

## The Impact of Human, Organization, and Technology on Behavioral Intention to Use the Ruang GTK App, Mediated by User Satisfaction in Asembagus District, Situbondo Regency

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### ABSTRACT

This research aims to explore how Human, Organization, and Technology factors impact the Behavioral Intention to Use the Ruang GTK application, with User Satisfaction serving as a mediating variable. The research applies the HOT-FIT model using a quantitative approach. Data were collected from 183 elementary and junior high school teachers in Asembagus District, Situbondo Regency, using a questionnaire distributed in 2025. Data analysis was carried out through SEM using the SmartPLS tool. The results reveal that all three independent variables significantly affect User Satisfaction and Behavioral Intention to Use, both directly and indirectly. The findings suggest that aligning human readiness, organizational support, and technological quality enhances user satisfaction and promotes sustainable use of educational technology platforms. This provides valuable insights for policy and system development in rural education contexts.

## INTRODUCTION

Indonesia's education sector is rapidly embracing digital transformation, prompting the government to create user-friendly platforms that simplify teachers' daily tasks from lesson planning to administrative work. A prime example is Ruang GTK (Guru dan Tenaga Kependidikan), an innovative platform developed by the Ministry of Education, Culture, Research, and Technology to empower educators across the country. Ruang GTK replaces the previously used Platform Merdeka Mengajar (PMM) and serves as a centralized hub for teacher learning, career development, and performance management. While the platform offers promising features, early reports show that adoption rates vary significantly across regions, particularly in rural and semi-urban areas, where digital literacy and infrastructure pose challenges (Al-Rahmi et al., 2022; Nurhikmah et al., 2023; Suryaningsih, Fatoni, & Irawan, 2023).

Table 1. Merdeka Mengajar Platform User Statistics

Description	2023	2024
Users	2.086.622	2.682.033
School	150.731	329.882
Teaching Resources	607.000	731.000

Although the Merdeka Mengajar Platform (PMM) serves as the foundation for developing Ruang GTK, this adoption trend does not necessarily reflect the success of the new platform. As shown in Table 1, PMM saw an increase in users from 2,086,622 in 2023 to 2,682,033 in 2024, with improvements in school access and uploaded teaching resources. However, around 9.7% of teachers have not installed Ruang GTK, and a considerable proportion are not engaging with key features such as webinars or reflective actions (Arnes, Yulianti, & Setiawan, 2023). These disparities highlight the need to understand not only the technological capabilities but also human and organizational factors affecting behavioral intention to use, especially in underserved areas like Asembagus District in Situbondo Regency.

Research has shown that the HOT-FIT model, which examines how well Human, Organizational, and Technological factors work together, provides a comprehensive way to measure system effectiveness by looking at both technical and human aspects. (Febrianti, Sulastri, & Widyasari, 2022; Salsabila & Panjaitan, 2023; Yusof et al., 2008). Nevertheless, there is still a lack of research that specifically explores how user satisfaction mediates the use of Ruang GTK app in rural areas of Indonesia. This study seeks to address that gap by examining how human, organization, and technology factors shape teachers' behavioral intentions to use the Ruang GTK platform. The focus is on primary and secondary school teachers in Asembagus District, Situbondo, with user satisfaction positioned as a key mediating factor.

## **THEORETICAL REVIEW**

### ***GTK Platform Space***

The Ruang Guru dan Tenaga Kependidikan (Ruang GTK) platform is a digital innovation developed by the Indonesian Ministry of Education, Culture, Research, and Technology to support teacher performance and professional development through features such as learning modules, career monitoring, and instructional inspiration (Amin et al., 2025). It serves as a successor to the Merdeka Mengajar Platform (PMM), aiming to simplify administrative processes and enhance teacher competence. However, Arnes, Yulianti, and Setiawan (2023) found that adoption remains uneven, especially in non-urban areas, due to limitations in digital literacy and infrastructure. This implies that the success of the platform is not solely technological, but also contingent upon human and organizational readiness.

