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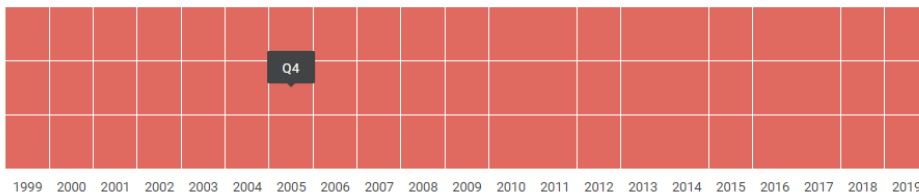
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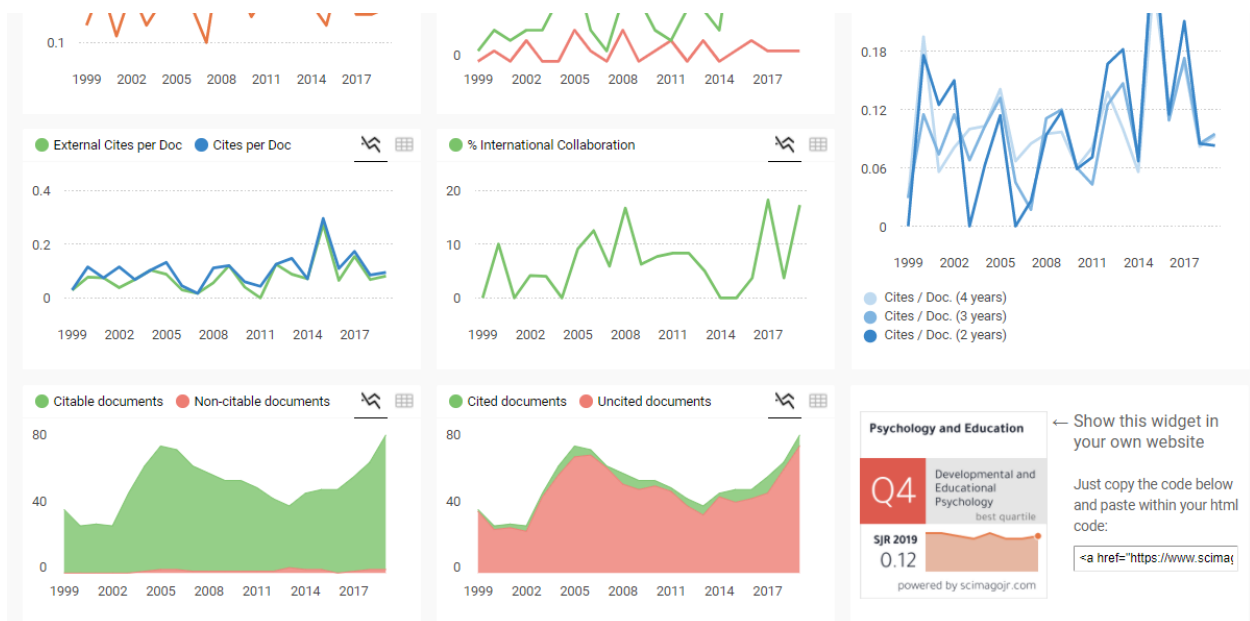


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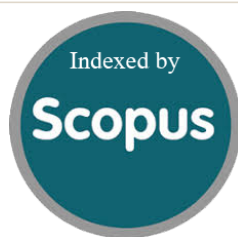
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THE EFFECTS OF THE ROLES OF ACTORS TO AUDIENCE SATISFACTION THROUGH TECHNOLOGY ACCEPTANCE MODEL (TAM) IN SOCIAL MEDIA DURING PANDEMIC ERA

