

Enhancing online learning with Wakelet: A technology acceptance framework analysis

Wei Boon Quah

Ministry of Higher Education, Malaysia

skyman823000@yahoo.com



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Abstract

Purpose: This study aims to examine students' perceived usefulness, perceived ease of use, behavioral intentions, and attitudes toward the use of Wakelet as an interactive digital platform for teaching and learning (T&L) in Front Office modules.

Research methodology: The sample of respondents was composed of twenty-four Front Office students enrolled in the Hotel Operation program, and the research instrument was a questionnaire based on the Technological Acceptance Model.

Results: The findings indicate that the majority of respondents accept the use of Wakelet as an interactive digital platform for T&L in Front Office modules, and Wakelet is also easy to use. Additionally, respondents' attitudes were positive toward the use of Wakelet, and students' behavioral intentions towards the use of Wakelet were also at a high level.

Limitations: However, this study has limitations, such as focusing only on students' perceptions and attitudes towards Wakelet as a digital platform for T&L in the Front Office module.

Contribution: This research adds to the body of knowledge by providing insights into students' perceptions of Wakelet as a new interactive digital platform for T&L in the Front Office module. It highlights the positive attitudes and perceived usefulness of Wakelet among students, indicating that Wakelet has the potential to enhance the quality of online learning experiences.

Novelty: The novelty of this study lies in its examination of the perceptions, attitudes, and behavioral intentions of students towards Wakelet as a new digital platform for teaching and learning. This study provides evidence that Wakelet can be an effective tool for enhancing the learning experience and improving student performance.

Keywords: Wakelet, Perceived Usefulness, Perceived Ease of Use, Attitude, Behavioral Intention

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1. Introduction

The implementation of online learning has been intensified in all sectors of education including community colleges since the recent outbreak of the COVID-19 pandemic. Technical and Vocational Education and Training (TVET) education in community colleges has undergone a transformation from conventional-face-to-face to digital learning during this outbreak. During this pandemic situation, online platforms are the best option to save students from the collapsing academic world (Hossain & Yasmin, 2022). As mentioned by Khan and Hossain (2021), if educators are to continue the teaching-learning process, then distance learning has become the precondition for most educational institutions. On the other hand, community college educators inevitably face problems when it comes to choosing the right type of platform to implement online learning, as they are still new in this matter. Moreover, technology plays a vital role in teaching and learning (Khaneghahi, Nasripour, & MahmoudZehi, 2022), transforming teaching conditions from teacher-centered to student-centered. Therefore, numerous

current platforms, including Edmodo (Puspitaloka, Rachmawati, & Sonjaya, 2018), Google Classroom (Ventayen, Estira, De Guzman, Cabaluna, & Espinosa, 2018), Edpuzzle (Giyanto, Heliawaty, & Rubini, 2020), Microsoft Teams (Martin & Tapp, 2019), and Moodle (Gunawan, Purwoko, Ramdani, & Yustiqvar, 2021) can be used in the implementation of online learning. These platforms are frequently used by the majority of community college lecturers during online learning implementation.

A new platform, Wakelet, has been introduced to hospitality students for the implementation of online learning in the Front Office module at Sungai Petani Community College. Wakelet is a digital compiling tool that offers a way to gather online resources in one place, called a “wake”. This digital compiling platform allows educators and students to organize a mix of content for easy access, making it a creative way to interact with students. Furthermore, Wakelet can be used as a storage space for teaching materials and student work, to create class discussions, to provide space for collaboration with educators and other students through group collection, and for other uses, depending on the creativity of educators. Previous research has focused more on already-existing platforms such as Google Classroom (Alim, Linda, Gunawan, & Saad, 2019; Ventayen et al., 2018), Edmodo (Puspitaloka et al., 2018), Microsoft Teams (Martin & Tapp, 2019), and Moodle (Gunawan et al., 2021). Therefore, a study needs to be conducted to investigate students’ perceptions of the use of Wakelet as an interactive digital platform for teaching and learning (T&L) in the Front Office module.

1.1. Research Objectives

This study aims to:

1. identify students perceived usefulness, perceived ease of use, and behavioral intentions towards Wakelet as an interactive digital platform for teaching and learning in the Front Office module.
2. identify students’ attitudes towards the use of Wakelet as an interactive digital platform for teaching and learning in the Front Office module.