### ***Behavioral Intention to Use***

Behavioral intention to use describes a person's willingness or inclination to keep using a particular technology in the foreseeable future (Choi et al., 2021). According to Venkatesh, Thong, and Xu (2021), this intention to use is shaped by how useful the technology seems, how easy it is to use, and the influence of people around the user. According to Raza et al. (2019), a person's intention to use technology is a strong indicator of whether they will actually go on to use it. Furthermore, To and Trinh (2021) highlighted the importance of trust and enjoyment in shaping intention, especially in mobile financial technology adoption. Thus, user intention is shaped not only by rational evaluation but also emotional experience.

### ***User Satisfaction***

User satisfaction is a personal and emotional response that arises after using an information system. It reflects how users perceive the system's ease of use, usefulness, and overall comfort (Machmud, 2018; Lisa & Ardianto, 2023). DeLone and McLean (2003) highlighted that satisfaction and system usage influence each other when users feel satisfied, they're more likely to keep using the system, and frequent use can further boost satisfaction if the system effectively supports their needs. A systematic review by Alshammari, Yusoff, and Abas (2024) confirmed that system quality, service support, and trust significantly impact satisfaction and continued usage intention in educational technology systems.

### ***HOT-Fit Model***

The HOT-Fit model, proposed by Yusof et al. (2008), evaluates the success of information systems by examining the fit between human, organizational, and technological factors. It has been applied in e-learning and e-government contexts (Alfina & Irfan, 2020; Yusof & Yusufi, 2013). Salsabila and Panjaitan (2023) demonstrated its effectiveness in assessing Microsoft Teams implementation, showing that human and technology factors significantly influence user satisfaction and behavioral intention. However, Kosasi et al. (2022) warned that without organizational support, even high-quality technology may not lead to successful adoption.

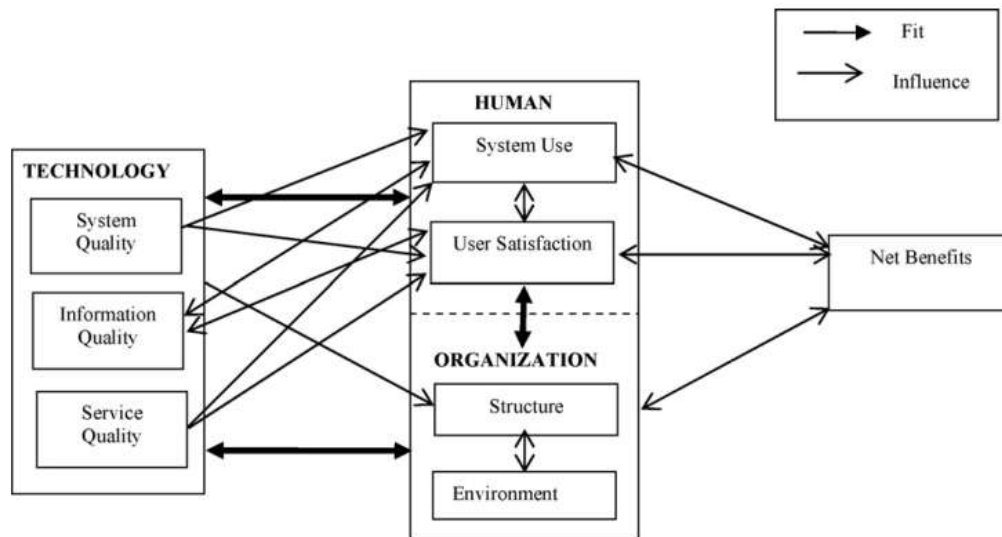


Figure 1. HOT-FIT Framework (Source : Yusof Et al, 2008)

### *Human*

The human component of the HOT-Fit model includes user perceptions, experience, motivation, and readiness to engage with the system. Xu et al. (2021) emphasized that system success relies heavily on user involvement and adaptability to digital change. Salsabila and Veronica (2024) found that digital literacy and training significantly boost system acceptance in hospital staff. In education, Zacharis and Nikolopoulou (2022) confirmed that teachers with higher digital competence are more likely to integrate technology into teaching. However, digital illiteracy remains a major obstacle to technology adoption, especially in rural contexts (Nurhikmah et al., 2023).