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ABSTRACT

Covid-19 caused the disruption in many areas of life. All activities changed suddenly, and there were social restrictions on the community with a lockdown. Activities outside are done from home and the use of the internet becomes paramount. Plays, which have been performed on stage, have turned online. People who are now used to being at home have much time to watch movies online. This research focuses on drama performance and consumption online using technology acceptance model (TAM). The data are obtained from 512 respondents who were watching movies online, and 202 of them watched drama films. Research analysis is done by using partial least square. The results shows that the role of actors had an impact on the TAM. The role of actors can increase the perceived usefulness of technology, perceived ease of use, and audience satisfaction. The TAM has an impact on audience satisfaction. Perceived usefulness of technology and perceived ease of use increases audience satisfaction. This study contributes to help actors in online drama with the flow theory, a practical contribution to using the video/film industry to enhance social and economic growth.

KEYWORDS: *Intrinsic role of the actor, technology acceptance model, audience satisfaction*

Article Received: 10 August 2020, Revised: 25 October 2020, Accepted: 18 November 2020

1. INTRODUCTION

Changes in the global order are caused by the emergence of an infectious epidemic called the coronavirus (COVID-19). The coronavirus was first found in the city of Wuhan, China, in December 2019. The threat of the virus attacking the respiratory system is acute and severe (Verity et al., 2020). The spread of the virus occurs between one person and another when a droplet comes out through activities such as coughing, discussing, or exhaling something. The droplet released by a person will touch the surrounding locations so that contamination will endanger those who have not been exposed to it. The anticipation for the coronavirus's spread can be done by maintaining a distance between one person and another. The restrictions that have been carried out have a profound impact on the continuity of business, education, and life in general to make drastic changes on the economic, social and cultural order (ILO, 2020).

Many countries take measures to anticipate the rapid movement and spread of the virus. The spread of the virus has increased anxiety for affected residents, and residents worried that they would be affected, increasing the number of people who have died due to the Covid. Research conducted by Ghosh (2020) states that the concerns caused by covid have resulted

in the government in India. The government must take a quick action to carry out stringent lockdowns and to prevent fatal consequences for the economy, forcing millions of poor people to starve and resulting in uncontrolled distance control. However, the coronavirus cannot be effectively controlled.

The coronavirus has resulted in panic in the community to survive, chiefly to secure the food needs needed during the quarantine process carried out by local government policies. Thus, it has an impact on the balance of food supply and those who need this food, whereas is the local government policy to maintain food security (Yu et al., 2020). Coronavirus also causes social problems for a country in employing the citizens who cannot work due to businesses or businesses' inability to survive a pandemic. This condition also requires the local government to find solutions to overcome the problem by conducting an online workforce recruitment process. The government in China, for example, provides employment consultation for college graduates and online employment consultation for the unemployed. Services for the availability of job positions, employment consultations offered by the government, and online interviews are provided (Zhang, 2020). Coronavirus also determines the change of behavior in the world

of tourism and hospitality. Changes in tourists' behavior, travelling, and tourist preferences are very drastic (Wen, et al. 2020).

The panic also spread to other fields. For example, coronavirus spread impacts the uncertainty of UK property prices due to the material's uncertainty to carry out property development, so it is difficult for property developers to calculate the sales value. Property prices are determined based on agreements and intensive communication among consumers and property service providers. The uncertainty makes calculating the necessary costs and additional expenses cannot be carried out correctly (French, 2020). The covid pandemic also impacts the sports sector in North America, especially on the American League in organizing a sports business in terms of financial availability. So far, the audience's income has made an immense contribution to organizing the league. The government carries out the condition for preventing the coronavirus by prohibiting those activities that gather large numbers of people. The distance between one spectator and another has an impact on the cancellation of all sports league activities. Losses incurred by league clubs in America are estimated to reach 6.8 bn dollars on the assumption that the league does not get any income from ticket sales. The cancellation of this activity impacts the financial condition of sports clubs in the country. A solution is to overcome it by carrying out sports activities broadcasted online and without live viewers on the sports field (Ehrlich et al., 2020). The coronavirus incident has also resulted in an imbalance in countries globally, including Africa, which has been affected by the procurement of industrial raw materials, almost all imported from China. The coronavirus outbreak in China has resulted in an economic contraction in African countries resulting in an economic decline and people's inability to get basic needs and essential health. It has also impacted the management of the health and education sectors (Ozili, 2020). The worst social impact in Africa has been the limitation of people's movement to reduce the coronavirus spread. The restrictions that have been carried out are closing schools, and universities, and encouraging residents to stay at home.