2. Literature Review

2.1. Online Learning Platforms

2.1.1. Google Classroom

The implementation of online learning has become increasingly important in ensuring that learning activities are not disrupted by the COVID-19 pandemic. Previous studies have identified various platforms that have been used in online learning, including Google Classroom. A study by Ventayen et al. (2018) found that Google Classroom plays a significant role in making learning more accessible. Based on their findings, Google Classroom is highly recommended by respondents because of its low cost. Moreover, their study revealed that Google Classroom is perceived as useful, attractive, and easy to use.

Alim et al. (2019) researched the efficiency of Google Classroom in the teaching and learning process at Kendari State Islamic Institute. Their study focused on message recipient effectiveness, content effectiveness, communication media effectiveness, message format effectiveness, resource effectiveness, and time effectiveness. The use of this application was found to be successful, but there were some technical limitations, such as the inability of study group members to access the accounts provided by lecturers.

Sukmawati and Nensia (2019), found that students prefer to use Google Classroom for online English language instruction (ELT). The application can be easily accessed through computers, laptops, notebooks and mobile phones. Furthermore, Nasir and Neger (2022) added that though students are only introduced to the technology, it is not difficult for them to use Google Classroom.

2.1.2. Edpuzzle

The use of a platform called Edpuzzle allows instructors to enhance the utilization of online video in the classroom. This enables teachers to check if pupils have watched the entire video and assess whether they comprehend the material (Mischel, 2019). In a study by Mischel (2019), it was shown that the use of Edpuzzle helps business and entrepreneurship class undergraduate students focus more on important elements in the video and gain more confidence in their understanding of the material after completing

a quiz. The study concluded that Edpuzzle can be a useful tool for use in reverse classrooms, MOOCs, hybrid courses, and online learning in general because it enables students to interact more with the online learning process and provide valuable feedback to instructors. Moreover, Edpuzzle can support the facilitation of video classes with specific instructional components, including regular response elicitation, supported exercises, quick affirmation and corrective feedback, and performance monitoring (Cesare, Kaczorowski, & Hashey, 2021). Teachers can use this technology to provide effective education in an asynchronous learning environment when combined with a well-made video. In turn, the study by Giyanto et al. (2020) examined the effectiveness of Edpuzzle on students' problem-solving skills. Their findings demonstrate that Edpuzzle learning is both beneficial for online learning and statistically significant in enhancing students' problem-solving abilities. Students can use their mobile devices to respond to a questionnaire that is part of a video on the Edpuzzle educational platform, contrary to the suggestion made in the study by Orcos Palma, Blázquez Tobías, Curto Prieto, Molina León, and Magreñán Ruiz (2018). This is because videos uploaded by teachers can help students learn certain concepts.

2.1.3. Edmodo

Edmodo is an online learning management system (LMS) that provides secure virtual classrooms that teachers can control. According to previous research, many educational institutions worldwide use Edmodo because of its appealing features (Delacruz, 2013), user-friendliness (Kongchan, 2008; Thongmak, 2013), free and secure online environment (Kongchan, 2013), and top teaching and learning websites that encourage creativity and innovation (Kongchan, 2008), ease of learning and communication literacy (Delacruz, 2013; Stroud, 2010). So, it is clear how Edmodo makes the student learning experience possible. Moreover, by Puspitaloka et al. (2018), Edmodo was found to improve students' ability in EYL course design learning and students' perceptions of EYL course design learning by using Edmodo.

2.1.4. Microsoft Teams

Microsoft Teams is one of the most widely used online learning platforms. Users can meet from anywhere using Microsoft Teams' meeting solutions, which feature sharing, voice, and video conferencing (Ilag & Sabale, 2022). A prior study by Rojabi (2020) sought to investigate how students perceived online learning with Microsoft Teams. Twenty-eight Open University sixth-semester students participated in this study (Open University- UPBJJ-UT Jember). According to their findings, students classify online learning via Microsoft Teams as novel, but this environment for collaboration and learning can encourage students to engage in online learning, helping them comprehend the course material more readily. Moreover, Henderson et al. (2020) claimed that during the COVID-19 pandemic, Microsoft Teams were used to deliver medical education programs, making virtual learning possibilities accessible, acceptable, and educational. According to research by Pal and Vanijja (2020), during the COVID-19 epidemic, Microsoft Teams' usability was used as a benchmark for online learning platforms.