### *Organization*

Organizational factors include management support, policy frameworks, infrastructure, and institutional readiness. Saputro et al. (2020) emphasized that organizational readiness is crucial for successful technology implementation in agriculture and education. Sala and Subriadi (2022) argued that flexible policies and strong institutional backing significantly enhance system effectiveness. In contrast, Henderson, Selwyn, and Aston (2017) found that weak school policies and insufficient training demotivate teachers from adopting educational technologies.

### *Technology*

The technology dimension of the HOT-Fit model includes The quality of the system, the quality of information, and the quality of service. Yusof and Yusufi (2013) stressed that technology must align with user needs and organizational goals. Pradhana et al. (2023) demonstrated that fast, stable, and user-friendly systems promote sustainable usage. On the contrary, technical issues such as slow connectivity and unintuitive interfaces can hinder adoption, especially in digital learning platforms (Al-Rahmi et al., 2015). Therefore, technological quality is a

critical factor in delivering positive user experiences and fostering behavioral intention to use.

*Hypotheses*

- 1) Human significantly impact on user satisfaction.
- 2) Organization significantly impact on user satisfaction.
- 3) Technology significantly impact on user satisfaction.
- 4) Human significantly impact on behavioral intention to use.
- 5) Organization significantly impact on behavioral intention to use.
- 6) Technology significantly impact on behavioral intention to use.
- 7) User satisfaction significantly impact on behavioral intention to use.
- 8) Human significantly impact on behavioral intention to use through user satisfaction.
- 9) Organization significantly impact on behavioral intention to use through user satisfaction.
- 10) Technology significantly impact on behavioral intention to use through user satisfaction.

