The Effect of Students' Perceived Social Presence in Distance Learning on Their Willingness to Attend Online Guidance with Improved Social Presence: The Mediating Role of Usefulness, Utility, Chance, and Behavioral Intention

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ABSTRACT: Four independent variables, social Presence, ease of use, usability, and risk, significantly affect students' intentions to interact in online tutoring on the Website. Social Presence is the dominant variable influencing students' intentions to interact virtually. These findings bring some implications for the distance learning management team that adopts the Website as their media. Social presence factors affect online guidance and counseling. It is analyzed from the potential of technological development, which is the purpose of this study to see the effect of social presence on the implementation of online guidance-the method used is multiple linear regression analysis, where this study identifies independent variables that affect the dependent variable through multiple regression hypotheses with 80 respondents. This study found that perceived social presence, utility, usefulness, and opportunity significantly influenced behavioral intention on online guidance by increasing social presence. In addition, behavioral intention was observed as the most dominant variable affecting students' intention to interact in distance learning.

INTRODUCTION

The Presence of the Internet contributes to the development of education through new findings in technology. Consequently, it is a supporting facility in distance learning and online guidance. Besides social Presence, the Website is utilized as the asynchronous and synchronous connecting media to improve and facilitate interaction in distance learning. It brings various ideas, such as guidance and learning sources. Technique and innovation can transform the paradigm of challenging tutoring into easy tutoring with the help of technology. In the integrated technology acceptance and social presence model, two developmental aspects, namely social Presence and Website, improve students' intellectual (Isriyah et al., 2020).

Social Presence becomes popular because it discusses the way students interact with each other's (Lowenthal, 2011). It has values of reciprocal relationship (Kim. J., et al., 2016), which tends to be observed in interpersonal emotion, symbolizing real Presence (Lowenthal, 2011). A study defines interactive online learning as a level of sentiment, perception, and reaction connected through computers (Tu, 2002). It generates awareness of the importance of feedback from other

people (Rovai, 2002), accentuates the importance of contact and collaboration (Chickering & Gamson, 1987), and the learning process (Blau & Caspi, 2009; Richardson & Swan, 2003).The students in distance learning attain the benefits of technology in finding the required information (Davis, 1989). The Technology Acceptance Model (TAM) theory facilitates smooth online learning (Tu, 2002) since, through online learning, students attain information quickly, with comfort, convenience, and privacy. The students naturally interact with their social environment and respond to it based on their needs and interest (Legault, 2016).

Previous research provides implementation carried out by Davis on the indicators of change good and social Presence. These perceptions are both the easy aspects with the influence of the Tam behavior, interpreted as students' behavior, whether they accept or reject the use of technology and their assignments (Davis, 1989; Lee et al., 2009). Davis (1989) defines the utilization of the system as an external psychomotor response measured through real use (Yasa et al., 2014). The students will use technology once they trust it is beneficial for them, easy to use, and continuously use it. This is shown by the effect of chance and utility on internet usage in websites and online guides by increasing social Presence.

Theoretical Concept

Technology Acceptance Model (TAM) learning concept is established from students' chance and is useful. Utilities affect students' attitudes towards use in distance learning. Their attitude toward technology usage directly affects the actual usage with no influence from the attitude toward technology usage. This research can be seen in the concept below.

The students' ease of use perception of the online guidance with improved social Presence shows their convenience in using social media (Murugan & Nagarajan, 2017). Recently, social media has altered the way people communicate. It has become one of the primary needs for distance learning students. Consequently, their ease of access, frequency of usage, and duration of using social media also affect the distance learning students' social attitude (Duffett, 2017). Therefore, online guidance with improved social Presence adopts the Website as its media to generate effective interaction.

The perceived usefulness of online guidance with improved social media presence shows that most students have selected online tutoring, so asynchronous online tutoring has affected their learning experience (Cui et al., 2013). In improving social Presence, the instructional design of online guidance holds a crucial role (Swan & Shih, 2019).

Theoretically, this study is derived from students' behavior, which examines how students use virtual objects in distance learning and finds clues to solve social issues from online guidance with improved social presence procedures (Isriyah et al., 2020). Empirically, it adopts and combines the social presence and acceptance model theory for distance learning. Professional personnel for communication and interaction patterns on the Internet, using social cognitive framework theory (Wan et al., 2008). The interaction within the communication becomes the factor affecting the students' positive behavior, as the essential support in this study. The implementation of social presence and acceptance model theory, adopted from the information and technology process (Davis, 1989).