2.1.5. What is Wakelet?

Wakelet is an online platform that combines various functions that educators and students can use to store important links from websites and blogs, social media posts (Facebook, Twitter, Instagram), YouTube videos, and photos, which are then compiled into private or public collections. Educators can also upload self-recorded video lectures, which are valuable resources for students to self-study (Caratiquit & Pablo, 2021). Users can add notes to each item to provide information, ask questions, or give instructions to readers. Wakelet also has a bookmarking tool function, making it a suitable tool for teaching and learning. Wakelet can be used to enhance student's understanding through digital learning resources that have been screened and curated by educators. It can also be used for reverse classes or asynchronous learning, allowing students to save important links to content and record themselves, discussing the information and how it relates to the topic in question. Wakelet is free and available for anyone to use. Educators can use Wakelet for personal use, to share materials, to collaborate with other educators, and to provide a space to conduct student activities. They can store digital portfolios, digital storybooks, newsletters, teaching materials, and student work, hold class discussions, create spaces to collaborate with other educators and students through group gatherings, and more (Graham, 2018). The

uses of Wakelet depend on the creativity of educators and students. Furthermore, Wakelet makes it easy for educators to share materials and resources with others by providing links to collections stored in Wakelet. This collection can be accessed by anyone with or without a Wakelet account through a shared link. They can also be shared directly with Microsoft Teams software, Google Classroom, Remind, Reddit, as well as social media such as Twitter and Facebook.

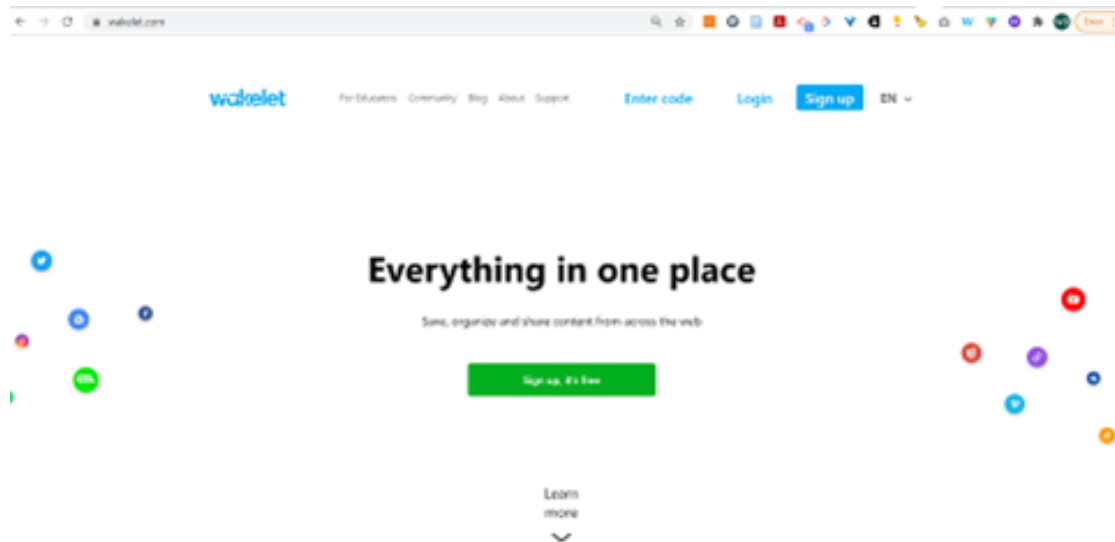
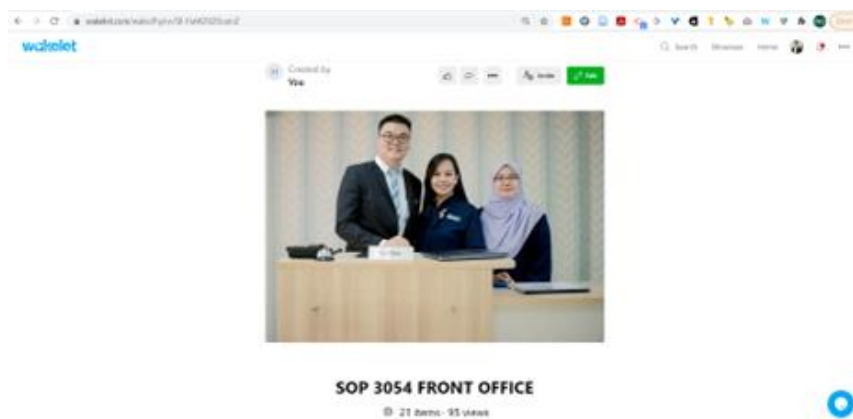


Figure 1. Wakelet platform interface

2.1.6. The Use of Wakelet in Teaching and Learning Front Office Modules

Figure 2 displays the use of Wakelet in the Front Office module. Lecturers have designed the module according to existing content and integrated it with elements such as the Learning Management System, and Google Classroom (Ventayen et al., 2018). For example, welcome speeches, course outline explanations, and Front Office topics have been recorded and uploaded as videos in Wakelet. Additionally, notes, quizzes, and assignments can also be included, making the Front Office module in Wakelet engaging and allowing for self-directed learning by students.



