitian ini, dapat disimpulkan bahwa kepercayaan diri dalam penggunaan komputer (CSE) memiliki pengaruh positif terhadap persepsi kegunaan (PU) dan persepsi kemudahan penggunaan (PEOU). Hal ini menunjukkan bahwa semakin percaya diri pengguna terhadap kemampuan teknologinya, semakin besar kemungkinan mereka menilai teknologi sebagai sesuatu yang bermanfaat dan mudah digunakan. Selain itu, kondisi pendukung (FC) berpengaruh signifikan terhadap niat perilaku (BI), namun tidak mempengaruhi persepsi kemudahan penggunaan (PEOU), yang mungkin disebabkan oleh pengguna yang sudah terbiasa menggunakan teknologi. Karakteristik siswa (SC), seperti keterbukaan dan pengalaman terhadap teknologi, juga memengaruhi persepsi kemudahan penggunaan, tetapi tidak berpengaruh langsung terhadap niat pengguna (BI). Dukungan sosial dari lingkungan sekitar berpengaruh positif terhadap sikap (AT) pengguna terhadap teknologi, meskipun tidak cukup kuat untuk mempengaruhi niat mereka secara langsung. Terakhir, persepsi kemudahan penggunaan (PEOU) dan persepsi kegunaan (PU) terbukti berpengaruh positif terhadap sikap dan niat perilaku untuk menggunakan teknologi, dengan pengguna yang merasa bahwa teknologi bermanfaat dan mudah digunakan cenderung memiliki sikap positif dan berkeinginan untuk terus menggunakannya.

Berdasarkan hasil temuan ini, ada beberapa langkah praktis yang dapat dilakukan oleh pihak pengelola pendidikan tinggi untuk meningkatkan adopsi teknologi di kalangan mahasiswa. Pertama, program pelatihan teknologi untuk

mahasiswa baru perlu difokuskan untuk meningkatkan kepercayaan diri dalam penggunaan perangkat lunak yang relevan dengan kegiatan akademik khususnya aplikasi e-learning. Mahasiswa semester awal, yang umumnya masih baru dalam penggunaan sistem e-learning, akan sangat terbantu dengan pelatihan yang didasarkan pada perangkat lunak secara langsung.

Kedua, peningkatan infrastruktur teknologi menjadi prioritas utama. Saat ini, dengan 2500 mahasiswa aktif di kampus dan kecepatan internet yang tersedia hanya 300 Mbps, jelas bahwa kapasitas jaringan ini tidak memadai. Berdasarkan kajian literatur, idealnya, untuk mendukung aktivitas digital yang intensif seperti akses konten pembelajaran berbasis audio video, pengunggahan dan pengunduhan materi akademik, serta komunikasi virtual antar mahasiswa dan dosen, kecepatan internet minimal yang dibutuhkan adalah 1 Gbps untuk setiap 1000 pengguna

Dengan demikian, institusi ini seharusnya memiliki kecepatan minimal 2,5 Gbps untuk 2500 mahasiswa aktif. Kecepatan ini akan memungkinkan akses internet yang lebih stabil dan merata, khususnya saat banyak mahasiswa menggunakan internet secara bersamaan, misalnya untuk kuliah daring, ujian, atau diskusi kelompok. Ketersediaan infrastruktur internet yang memadai tidak hanya akan mendukung kegiatan akademik sehari-hari tetapi juga akan mengurangi tingkat frustrasi yang sering terjadi akibat lambatnya koneksi saat beban jaringan menjadi tinggi.

Ketiga, dukungan sosial dari lingkungan kampus harus diperkuat, khususnya melalui program mentoring antara mahasiswa senior dan mahasiswa

baru, hal ini memungkinkan mahasiswa baru belajar dari pengalaman senior dalam penggunaan teknologi. Diskusi kelompok dan proyek kolaboratif berbasis teknologi tidak hanya memperkuat keterampilan digital mahasiswa tetapi juga meningkatkan kepercayaan diri mereka dalam penggunaan teknologi.

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