The previous explanation has showed that almost all countries in the world carry out their policies in overcoming the coronavirus's spread to maintain the resilience and welfare of their citizens. The same thing has happened in Indonesia regarding the government policies in dealing with the spread of the coronavirus. The Indonesian government control all activities by making policies for the relocation of the state budget, paying attention quickly to national

food security, strengthening national health, and in the education sector, cancelling the national school exams and prohibiting face-to-face teaching and learning in schools and universities until unknown deadline (Djalante et al., 2020).

Teaching materials are delivered online to students, systematically and regularly by the teaching staff. The teaching staff implement teaching and learning activities should be done by delivering the materials properly to students to meet the requirements and objectives (Asterhan and Hever, 2015). The teaching and learning process that was carried out face-to-face in universities has been replaced with the teaching methods using the internet or e-learning. The changes impact educators and students in adapting themselves to the media used in delivering and receiving the learning materials. Online education puts pressure on the teachers in matching the material with students' academic design and characteristics. This condition puts pressure on students as well because the online learning process is tiring for both teachers and students to interact well. The teaching process that is carried out must be adequate to maintain the students' concentration on the teaching process (Bao, 2020). E-learning, therefore, is a big challenge for all.

E-learning is a teaching and learning process that delivers teaching materials to students using the internet, intranet, or other computer network media. The initial interactions that took place were still awkward and has gradually become a new normal. In a survey conducted on 508 colleges student, an adequate 5% stated that there was academic pressure on online lectures, 32.3% noted a lack of teacher cooperation, and 59.4% said that it was still difficult to use devices in online learning (Islam et al. 2020). Teaching that is carried out online is a process of delivering educational material to students, carried out systematically and regularly by the teaching staff. The teaching staff applies to carries out teaching and learning activities to convey deliver the learning materials properly to students to meet the requirements (Asterhan and Hever, 2015). The online lecture process uses information and communication technology. The learning process that has been carried out is determined by technology acceptance for both teachers and students. The use of technology in e-learning uses the technology acceptance model (Abdullah et al., 2016; Siron et al., 2020). TAM has an impact on the intention to use on social media (Rauniar et al. 2014).

Lectures related to drama performance are also conducted online (Katz-Buonincontro et al., 2020). In offline classes, interactions between students and teachers in acting exercises directly on stage was

visible to one another. When they turn online, it is difficult for both parties to know each actor's movements related to dialog among actors, and the harmony between them. Therefore, it is important to study this online drama practice. This study is divided into two broad lines: first, identifying the students' obstacles in practicing drama online. Second, getting the level of audience satisfaction (who are also students) with the online drama determined by the actor's roles and the technology acceptance model simultaneously.

2. LITERATURE REVIEW

2.1. Online Drama Learning

Online drama learning is a new way of learning due to the Covid-19 virus outbreak. Drama performances that are carried out on stage have turned online. As part of active learning in drama-based instruction classes, the autonomous movement shows creative student involvement in autonomy, innovative resources, and competencies (Katz-Buonincontro et al., 2020). Actors must communicate online and have good camera quality when someone plays their role (Basuki, 2021). In fact, online learning process requires adequate support, ineffective use of time, online video tutorials, teaching materials and detailed guides to make it easier for students to understand (Bao, 2020). Good drama requires quality communication among actors, and so that one actor can understand another actor's actions. Thus, actors' role is important since "theatres carried out by online social networking depend on the actors' performance" (Lim and Schumann, 2019). It is important to find out if the teaching and learning of drama online is effective. TAM (Technology Acceptance Model) is a way to evaluate the effectivity of the online learning process. TAM uses information and communication technology approach. TAM's use is focused on the perceived usefulness and perceived ease of use (Rauniar et al., 2014; Siron et al., 2020; Abdullah et al., 2016).