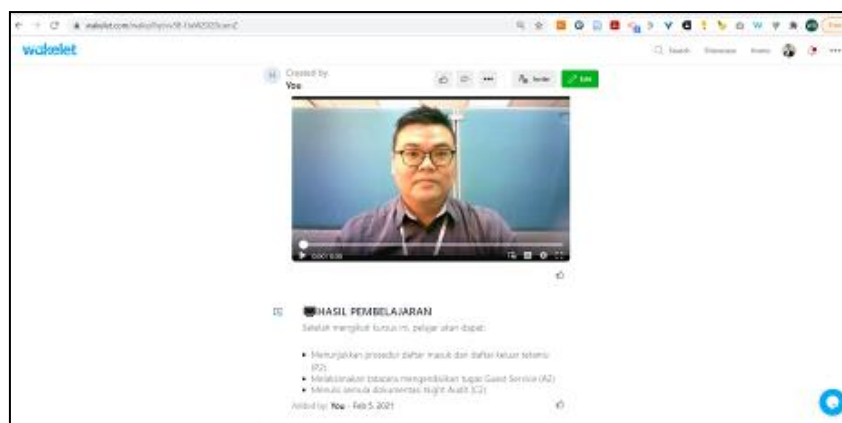


Figure 2. Wakelet screen display for the Front Office module

Figure 3 displays the content design found in Wakelet for Front Office subjects. Lecturers can include teaching materials following the topic followed by a pre-recorded teaching video, and quizzes can also be included as part of the reflection when students finish reading a particular topic in Wakelet. The lecturer also asked the students to reflect in writing in Wakelet by using the function as a contributor to identify the student's understanding of the topics studied by the students.

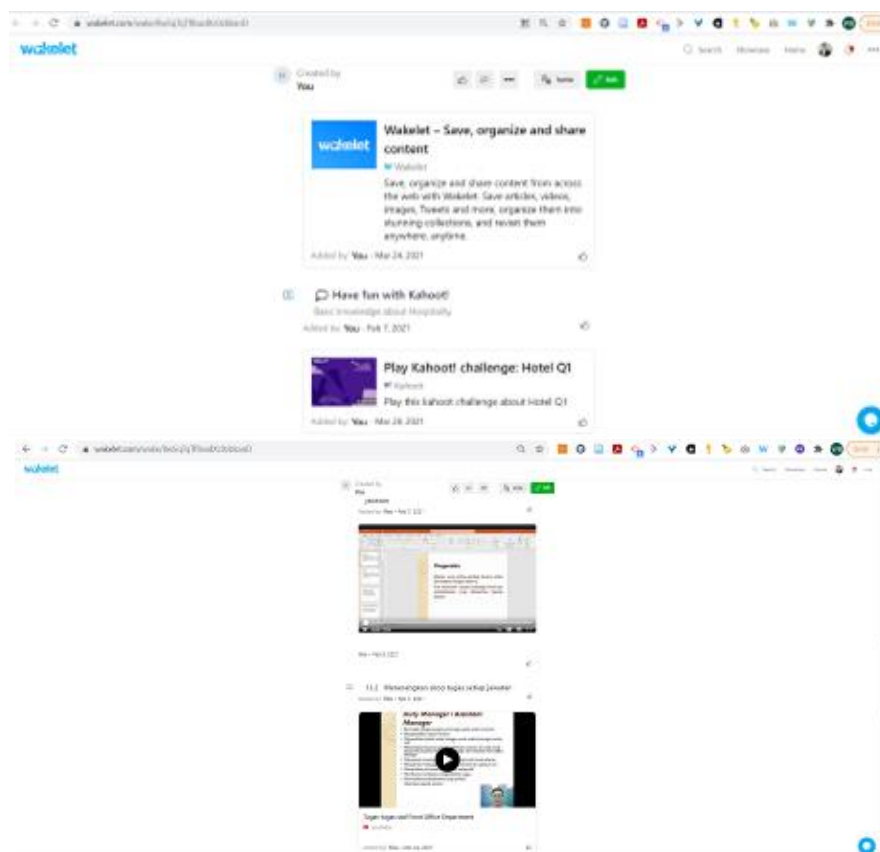


Figure 3. Display of content such as teaching materials, teaching videos and quizzes in Wakelet for the Front Office module