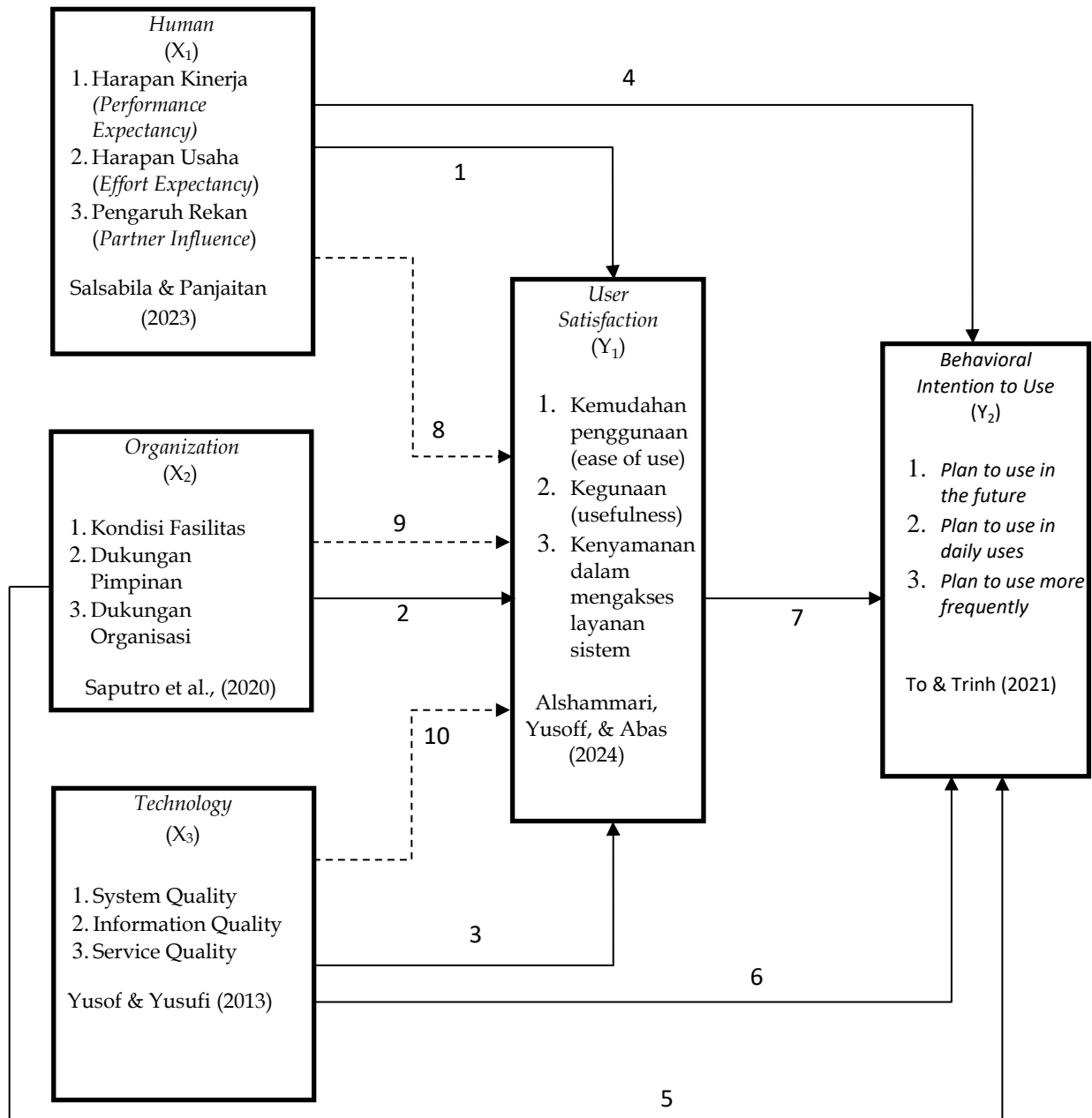


Figure 2. Conceptual Framework

## METHODOLOGY

This study employed a quantitative approach using SEM-PLS method to explore the relationships between variables within the HOF-Fit framework. The main objective was to examine how human, organizational, and technological factors affect teachers' intention to use the Ruang GTK application, with user satisfaction acting as a mediating factor. The research took place in Asembagus District, Situbondo Regency, targeting elementary and junior high school teachers. Out of a total population of 336 teachers, 183 participants were selected using the Slovin formula with a 5% margin of error, applying purposive sampling. Data were gathered through a structured survey instrument that utilized a 5-point rating scale based on the Likert format.

Data analysis was carried out using SmartPLS 4.0 software. The process began with evaluating the outer model, which involved testing convergent

validity (with indicator loadings above 0.7), discriminant validity (using cross-loading and AVE values of at least 0.5), and reliability (based on Composite reliability greater than 0.7 and Cronbach's alpha surpassing 0.6). After confirming the measurement model, the inner model was analyzed to examine the relationships between latent variables by assessing R-square values for explanatory strength, f-square for effect size, and Q-square for predictive accuracy. Model fit was further evaluated through the SRMR(Standardized Root Mean Square Residual), where values below 0.08 indicate a good fit, and the NFI(Normal Fit Index), with values closer to 1 signaling a well-fitting model.

To test the hypotheses, this study applied the bootstrapping technique in SmartPLS. Each hypothesis was evaluated by looking at the t-statistics and p values, with a hypothesis considered significant if the p value was  $\leq 0.05$  and the t statistic was  $\geq 1.96$ . The analysis covered direct effects, indirect effects through mediation, and total effects to understand how the variables interact. This thorough approach helped ensure that both the measurement and structural models were reliable, providing strong and meaningful results in the context of adopting educational technology in rural school settings.

## RESULTS

### Outer Model Assessment

The outer model evaluation was performed to ensure the validity and reliability of the measurement constructs. Convergent validity was confirmed, as all indicator loadings were above 0.7. Additionally, each construct showed an AVE (Average Variance Extracted) value greater than the recommended minimum of 0.5, indicating that the constructs adequately captured the variance of their respective indicators. CR (Composite reliability), which assesses the internal consistency of indicators within a construct in PLS-SEM, also met the standard, with acceptable values being above 0.60. Similarly, Cronbach's alpha another measure of internal consistency was found to be reliable, with all values reaching or exceeding the threshold of 0.60.