2.2. Roles Of Actors

Drama is very dependent on the performance of actors in playing roles and communicating well with other actors. Performances by actors on stage dramatically show every individual's appearance in life, reflecting one's self-presentation and efforts to create a unique impression on the minds of others (Lim and Schumann, 2019). The role of actors virtually gives unlimited contributions to an individual in self-reconstruction and creation in detail. The characteristics or functions of an actor are determined by the consumer's perceptions. Actors demonstrate the ability to build characters share their ideas and interact with other characters (Ross, 2007). The next stage is the actor's ability to reflect on and

analyze characters using their practical knowledge and experience. The primary focus in drama is to build relationships among members to convey the planned theme (Päsilä et al., 2017). Analytically, the author immediately describes the character as intended by the author. Dramatically, the actor demonstrates the characterization by internalizing a character's name, physical depiction, or body posture, how to dress, behavior towards other characters, their environment, and the dialogue in the interactions with other characters. The ability to think critically to determine the drama's flow is essential in utilizing individual actors' role in a theatre (Uzunöz and Demirhan, 2017). Measuring actors' role in the flow theory approach obtained in real-time by the audiences is measured by adopting the research of Huang and Chen (2014). The concept of flow is used to understand the actor's intrinsic value so that it becomes a personal experience for the audience.

2.3. Actors And Audience Satisfaction

Drama itself is a type of literature that describes human movements and gestures in describing real life. The actor's role is to describes the real condition or behavior through the character in a staged dialogue (Ross, 2007). Drama that will be shown or staged is intended to entertain the audience (Katz-Buonincontro et al., 2020). Drama's role can be separated into four levels. The first level is physical such as gender, age, size, and coloring. The second level is social, such as economic status, profession or skills, religion, family relationships, which place a role in the environment. The third level is psychological, showing habits, attitudes, desires, motivations, likes and dislikes. The fourth level is moral (Satoto, 2012). The role of actors in a professional manner will provide exceptional satisfaction for actors and consumers alike.

The actor's satisfaction at the value of his positive experience affects performance (Lim and Schumann, 2019). The actor feels that he has done creativity to carry out an interactive and imaginative process, especially in transferring knowledge or role (Dorion, 2009). The actor's satisfaction as an individual can be related to the individual actor's ability to play a drama role. Students who take the role as actors in online class can be said to be a form of training. Actor's satisfaction is measured in the form of satisfaction with training. Mansour et al. (2017) stated that the organization's practice is able to provide a commitment to employees and increase employee satisfaction, so is performance activities to actors. Audience satisfaction which is also played by paying attention to the scenes shown by the actors can be

determined by the viewer's pleasure in paying attention to drama scenes (Lim and Schumann, 2019). Viewer or audience satisfaction with a drama scene can be seen by whether or not s/he enjoys and feels the drama scene. Viewer satisfaction indicators are adopted from research by Tarigan et al. (2020). The indicator for electronic viewer satisfaction in the film is measured: watching drama is fun, watching drama provides a positive thing, watching drama is the right choice, watching drama makes you happy, and watching dramas provides entertainment.

3. RESEARCH METHODS

The nature of the study was both explanatory and evaluative. Primary data were collected using a structured questionnaire and personal observations. The distribution of the initial stages to make a

questionnaire was carried out in drama classes. The initial data collection process for college students taking the acting course was carried out by interviewing and distributing questionnaires openly, with several questions: What did you feel when you were told that you would not produce the stage play. After determining your role in the performance, what were your initial reactions? During the drama process, what do you feel? The students' feeling is about the drama process done offline, while the last question is about the challenges/problems in producing a play online. The results of distributed questionnaires in the first stage were then analyzed a descriptively and evaluatively. Based on the explanation in the introduction, literature review and explanatory and evaluative analysis, the research model is defined in Figure 1.