2.1.7. Technology Acceptance Model (TAM)

Past studies have proven that students' attitudes and acceptance of technology determine the success of pedagogical technology use (Esteban-Millat, Martínez-López, Pujol-Jover, Gázquez-Abad, & Alegret, 2018; Luk, Ng, & Lam, 2018; Maheshwari, 2021; Shao, 2020). Davis (1989) developed the Theory of Reasoned Action into the research instrument known as the Technological Acceptance Model (TAM). According to TAM, users may be encouraged to use information systems to obtain certain benefits such

as their usefulness, ease of use of the system as well and attitudes towards its use. It argues that a user's friendliness towards the scheme can increase its efficiency because the user uses very little effort for an easy-to-use instrument, and this, in turn, can help the effort in performing other tasks. It also argues that the more useful a system is, the higher the quality of work and productivity, because the system can help users perform their work better. Both aspects of the usefulness and ease of the system used can predict the attitude of users in using the system, and the picture is given by the willingness of users to use the system. It is hypothesized that a key factor in determining whether users actually use a system is their general attitude toward using it. The attitude and understanding of the user have an impact on them to use the system effectively. In turn, attitudes will influence behavioral intentions toward the use of Wakelet as an interactive digital platform for teaching and learning in Front Office modules.

2.1.7.1. Perceived Usefulness (PU)

PU stands for the degree of belief that using technology can boost one's productivity at work (Davis, 1989). In this study, "PU" refers to how much students believe that using an e-learning approach would help them learn. Recent studies have shown that PU has an impact on user intentions and attitudes toward technology (W. Al-Rahmi, Aldraiweesh, Yahaya, & Kamin, 2018; W. M. Al-Rahmi et al., 2021; Alamri et al., 2019; Alamri, Almaiah, & Al-Rahmi, 2020; Teo & Zhou, 2014). As PU directly influences actions, it is assumed that it will indirectly influence a person's intention to use an e-learning program.

2.1.7.2. Perceived Ease of Use (PEU)

The degree to which a person thinks utilizing an e-learning tool is painless is known as PEU. When a technology is viewed as being easy to use, individuals are more likely to have a positive attitude toward it, according to Davis (1989), Teo and Zhou (2014), and Venkatesh, Morris, Davis, and Davis (2003). In this analysis, PEU refers to a student's perception that using an e-learning strategy is straightforward and beneficial. Although PU is concerned about how technology will affect how efficiently jobs are done, perceived ease is concerned about how technology will affect how tasks are performed (Davis, 1989).

2.1.7.3. Attitude towards Use (ATU)

According to the literature, ATU is influenced by the student's classroom (Fabunmi, Brai-Abu, & Adeniji, 2007) or by their commitment to and appreciation of their learning activities (Riaz, Riaz, & Hussain, 2011). According to Davis (1989), the PEU and the TAM have an impact on PU and, when combined, have an impact on how consumers use e-learning systems. In a different study, PEU and PU were regarded as crucial indicators for interactive course identification (Alalwan et al., 2019; Tan, 2019). PEU affects how students perceive and plan to use the BIU e-learning framework. The BIU for e-learning system usage in this study is the extent to which students believe using an e-learning system helps their learning, which promotes their ATU e-learning system use.

2.1.7.4. Behavioral Intention to Use (BIU)

BIU, or behavioral intention to use, is the likelihood that someone will engage in the targeted behavior (W. M. Al-Rahmi et al., 2021). Ajzen (1991) asserts that BIU is a definite precursor of real behavior because it increases the likelihood that a person would engage in a particular action (Ajzen, 1991). Many studies that support the association between BIU and user behavior have been reported (W. M. Al-Rahmi et al., 2021; Davis, 1989). The behavioral intention has a significant positive impact on the use of e-learning systems, according to the vast majority of studies on technology adoption in the e-learning field (Alshehri, Rutter, & Smith, 2019; Salloum & Shaalan, 2019).