The modesty and ability to explain the causal effect relationship among social behaviors using technology become the primary reason for TAM selection (Venkatesh et al., 2003). TAM offers two aspects, the benefits, and ease, which affect behavioral adoption (the behavior appears after using it). The modesty of distance education technology provides comes from the assumption that websites can be easily used and understood. In TAM, the attitude in using it represents the acceptance or rejection of someone in completing the tasks using technology. Its use is the behavior

demonstrated in using a computer (Robbins, 1964). The period and frequency of specific system adoption increase students' performance in the distance learning (Davis, 1989). Students' attitudes toward using new technology significantly affect the success of that new system implementation. A psychological consultation can improve the social Presence in distance education. Students' technology usage level can be estimated from their attitude and concern about technology. For instance, it can be measured by their interest in increasing the supporting peripheral, motivation to continuously use it, and willingness to motivate other students (Davis, 1989). Behavioral intention to use (ITU) represents students' tendency to use technology continuously.

Distance Learning (DL)

The distance learning (DL) program fulfills students' needs of learning and following the technology advancement. DL focuses on time management, motivation, and communication skills (Fidalgo et al., 2020). Besides, the World Wide Web facilitates access to information and distribution of educational content that aids distance learning (Isriyah et al., 2023). Currently, distance learning is commonly carried out by universities around the world (Allen, I.E. & Seaman, 2021).

Technology Acceptance Model (TAM)

The medium used to measure approval and predict future use of a source of system information from the Technology Acceptance Model. Acceptance is fundamental for humans to acknowledge the truth, good and bad experiences. It is indicated by the positive attitude, acknowledgment, and reward toward individual values, but remains capable of facing the truth (Sayer, 2005). The causal-effect relationship among students and WebCT, computer, self-efficacy, and subjective affect each other (Pan et al., 2005). TAM is relevant in determining and assessing the behavior in using technology (Enu-Kwesi & Opoku, 2020). It is essential, especially during the recent pandemic, that humans must alter their routines and behavior. Similarly, currently, students adopt distance learning to maintain their activity and health (Çubukçu & Aktürk, 2020).

Utility (U)

The distance learning students' perceived chance represents their perception that the adopted website increases their performance in the organizational context (Davis, 1989; Woolfolk et al., 2013) mention that easy use, relevant, and positively connected to students' attitude toward distance education. Distance learning provides the feature of exploration and system function effectively (Edison & Geissler, 2003). Therefore, the active students will present in the online class and spend most of their time communicating with their group synchronously or asynchronously (Ludwig-Hardman & Dunlap, 2003; Lowenthal, 2011; Leeds et al., 2013). Once the students attain its benefits, online media can help them succeed and finish their learning comprehensively. Internet communication can be perceived as 'authentic' and 'presence' so students can get content and connection (Richardson & Swan, 2003). Two factors influencing students are cultural factors in society and public awareness in responding to them. Cultural influences in society will motivate the ability of the Internet to increase certain values and activities. The usefulness can be measured using five measurement indicators, namely 1) improving students' Social Presence; 2) accelerating interaction; 3) collaborating with other people; 4) effective communication; and 5) increasing the effectiveness of online tutoring (Nugroho, 2016).

Chance (C)

Distance learning students' perceived risk involves lower learning results and learning motivation than the face-to-face tutoring. Their motivation (intrinsic and extrinsic), self-regulation,

dialog (among students and between students and Lecturer), learning guidance instructor, and design determine the risk potential in distance learning (Ikhsan et al., 2019). The risk variable can be measured using six indicators 1) risk of use, 2) risk; 3) learning needs fulfillment; 4) benefit potential (Li & Tsai, 2020).

Social Presence (SC)

Online communication has been widely used in education, and social Presence has become a part of it (Isriyah, 2022). It is connected to the distance learning students' technological needs (Kear et al., 2014) to perceive their interaction as 'authentic' and Presence. The most popular social presence theory illustrates and comprehends how students interact in online learning (Lowenthal, 2011). Research has drawn a specific conclusion. Thus, it is not easy to decide whether their social presence discussion represents social interaction, proximity, intimacy, or connectedness (Tu, 2002). This study explains the social presence theory to comprehend the substantial effects attained by the students in distance learning. Measuring social Presence can be used in five indicators, namely 1) Affective Responses, 2) Interactive Responses, 3) Cohesive Responses, 4) Social Context, and 5) Online Communication.

