

ABSTRACT

This study discusses whether the task-technology fit on academic support technology and habits in using these devices has an impact on the individual performance of lecturers. Based on a survey in 97 full-time lecturers at Telkom University, the results of this study indicate the impact of task-technology fit in the context of academic support technology on lecturer individual performance is positive and significant. While the impact of habitual use or habit of using academic support technology on lecturer individual performance is positive but not significant. This study also identified that the task mobility which part of task characteristics and technology (reliability, accessibility, and overall quality) characteristic that are found to be positively influenced on task-technology fit for academic support technology, but there is one variable that not influenced to task-technology fit, that is task feedback which another part of task characteristics.

This study found that external factors such as perceived critical mass and the reputation of academic support technology has positive and significant influence to habitual use of academic support technology, while the individual internal factor such as self efficacy and trust has not significant influence on habitual use of academic support technology. This study using structural equation modeling with partial latest square (PLS-SEM) to identify the main variables contained in endogenous latent variables. The present findings enable researchers and practitioners to understand the impact of academic support technology that has been used in supporting activities of research, public service and teaching on the individual performance of lecturers at educational organization.

Keywords: Task-Technology Fit; Habitual Use; Individual Performance; Academic Support Technology; PLS-SEM