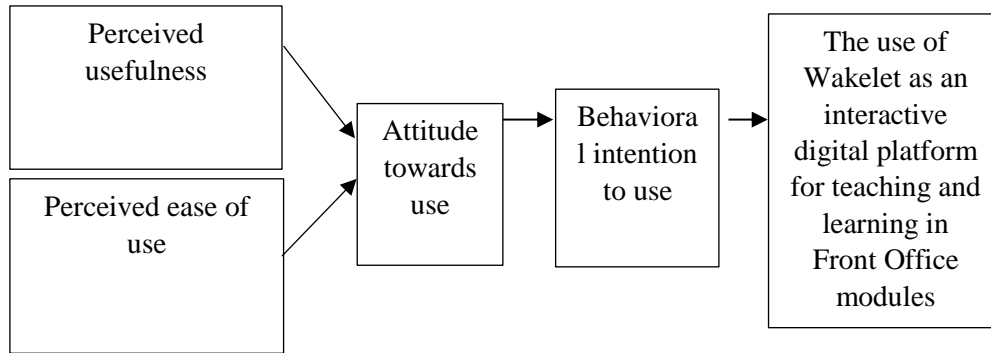


Figure 4. A conceptual framework for the use of Wakelet as an interactive digital platform for teaching and learning in the Front Office

Source: Adapted from (Davis, 1989)

3. Research Methodology

This study focuses on students of the Hospitality Operations Certificate Program in the Hospitality Operations Unit at Sungai Petani Community College, Kedah. The total number of students is a group of final semester students who taking Front Office subjects. The research instrument used was a questionnaire that had been adapted and modified from previous studies (Davis, 1989; Dizon, 2016; Douglas & Miller, 2006; Umbit & Taat, 2016). The questionnaire for this study is divided into five sections. The first section contains questions about the demographic information and background of the respondents. The second section measures Students' perceived usefulness towards the use of Wakelet as an interactive digital platform for teaching and learning in the Front Office (5 items) (Davis, 1989). The third section measures the perceived ease of use of Wakelet as an interactive digital platform for teaching and learning in the Front Office (10 items) (Umbit & Taat, 2016). The fourth section consisted of questions on students' attitudes toward the use of Wakelet as an interactive digital platform for teaching and learning in the Front Office (6 items) (Douglas & Miller, 2006). The fifth section consists of questions on students' behavioral intentions toward the use of Wakelet as an interactive digital platform for teaching and learning in the Front Office (2 items) (Dizon, 2016). This questionnaire uses a five-point Likert scoring scale with the following categories: 5 = strongly agree, 4 = agree, 3 = not sure, 2 = disagree, and 1 = strongly disagree. Frequency and percentage statistics were obtained from the demographic data of the respondents. Means and standard deviations were used to quantitatively analyze data on perceptions of Wakelet's usefulness, usability, attitudes, and behavioral intentions. The following range was used for the analysis: low/negative: 1.00-1.67, moderate: 1.68-3.33, high/positive: 3.34-5.00.

4. Results and Discussions

Study Objective 1: To identify students' perceived usefulness, perceived ease of use and behavioral intentions toward Wakelet as an interactive digital platform for teaching and learning in Front Office modules.

Table 1 demonstrates that the mean score for how useful students thought Wakelet was overall was quite high (Mean = 4.55, SD = 0.565). The highest average score was found for the first item (Wakelet improved my learning performance, Mean = 4.63, SD = 0.576) and item no.5 (Through Wakelet, course content is easier to learn, Mean = 4.863, SD = 0.647), followed by item no. 3 (Wakelet improved my learning effectiveness, Mean = 4.58, SD = 0.654). The lowest mean score was found for the second item (Wakelet increased my level of understanding (Mean = 4.50, SD = 0.590) and item no. 4 (I found Wakelet very useful for me (Mean = 4.46, SD = 0.833). It was interesting to note that all items were rated at a high level. In this study, the first item (Wakelet improved my learning performance) had a smaller SD than the third and fourth items, which suggests greater agreement among the participants.