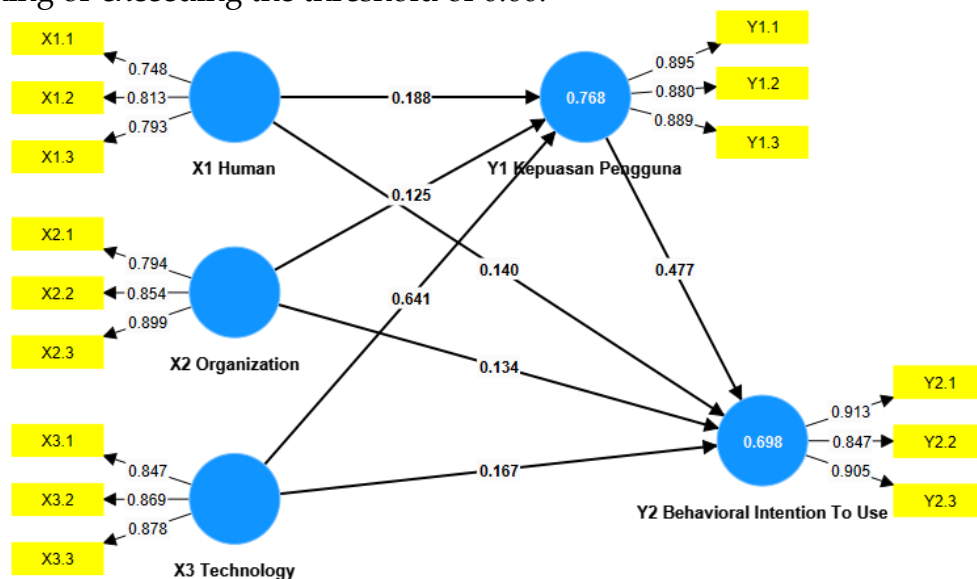


Figure 3. Outer Model

The results of the outer model depicted in Figure 3 demonstrate that all indicator loadings surpass the minimum recommended value of 0.7, indicating a high level of convergent validity across all constructs. The Human variable (X1) is reflected by three indicators (X1.1–X1.3), with loading values between 0.748 and 0.813. The Organization construct (X2) presents strong indicator loadings ranging from 0.794 to 0.899, while the Technology construct (X3) falls within the range of 0.847 to 0.878. The indicators for User Satisfaction (Y1) all exceed 0.880, and Behavioral Intention to Use (Y2) indicators show excellent reliability, with loadings from 0.847 to 0.913. These findings affirm that the measurement model is both valid and reliable, making it a solid basis for further structural (inner model) analysis.

Table 2. AVE, CR, and Cronbach's Alpha

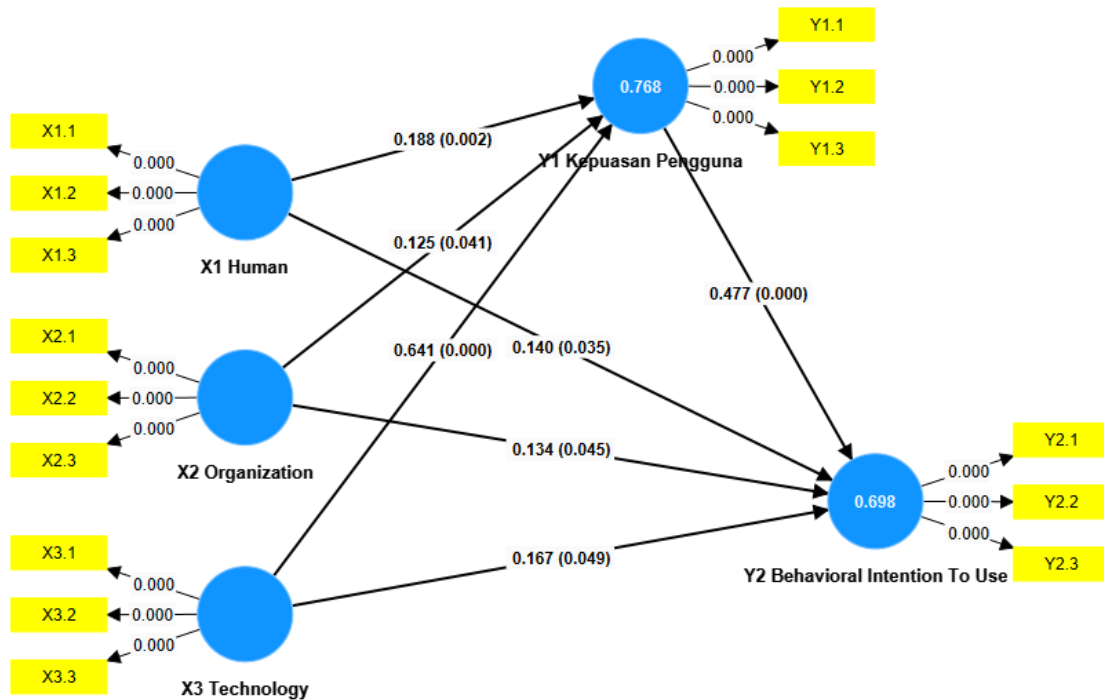
	AVE	CR	Cronbach's Alpha
Human	0.673	0.884	0.834
Organization	0.645	0.873	0.811
Technology	0.689	0.891	0.848
User Satisfaction	0.710	0.899	0.859
Behavioral Intention	0.721	0.911	0.879