Theoretical Framework

This study referred to the previous study (Elkaseh et al., 2016).Other variables involve the dependent variable of students' behavioral intentions in online guidance and counseling and the variables of social Presence, opportunity, usefulness, and utility. This study surveyed the use and stages of online tutoring by increasing social Presence. The stages of this study are explained below.

There were four stages in the online guidance to improve social Presence, joining together, motivating, building commitment to implement, and observing evaluation. This study used technology acceptance as its media. Therefore, the students attended online tutoring through a website. It was measured by two sub-indicators, namely ease of use and usefulness.

The utility was estimated using four indicators, namely 1) improving students' Social Presence; 2) accelerating interaction; 3) collaborating with others; 4) effective communication, and 5) improving the effectiveness of online tutoring. The perceived usefulness was measured using six indicators 1) operational duration; 2) easy to operate; 3) easy in the operational stage; 4) following the users' demands; 5) flexible in operation; and 6) useful. The Social Presence was measured using five indicators 1) Affective Responses, 2) Interactive Responses, 3) Cohesive Responses, 4) Social Context, and 5) Online Communication.

Aim of Study

The purpose of this study is to analyse the impact of usefulness, utility, chance, and behavioural intention in modulating the effect of students' perceived social presence in distance learning on their propensity to attend online guidance with improved social presence. The study will investigate the relationship between students' views of learning and satisfaction with online courses and their social presence. The researchers want to find techniques for developing social presence and propose ideas for designing social presence in higher education. They also intend to provide online interactive activities and learning resources in order to maximise learner engagement and outcomes.

Hypothesis

The study's hypothesis is that students' perceptions of their ability to participate in online advice with improved social presence affect their willingness to do so, and that this link is mediated by usefulness, utility, chance, and behavioural intention.

H_1: Utility relevant and significant to distance learning students' intentions to interact by using online tutoring to increase social Presence.

H_2: The perceived usefulness is relevant and significant to distance learning students' intention to interact using online tutoring by increasing social Presence.

H_3: The perceived chance positively and substantially affects distance learning students' intention to interact using online tutoring by increasing social Presence.

H_4: Perception of social Presence is relevant and significant to distance learning students' intention to interact using online tutoring by increasing social Presence.

METHODS

Design

This study's design use experiment in Quantitative design, with linear regression analysis to determine how the dependent variable can be predicted by the independent variable. This analysis is useful for determining whether the dependent variable increases or decreases as the independent variable increases or decreases, or whether the dependent variable increases or decreases as the independent variable increases or decreases, and vice versa.

Participant

The study involved a total of 429 students who were selected at random from various schools in Lumajang. These students were then asked to participate in surveys as part of the research. This sample size was determined to ensure a diverse representation of pupils from different educational institutions within the area. By gathering responses from this group of participants, the researchers aimed to obtain comprehensive insights and data that would contribute to the study's objectives. The selection process aimed to minimize bias and provide a well-rounded perspective on the topic at hand.

Dependent Measure

Likert scale uses a range of indicators measured from 1 (totally disagree), 2 (dissent), 3 (moderately agreement), 4 (agreement), and 5 (strong agreement). The sample is a technique of neither probability nor purposive sampling (Ghozali, 2018). The criteria for respondent selection was that the students should have joined distance learning for four weeks when this study was carried out. This study involved 50 respondents. The validity test was conducted to measure whether the adopted instrument could properly gather the data. It was carried out using product-moment correlation analysis. It measures social Presence, use, usefulness, and behavioral intentions, from online tutoring to enhancing social Presence.

According to the result of the validity and reliability test Kolmogorov Smirnov, all indicators or p-value sig. Both were below 0.05, and each hand is valid and can be used as an instrument. Additionally, reliability demonstrated the internal consistency among each item within the instrument. Koefisien Alpha Cronbach dilakukan dengan uji reliabilitas, jika alfa Cronbach > .60, then the item was classified as reliable. Meanwhile, if the SPSS Alpha Cronbach's reliability test is < .60, the item is not accepted (categorized as unreliable). The results of this analysis show that all items scored .60, so they were classified as reliable and could be used as the instrument

Data Analysis

Multiple regression analysis is mostly used to investigate the magnitude and structure of the association between variables. It enables researchers to examine the associations between multiple

predictor factors and a single continuous result at the same time. Multiple regression analysis adjusts for potentially confounding variables in the model by evaluating the association between a given independent variable and the outcome while maintaining all other variables constant.