Table 1. Mean and Standard Deviation of Students' Perceived Usefulness of Wakelet as An Interactive Digital Platform for Teaching and Learning in the Front Office

	Item	Mean	S.D.	Level
1	Wakelet improved my learning performance.	4.63	.576	High
2	Wakelet increased my level of understanding.	4.50	.590	High
3	Wakelet improved my learning effectiveness.	4.58	.654	High
4	I found Wakelet very useful for me.	4.46	.833	High
5	Through Wakelet, course content is easier to learn.	4.63	.647	High
	Total Mean	4.55	.565	High

With reference to Table 2, it was discovered that the total mean score for perceived ease of use was high (Mean = 4.69, SD = 0.526). When considering all items, six items can be sorted from highest to lowest as follows: Wakelet will save time to obtain reference material (Mean = 4.63, SD = 0.576), Wakelet provides relevant information (Mean = 4.54, SD = 0.588), Wakelet provides accurate information (Mean = 4.50, SD = 0.590), Wakelet provides good information (Mean = 4.50, SD = 0.659), Wakelet provides timely information (Mean = 4.50, SD = 0.590), and Wakelet provides detailed information. (Mean = 4.50, SD = 0.659). In this study, item no. 1 (Wakelet will save time to get reference material) clustered closely with the mean when compared to item no 4, which had a higher SD and more spread data values around the mean.

Table 2. Mean and Standard Deviation of Perceived Ease of Use of Wakelet As An Interactive Digital Platform for Teaching and Learning in Front Office

	Item	Mean	S.D.	Level
1	Wakelet will save time in obtaining reference material	4.63	.576	High
2	I feel comfortable using Wakelet.	4.42	.830	High
3	I found Wakelet easy to use.	4.33	.816	High
4	Wakelet is very useful to me.	4.46	.884	High
5	Wakelet provides accurate information.	4.50	.590	High
6	Wakelet provides good information.	4.50	.659	High
7	Wakelet provides timely information.	4.50	.590	High
8	Wakelet provides relevant information.	4.54	.588	High
9	Wakelet provides easy-to-understand information.	4.38	.711	High
10	Wakelet provides detailed information.	4.50	.659	High
	Total Mean	4.69	.526	High

Table 3 shows that the overall mean score of students' behavioral intentions towards the use of Wakelet as an interactive digital platform for teaching and learning in the Front Office was high (Mean = 4.39, SD = 0.820). The highest average score was found in item no. 1 (I intend to study Front Office subject with Wakelet in the future, Mean = 4.42, SD = 0.776), while the lowest mean score was found in item no. 2 (If I am offered, I intend to study Front Office subjects through Wakelet, Mean = 4.38, SD = 0.924). All items were at a high level. In this study, item no. 1 (I intend to study Front Office subject with Wakelet in the future) was well distributed when compared to item no. 2, with a smaller SD for item no. 1.

Table 3. Mean and Standard Deviation of Student Behavioral Intentions Towards the Use of Wakelet as An Interactive Digital Platform for Teaching and Learning in Front Office

	Item	Mean	S.D.	Level
1	I intend to study Front Office subject with Wakelet in the future	4.42	.776	High
2	If I am offered, I intend to study Front Office subjects through Wakelet	4.38	.924	High
	Total Mean	4.39	.820	High

Study Objective 2: To identify students' attitudes towards the use of Wakelet as an interactive digital platform for teaching and learning in Front Office modules.

Table 4 shows that the overall mean score for attitudes towards Wakelet as an interactive digital platform for teaching and learning in Front Office was positive (Mean = 4.69, SD = 0.526). The highest average score was for the fifth item (Wakelet provided an interesting learning environment, Mean = 4.63, SD = 0.576), followed by the second item (fun to use, Mean = 4.54, SD = 0.779), the fourth item (Improve the quality of the course compared to others, Mean = 4.50, SD = 0.659), and the sixth item (I enjoy myself learning in this environment, Mean = 4.50, SD = .659). The lowest mean scores were for the first item (likes to use Wakelet, Mean = 4.33, SD = 0.796) and the third item (Comfortable interacting with other students, Mean = 4.42, SD = 0.776). All items were positive. In this study, the fifth item (Wakelet provides an interesting learning environment) was well distributed compared to the first item because the SD for the fifth item was smaller.