Table 2 presents the results of the AVE, CR, and Cronbach's Alpha for each construct, confirming the validity and reliability of the measurement model. All constructs exhibit AVE values above 0.5, ranging from 0.645 (Organization) to 0.721 (Behavioral Intention), indicating adequate convergent validity. The Composite Reliability scores for all constructs exceed the recommended threshold of 0.7, with the highest value being 0.911 for Behavioral Intention and the lowest at 0.873 for Organization, signifying strong internal consistency. Furthermore, Cronbach's Alpha values, ranging from 0.811 to 0.879, demonstrate satisfactory reliability for all constructs. These results confirm that the measurement instruments used in this study are both valid and reliable.

**Inner Model Assessment**

The inner model was evaluated to assess the structural relationships among the latent variables.

Based on the figure 4, it can be observed that all paths in the model have a significant effect on the dependent variables with a p value  $\leq 0.05$ . The path from X1 (Human) to Y1 (User Satisfaction) has a coefficient of 0.188 (p = 0.002), from X2 (Organization) to Y1 a coefficient of 0.125 (p = 0.041), and from X3 (Technology) to Y1 a coefficient of 0.140 (p = 0.035), all of which indicate a positive and significant impact on user satisfaction. Meanwhile, the path from X1 to Y2 (Behavioral Intention to Use) shows a coefficient of 0.134 (p = 0.045), and from X2 to Y2 a coefficient of 0.167 (p = 0.049), which are also significant albeit with a smaller effect. On the other hand, Y1 (User Satisfaction) has the strongest influence on Y2 (Behavioral Intention to Use), with a coefficient of 0.477 (p = 0.000). Thus, all influence paths in this model are statistically significant, with



**Figure 4. Inner Model**

User Satisfaction (Y1) playing a crucial role as a strong mediator in shaping Behavioral Intention to Use (Y2).

**Table 3. R<sup>2</sup> and Q<sup>2</sup>**

Endogenous Variable	R <sup>2</sup>	Q <sup>2</sup>
User Satisfaction	0.631	0.417
Behavioral Intention	0.728	0.489

Table 3 presents the explanatory power (R<sup>2</sup>) and predictive relevance (Q<sup>2</sup>) of the model for the endogenous constructs - User Satisfaction and Behavioral Intention. The analysis reveals that the Human, Organization, and Technology factors collectively account for 63.1% (R<sup>2</sup> = 0.631) of the variance in User Satisfaction. For Behavioral Intention, the model demonstrates even stronger explanatory power, with User Satisfaction and the three exogenous variables explaining 72.8% (R<sup>2</sup> = 0.728) of its variance, placing both values in the moderate-to-strong range. Furthermore, the predictive validity of the model is confirmed by positive Q<sup>2</sup> values (0.417 for User Satisfaction and 0.489 for Behavioral Intention), suggesting the model's predictive adequacy for both target constructs.