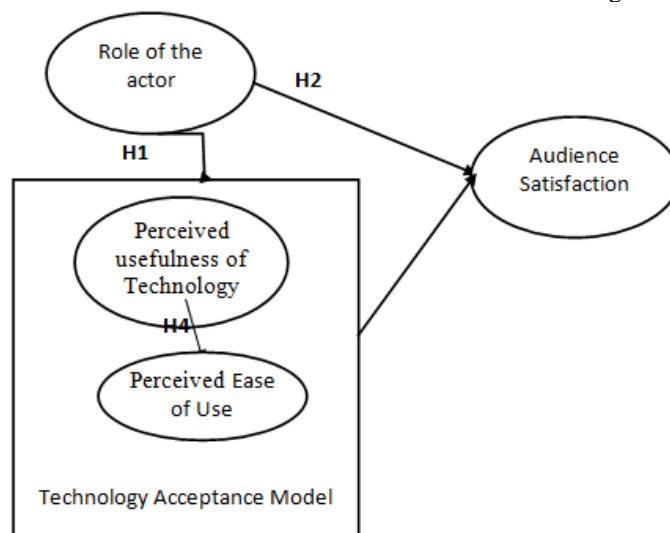


Figure 1. The research concept framework

Based on Figure 1, the research hypothesis can be formulated as follows:

H1: The role of actor affects the Technology Acceptance Model (perceived usefulness of technology and perceived ease of use).

H2: The role of actor affects Audience satisfaction.

H3: Technology Acceptance Model (perceived usefulness of technology and perceived ease of use) affects Audience satisfaction.

H4: Perceived usefulness of technology affects Perceived ease of use.

The identification results related to the obstacles faced by student actors in carrying out a play important in measuring the satisfaction of online film viewers. The identification results obtained are to increase the understanding of researchers in

determining the questionnaire. The questionnaire is designed to measure student satisfaction with online performances via google meet and zoom in online drama lectures to see the role of technology that is easily accepted.

Data collection in the second stage was carried out online by distributing questionnaire links to drama movies viewers online. Distribution of questionnaires to drama movies viewers online was done by incorporating elements of technology, namely the technology acceptance model. Distribution of questionnaires was done to respondents in Indonesia. The number of respondents who filled out the questionnaire was 512 during the Covid- 19 period (March 2020-November 2020). Measurement items used for the actor's role by the audience was adopting Huang and Chen (2014). The indicators were as follows: taking me away from reality, actors making

me feel like flowing in movies, actors taking me fully to concentrate, actors making it easier for me to visualize, and actors making it easier for me to imagine the plot of the movies. The measurement items for perceived ease of use and perceived usefulness of technology adopt measurement items from Rauniar et al. (2014). The perceived ease of use indicators, among others: online movies can be accessed flexibly; it is easy to get movies on social media; it is easy to watch movies on social media; and it is easy to understand movies on social media. The variables of perceived usefulness of technology are watching movies online enables interaction with other people; watching movies online is useful to me; watching movies can strengthen friendship; and watching movies increases knowledge about actors. The causality of the questionnaire was analyzed to get the impact of the role of actors in the movie on audience satisfaction through the technology acceptance model using the partial least square program.

4. RESULTS

4.1. Identification Of The Obstacles To Drama Online

Data collection was done by interview and distribution of questionnaires for drama class, and twenty-seven students were required to fill in the questionnaires. The students gave their response to distributed questionnaires regarding the following statements. What did you feel when you were told that you would not be able to produce the play with the answers being very disappointed, unhappy, sad, as many as twenty-one students, and six who expressed surprise? The drama classes conducted online show that there was still pressure to be felt. Reviewing the second statement after determining your role in drama actors, what were your initial reactions? It was found that seven students stated impossible to do, five said confused, six stated overwhelmed, five stated nervous, and others expressed hesitantly.