Table 4. Mean and Standard Deviation Students' Attitudes Towards the Use of Wakelet as An Interactive Digital Platform for Teaching and Learning in the Front Office

Item	Mean	S.D.	Tahap
1 like to use Wakelet.	4.33	.868	Positive
2 Wakelet is fun to use.	4.54	.779	Positive
3 Comfortable interacting with other students.	4.42	.776	Positive
4 Improve the quality of the course compared to others.	4.50	.659	Positive
5 Wakelet provided an interesting learning environment.	4.63	.576	Positive
6 I enjoy myself learning in this environment.	4.50	.659	Positive
Total Mean	4.69	.526	Positive

Findings from the aspect of student' perceived usefulness of using Wakelet recorded a high overall mean score. This indicates that the majority of respondents can accept the use of Wakelet as an interactive digital platform for teaching and learning in the Front Office module even though this platform is still new. These findings have also fulfilled the original purpose of Wakelet's development, which is to become an interactive and continuous information collection hub to facilitate sharing and access by users. The results suggest that Wakelet has a positive impact on students' learning performance and effectiveness, making it easier for them to learn course content. Many scholars have performed studies on the use and implementation of e-learning programs This finding is consistent with previous studies that have shown that digital platforms can have a positive impact on students' learning performance (Ashraf et al., 2021). In conclusion, respondents' perception of the advantages of using the Wakelet platform is positive, the course content is easier to learn, and Wakelet can improve student learning performance.

The analysis of the perception of ease of use for the Wakelet platform recorded a high mean score. This shows that the majority of respondents think that using the Wakelet platform can save time in obtaining reference materials. This is because the Wakelet platform has provided storage, collection, and organization of information, materials, notes, videos, and others on the same platform as the "One stop center". Respondents' perceived ease of use of the Wakelet platform is positive, and Wakelet can provide relevant information accurately, timely, and with detailed information because lecturers can choose the type of material by arranging an appropriate framework to facilitate students to use it. This finding is consistent with previous studies that have shown that digital platforms can save time in obtaining information (Tu & Luong, 2021).

Based on the study, the attitude of respondents towards the use of Wakelet as an interactive digital platform for teaching and learning in the Front Office is positive, with a high mean score of 4.69. This is because Wakelet provides an engaging learning environment by arranging a mix of content such as notes, quizzes, videos, group discussions, etc., making it a creative way to interact with students. Respondents also stated that Wakelet is fun to use and can improve the quality of the course compared

to others. In addition, respondents also agreed that they enjoy learning in this environment. This finding is consistent with previous studies that have shown that students are more likely to use digital platforms if they have a positive attitude toward them (Hussein, 2017).

Regarding behavioral intentions, students showed a high intention to study Front Office subjects with Wakelet in the future, as reflected in the high mean score for item 1. However, the mean score for item 2, which was “If I am offered, I intend to study Front Office subjects through Wakelet” was slightly lower than the mean score for item 1. Nevertheless, both items obtained high mean scores, indicating that students have a positive attitude toward Wakelet and are willing to use it for their future studies. This allows Wakelet to be the latest platform for lecturers to use in online learning.

5. Conclusion

5.1. Conclusion

The aims of this study were to investigate the perceived usefulness, perceived ease of use, and behavioral intentions of students towards Wakelet, an interactive digital platform used in Front Office modules. The findings suggest that students perceived Wakelet as an effective digital platform for teaching and learning in the Front Office modules, with high overall mean scores for perceived usefulness, perceived ease of use, and behavioral intentions. Students found Wakelet to be a useful and easy-to-use tool that can improve their learning performance and effectiveness, while also saving time. The high intention of students to use Wakelet in the future aligns with Wakelet’s original purpose to become an interactive and continuous information collection hub to facilitate sharing and access by users. However, the preference for Wakelet may be affected if other digital platforms are offered, so the continuous improvement of its features and functionalities is necessary to ensure it remains a preferred digital platform for teaching and learning.

5.2. Limitation

It is important to note that the study was conducted in a specific context and with a limited sample size, which may limit the generalizability of the findings to other contexts and populations. Additionally, the study only focused on the perceived usefulness, ease of use, attitude, and behavioral intentions toward Wakelet without exploring potential factors that may influence these perceptions. Moreover, the study did not investigate the actual usage of Wakelet or its impact on student learning outcomes.

5.3. Suggestion

Future studies can expand the scope of investigation by exploring the factors that may influence student’ perceptions and usage of Wakelet in different contexts and populations. Additionally, studies can investigate the impact of using Wakelet on student learning outcomes such as academic performance, engagement, and satisfaction. It is also suggested to conduct a longitudinal study to investigate the sustainability of using Wakelet as an interactive digital platform for teaching and learning. Furthermore, future studies can compare Wakelet with other digital platforms to assess its advantages and disadvantages in facilitating teaching and learning.

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