**Table 4. F Square**

	F <sup>2</sup>
X1 Human -> Y1 Kepuasan Pengguna	0.08
X1 Human -> Y2 Behavioral Intention To Use	0.032
X2 Organization -> Y1 Kepuasan Pengguna	0.028
X2 Organization -> Y2 Behavioral Intention To Use	0.024
X3 Technology -> Y1 Kepuasan Pengguna	0.688

	F <sup>2</sup>
X3 Technology -> Y2 Behavioral Intention To Use	0.021
Y1 Kepuasan Pengguna -> Y2 Behavioral Intention To Use	0.175

Table 4 presents the  $f^2$  effect size for each path in the structural model, which indicates the relative contribution of each exogenous construct to the endogenous variables. The Technology → User Satisfaction path shows the largest effect size at 0.688, indicating a strong influence of technological factors on user satisfaction. The User Satisfaction → Behavioral Intention to Use path also demonstrates a moderate effect with an  $f^2$  of 0.175. Other relationships such as Human → User Satisfaction (0.08) and Human → Behavioral Intention (0.032) show small but notable effects, while the Organization → User Satisfaction (0.028) and other indirect paths reflect very small effect sizes. These results suggest that while all three factors contribute to the outcome variables, Technology and User Satisfaction have the most substantial influence in this model.

**Model Fit Evaluation**

The model’s goodness-of-fit was evaluated using SRMR and NFI.

Table 5. SRMR and NFI

Fit Index	Value	Threshold
SRMR	0.057	< 0.080
NFI	0.911	> 0.900

The SRMR value of 0.057 was below the threshold of 0.080, indicating a good fit. Meanwhile, the NFI score reached 0.911, which is considered acceptable for PLS-SEM, supporting the model’s adequacy in representing the observed data structure.

**Hypothesis Testing**

The bootstrapping procedure was conducted to test the hypotheses. Hypotheses were accepted if the t-statistic ≥ 1.96 and p value ≤ 0.05.

Table 6. Path Coeficients (Bootstrapping)

	T-statistics ( O/STDEV )	P values
X1 Human -> Y1 Kepuasan Pengguna	3.173	0.002
X1 Human -> Y2 Behavioral Intention To Use	2.107	0.035
X2 Organization -> Y1 Kepuasan Pengguna	2.043	0.041
X2 Organization -> Y2 Behavioral Intention To Use	2.007	0.045

	T-statistics ( O/STDEV )	P values
X3 Technology -> Y1 Kepuasan Pengguna	10.589	0
X3 Technology -> Y2 Behavioral Intention To Use	1,96	0.049
Y1 Kepuasan Pengguna -> Y2 Behavioral Intention To Use	5.07	0

Table 6 presents the bootstrapping results, revealing that all proposed paths are significant at the 0.05 level, thus supporting the research hypotheses. Human factors (X1) significantly influence both user satisfaction (Y1) ( $t = 3.173$ ,  $p = 0.002$ ) and behavioral intention to use (Y2) ( $t = 2.107$ ,  $p = 0.035$ ), indicating the importance of users' readiness, competence, and engagement. Organization factors (X2) also show significant effects on user satisfaction ( $t = 2.043$ ,  $p = 0.041$ ) and behavioral intention ( $t = 2.007$ ,  $p = 0.045$ ), highlighting the role of institutional support and resource availability. Technology factors (X3) have the strongest impact on user satisfaction ( $t = 10.589$ ,  $p = 0.000$ ), while their influence on behavioral intention is comparatively weaker but still significant ( $t = 1.96$ ,  $p = 0.049$ ), suggesting that system quality plays a key but indirect role in encouraging usage. Moreover, user satisfaction (Y1) significantly affects behavioral intention to use (Y2) ( $t = 5.07$ ,  $p = 0.000$ ), confirming its mediating role. In conclusion, these findings support all seven hypotheses in the study (H1-H7).

Table 7. Spesific Indirect Effects (Bootstrapping)

Relation	T statistics ( O/STDEV )	P values
X1 Human -> Y1 Kepuasan Pengguna -> Y2 Behavioral Intention To Use	2.534	0.011
X2 Organization -> Y1 Kepuasan Pengguna -> Y2 Behavioral Intention To Use	1.961	0.05
X3 Technology -> Y1 Kepuasan Pengguna -> Y2 Behavioral Intention To Use	4.444	0

Intention to Use (Y2) through the mediating variable User Satisfaction (Y1) using the bootstrapping method. The results show that all three mediation paths are statistically significant at the 5% level, providing evidence for partial mediation. Specifically, the indirect effect of Human (X1) on Behavioral Intention

through User Satisfaction with a t-statistic of 2.534 and a p value of 0.011, indicating a significant mediating effect and supporting the corresponding mediation hypothesis.