The recapitulation results during the drama process on what you they felt, showing the answers of feeling 1.

weird and confused seven students, being sad three students, being frustrated seven students, feeling enjoyment ten students. Seventeen students (63%) cannot carry out the function of actors or dramas online; this condition has resulted in many students being stressed about the online teaching process. The students felt that when the drama process was carried out offline, it gave positive answers, including getting direct guidance through two students' movements, four students' face-to-face action, four students, meeting other people, three students doing a rehearsal without any difficulty, four student experiencing to be on stage, three students building character chemistry with other actors, three students feeling the sensations of being on stage, four students with excellent background and lighting roles. Almost all students stated positive things when the drama process was carried out offline.

The last process was related with statements and identification of the challenges/problems in producing online: twenty students experiencing a lousy internet connection, two students having the continuity among the actors, three students having difficulties with the video quality, one student having a problem on how to record the musical part of the play, and one student unable to see the other actors' body language. The main problem with the actors' role in online dramas is internet technology, so researchers need a variable Technology acceptance model.

4.2. Research Causality Analysis

Questionnaire distribution in the second stage is done by creating a link on the google form, which is distributed via email, google classroom, and WhatsApp, in order answer the research hypothesis. The respondents' data were 511 respondents and filtered the viewers who like to watch drama films as many as 202 respondents. The data of 202 respondents were used for descriptive and causal analysis. The profile of research respondents is addressed in Table

Table 1. Respondent Profile of Research

Variable	Description	Frequency	%
Gender	Male	92	46
	Female	110	54
Province	Riau island	2	1
	DKI Jakarta	1	1
	West Java	6	3
	Central Java	12	6
	East Java	112	55
	Bali	4	2

	West Nusa Tenggara	6	3
	East Nusa Tenggara	11	5
	West Kalimantan	1	1
	South Kalimantan	3	1
	Central Kalimantan	6	3
	East Kalimantan	15	7
	North Kalimantan	3	1
	South Sulawesi	8	4
	Central Sulawesi	9	4
	North Sulawesi	1	1
	West Papua	1	1
	Maluku	1	1
Number of drama film views film per week online	Less than 5 times	42	21
	6-10 times	35	17
	10-15 times	21	10
	More than 15 times	104	52

Characteristics of respondents based on gender were male (46%) and female (54%) who watched drama films. Drama films are preferred by women over men because drama films take a long time, involving a lot of feelings and generally having several episodes. The characteristics of respondents based on their origin showed that, the largest province was in East Java (55%) because researchers could communicate

better with the respondents. The number of watching drama films online per week was found to be less than five times (21%), 6 to 10 times (17%), 10 to 15 times (10%) and more than 15 times (52%). These results indicate that many people in Indonesia are interested in watching drama films and spending quite a lot of time doing these activities.

Table 2. Validity and Reliability of the Constructs

Item Measurement	Loading factor	Composite Reliability	AVE
Role of the actor		0.798	0.678
Take me away from reality.	0.731		
Actors make me feel like flowing in the film.	0.677		
Actor can bring me fully to concentrate.	0.829		
Actors make it easier for me to visualize.	0.713		
Actors make it easier for me to imagine the plot of a film.	0.841		
Perceived ease of use		0.850	0.768
Online films can be accessed flexibly.	0.585		
Easily get movies on social media.	0.831		
Easy to watch movies on social media.	0.838		
Easy to understand the film in social media	0.792		
Perceived usefulness of technology		0.770	0.676
Watching movies online can interact with others,	0.751		
Watching movies online is useful for me.	0.622		
Watching movies can strengthen friendship.	0.729		
Watching movies increases knowledge of actors	0.590		
Audience Satisfaction		0.876	0.766
Watching dramas is a pleasure.	0.839		
Watching dramas is positive.	0.659		
Watching dramas is the right choice.	0.799		
Watching dramas makes you happy.	0.756		
Watching dramas provides entertainment.	0.767		

The results of the validity and reliability test as a condition for the next process to be carried out are shown in Table 2. The results show that all variables have met the requirements with composite reliability

above 0.70 which is said to be reliable and all measurement items on the indicators are found to be above 0.50 and can be declared valid. The next stage of the research model can be seen Table 3.