The Organization (X2) to Behavioral Intention mediation path through User Satisfaction statistically significant ( $t = 1.961$ ,  $p = 0.050$ ), meeting the threshold for hypothesis acceptance. Notably, Technology (X3) has the strongest indirect effect on Behavioral Intention via User Satisfaction, with a t-statistic of 4.444, and a p value of 0.000, confirming a robust and significant mediating relationship. These findings validate that User Satisfaction significantly mediates the effect of Human, Organization, and Technology factors on Behavioral Intention to Use the Ruang GTK application, confirming the mediating hypotheses (H8, H9, and H10) in the study.

## **DISCUSSION**

This study investigated the adoption of the Ruang GTK application among rural teachers by examining how Human, Organizational, and Technological (HOT) factors influence Behavioral Intention to Use, with User Satisfaction as a mediator. Employing the HOT-Fit framework, the analysis confirmed all hypotheses, revealing that these three dimensions significantly shape technology adoption in educational settings. The findings underscore the model's applicability in rural contexts, where digital platform success hinges on a balanced interplay of user readiness, institutional support, and system quality.

The Human factor emerged as a critical driver, significantly affecting both User Satisfaction and Behavioral Intention. This highlights the pivotal role of teachers' digital literacy, adaptability, and motivation in sustaining platform use a finding consistent with prior research on user-centric adoption. Meanwhile, the Organizational factor, though statistically significant, exerted a comparatively weaker influence. This suggests that while institutional policies and resource availability matter, their impact may be secondary in rural environments where infrastructure and top-down support are often limited. Such results align with organizational behavior theories, emphasizing that systemic encouragement alone cannot compensate for individual or technological gaps.

Technology quality stood out as the strongest predictor of User Satisfaction, underscoring the importance of intuitive design, reliability, and accessibility in fostering positive user experiences. Crucially, User Satisfaction mediated the relationship between all three HOT factors and Behavioral Intention, acting as the linchpin that transforms system features into sustained usage. These insights validate satisfaction's centrality in adoption models and offer actionable guidance for policymakers: to promote Ruang GTK's long-term use, interventions must simultaneously enhance technical quality, user training, and targeted institutional support, tailored to rural educators' unique challenges.

## **CONCLUSIONS AND RECOMMENDATIONS**

This study concludes that Human, Organization, and Technology factors significantly influence the Behavioral Intention to Use the Ruang GTK application, with User Satisfaction serving as a mediating variable. Among the three exogenous constructs, the Technology factor has the most substantial impact on user

satisfaction, while User Satisfaction itself plays a pivotal role in encouraging continuous use of the system. These findings confirm the suitability of the HOT-Fit model in understanding user behavior in digital adoption, particularly in the context of rural educational environments.

The practical implication of this research is that improving system usability and performance must be prioritized to enhance user satisfaction. Simultaneously, capacity building for teachers and organizational support, such as training and leadership encouragement, should be strategically implemented to ensure successful technology adoption. For education policymakers and school administrators, the results underline the importance of integrated digital strategies that consider not only the system's technical aspects but also the readiness and perceptions of users.

In future implementation, continuous evaluation of user experience and satisfaction can serve as an early indicator of system acceptance or resistance. By addressing both human and institutional barriers, the Ministry of Education and local governments can ensure that digital platforms like Ruang GTK are not only introduced but sustainably utilized to improve education governance and teacher performance in remote or underserved areas.

#### **FURTHER STUDY**

This study acknowledges several limitations that open avenues for further research. The scope was confined to Asembagus District in Situbondo Regency, which may limit the generalizability of findings to other regions in Indonesia. Additionally, the use of a cross-sectional quantitative design only captures user perceptions at a single point in time, without accounting for behavioral changes over the long term. Future studies are encouraged to expand the sample to include diverse educational settings across rural and urban areas and consider employing longitudinal or mixed-methods designs to better understand how user satisfaction and behavioral intention develop over time. Furthermore, incorporating external variables such as infrastructure access, internet quality, and policy support would enrich the HOT-Fit model's explanatory power and provide deeper insights into digital platform adoption in the public education sector.

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