Table 3. R-Square

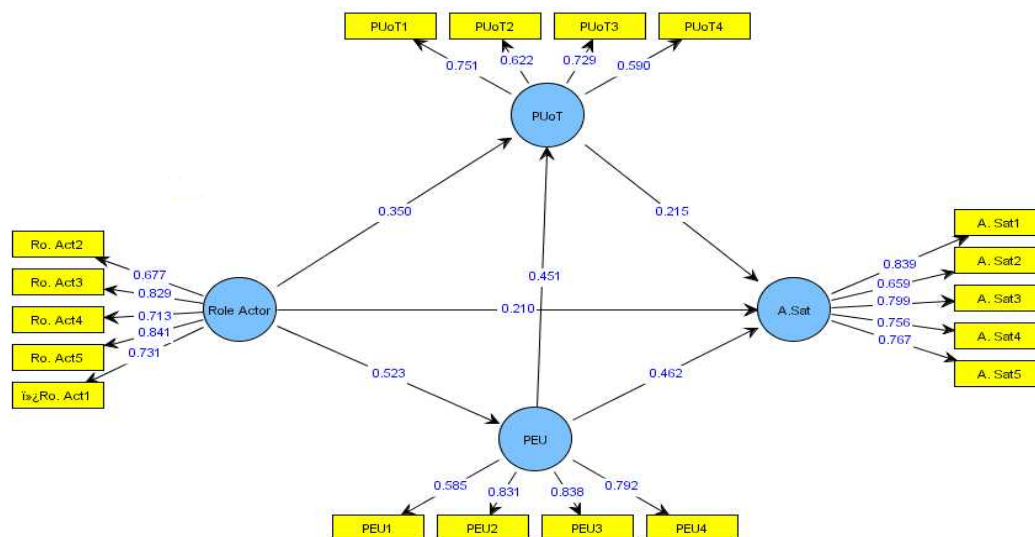
Variable	R ²
PUoT	0491
PEU	0274
A. Sat	0584

Based on Table 3, a research model can be assigned with a goodness of fit in which Q^2 value is obtained by using the value of R^2 . The value of Q^2 is $1 - (1 - 0.491^2) \times (1 - 0.274^2) \times (1 - 0.584^2) = 0.5375 = 53.75\%$. This shows that the actor role as the independent variable is able to explain the perceived ease of use,

the perceived usefulness of technology, and audience satisfaction. The research hypothesis testing is shown in Table 4 and Figure 2. The hypothesis is accepted if the t-statistic value is ≥ 1.960 , and it is rejected if it is < 1.960 .

Table 4. Path Coefficient

	original sample estimate	mean of subsamples	Standard Deviation	T-Statistics
Role Actor -> PUoT	0.350	0.350	0.065	5.401
PEU->PUoT	00451	0.456	0.061	7.398
Role Actor -> PEU	00523	0.529	0.052	10.103
Role Actor -> A. Sat	0.210	0.210	0.060	3.524
PUoT -> A. Sat	0.215	0.218	0.066	3.247
PEU -> A. Sat	0.462	0.461	0.055	8.365

**Figure 2. Path coefficient of the model**

Based on Table 4 and Figure 2, the first hypothesis shown by role of actor affects the technology acceptance model. The results obtained being a role of actor has a significant impact on the perceived usefulness of technology (H1a) which can be accepted. The part of the actor influences audience satisfaction (H2). The third hypothesis is that the technology acceptance model (perceived usefulness of technology and perceived ease of use) affects audience satisfaction. In detail, the perceived usefulness of technology affecting audience satisfaction (H3a) is accepted, and perceived ease of use affecting audience satisfaction (H3b) is accepted. The fourth hypothesis, namely Perceived ease of use, affects the perceived usefulness of technology (H4).

5. DISCUSSION

Based on the above data, the results show that the actors' role has a positive and significant impact on the perceived usefulness of the technology. The actor's ability to play a role in drama/movies performances by providing visualization images in real life and presenting a straightforward plot scene by scene impacts the perceived usefulness of technology. The audience is attracted to drama/movies played by actors and it will influence friends to interact with fellow fans. The audience will write and discuss the movie played by the actor, with friendship and warm conversation among audiences who like the movie. The results above indicate that the actors' role impacts the perceived ease of use positively and significantly. The role of actors is

important in providing visual and real scenes for the audience. The role of actors is providing scenes that upload the feelings of the audience in a drama/movie. The role of actors shown is easily accessible on social media and becomes a topic of conversation on the internet. The actors make it easy for them to understand based on the results of reviews from among the viewers.

The role of actors has a positive and significant impact on audience satisfaction because they can provide fun and adventure scenes. The actors can also make the audience happy and become excited in entertainment during the Covid-19 period because the community is limited in moving from one place to another within the country. The condition of Covid-19 resulted in the audience having a lot of time watching movies online because all cinemas were closed due to social restrictions and even lockdowns.

The results of the discussion above show that the perceived usefulness of technology has a positive and significant impact on audience satisfaction. The ease of watching movies online and being able to interact with other people, as well as strengthening friendly relations with friends/friends, gives satisfaction to the audience. The use of evolving technology allows viewers to comment on social media and other people, thus providing a useful and fun community. The use of technology has an impact on increasing audience satisfaction. The discussion above shows that perceived ease of use provides a positive and significant effect on audience satisfaction. The ease with which viewers can flexibly access online films, the comfort of getting movies on social media, and the ease of watching movies on social media have an impact on audience satisfaction. Based on the results of the discussion above, it can be concluded that the perceived usefulness of technology has a positive and significant impact on perceived ease of use. The ease of accessing drama/movies online using the information technology is currently developing. Movies that can be accessed easily on the internet make it possible to interact with other people and become an interesting topic of conversation in social media. Drama/movies that appear on social media and are easily accessed enable movie viewers to strengthen friendly relations. Good communication among movie viewers or others can affect perceived ease of use.

This research contributes theoretically to flow theory in real time on movies and the role of actors who provide satisfaction to online audiences. The use of information technology related to social media and the internet has an impact on user satisfaction. The practical contribution shows that people during the

Covid-19 pandemic were always at home, and are still doing activities from home, spending a lot of time using social media and films. The results show that 89% of people watch movies more than 6 times a week, indicating that almost every day the audience watches movies online. It is necessary to carry out a further research related to the impact of film on economic and social growth.

6. CONCLUSION

Covid-19 conditions resulted in people being at home full time. Activities in the community are carried out from home, including work from home, the school from home, learning from home, and other activities. People spend more time at home due to social restrictions and lockdowns, so a lot of time is spent communicating online and watching movies online. This study's results indicate that the role of actors has an impact on the technology acceptance model. The role of actors can increase the perceived usefulness of technology and perceived ease of use. The role of actors in the study impacts audience satisfaction because the audience was happy and became excited in entertainment during the Covid-19 period. The technology acceptance model has a significant impact on audience satisfaction. The technology acceptance model shows that the perceived usefulness of technology for audience satisfaction. The ease of watching movies online, interacting with other people, and strengthening friendly relations with friends give the satisfaction to the audience. The perceived ease of use has an impact on audience satisfaction. The ease with which viewers can flexibly access online movies and the ease of getting movies on social media also impact audience satisfaction. This research contributes in developing the flow theory and the roles of actors. Its practical contribution is to provide growth in the film industry and to impact social society and economic growth.

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