RESULTS AND DISCUSSION

Results

We intended to find out how students' perceived social presence in distant learning affects their desire to seek online tutoring with better social presence in this study. We also intended to investigate the role of usefulness, utility, opportunity, and behavioral intention in mediating this relationship. The results of the calculation using SPSS 20 show a sig. Value of .000 and Sig. At .05. This indicates that social Presence, ease of use, usability, and risk simultaneously affect online tutoring by increasing social Present with F Test 6,451.

The results of the coefficient determination show the indicators' ability in this development to show variations in the independent variables. Multiple linear regression test produces an adjusted R2 value of .101 or 10.1%. Therefore, 10.1% of the online guidance with improved social presence variables could be classified by Social Presence, ease of use, usefulness, and risk. Meanwhile, 89.9% of its variables were classified by variables outside the model.

The result of the chance, the use of distance learning students is an increase in students' social attitudes and behavior during online tutoring (Mailizar et al., 2021). Then chance, usability, and social Presence make it easier for students to carry out their intentions to conduct virtual interactions (Baber, 2021). As presented in Table 1, the coefficient correlation between the two variables is .719, while the determinant coefficient is .517. Lastly, the probability of a website contributing to virtual interactions is 51.1%. Then the remaining 48.9%, and other influencing variables, such as social Presence, usability, utility, and others.

Perceived Chance for Online Guidance with Improved Social Presence

The first hypothesis concerns the distance learning students' perception of their interaction effects on their more intensive attitudes in online tutoring. Table 2 shows Sig. .000, below .05 or 5%. It indicates that the ease of online guidance with improved social Presence significantly affects students' willingness to adopt online tutoring. The regression coefficient of both variables is .653. The coefficient is close to one, representing the robust and significant effects of the students' perceived chance for online guidance with improved social Presence on students' intention to adopt online tutoring via the Website.

The students' perceived usefulness represents their opinion that the Website can be easily operated. That perception affects their intention to have interaction in online tutoring (Acuña et al., 1995; Nugroho, 2016; Al-Maroof et al., 2021). Table 2 shows the results of statistical tests with a variable correlation coefficient is 0.700. Meanwhile, its determinant coefficient is 0.640. It shows that the perceived usefulness contributes to students' intention to interact virtually by 64.0%. Other variables, such as social Presence, utility, and chance, influence the remaining 35.9%.

Table 1. Result of Determinant Coefficient (F) and R-Test

Indicator	R Quadrate	P	A Quadrate	SE	F Test	P
	.318[a]	.101	.085	.47012	6.451	.000

Table 2. Regression Coefficient between and Correlation, Determination Coefficients Utility and Distance Learning Student's Intention to Use the Website and

Model	Coefficient B	SE	B	P	R	R Square
Ease Use	.653	.063	.716	.000	.700	.640

Effect of Student Utility on Interest in Online Tutoring

The second hypothesis focuses on the effect of student utility on interest in online tutoring. Table 3 shows the value of Sig. .000, below .05% or 5%. The score shows that the perceived usefulness significantly affects students' intention to use the Website of online guidance with improved social Presence. The regression coefficient score between the two variables is .768, considered great and close to 1. Thus, the perceived usefulness positively affects students' intention to use the Website of online guidance with improved social Presence.

The chance of using the Website affects students' intention to interact through the Website (Ganguly et al., 2010; Li & Tsai, 2020; Masoud, 2013). Table 3 found that the correlation coefficient of these variables is .817, and their determinant coefficient value is .667. The value of the determinant coefficient gives knowledge of students' intentions to use the Website by 66.7%. For a value of 33.3% from other variables, such as social Presence, usability.

Students' Perceived Utility on Their Willingness to use Online Tutoring

Results of students' perceived utility on their willingness to use online tutoring by increasing the Website's Social Presence. Table 4 shows the Sig score .000, below .05 or 5%. This suggests that perceived risk significantly affects students' intention to use online tutoring by increasing the social presence of websites. At the same time, the regression coefficient of these variables is .949, including large and very close to one. Therefore, the perceived utility strongly influences students' willingness to always be present on the Website.

Students perceived risks of internet interaction affect their interest in using the Website (behavioral intention) (Lowenthal, 2011). The statistical test shows in the table below that the correlation coefficient is .697, and the determinant coefficient is .479. This value indicates that students' perceptions of risk contribute to their willingness to interact through the Website, amounting to 47.9%. The remaining 53.1% of other variables include social Presence, chance, usability, and others.

Existence of Students' Social Presence on Interest in Interacting Via the Internet

The fourth hypothesis is the existence of students' Social Presence on interest in interacting via the Internet. Table 5 shows the value of Sig .000, below .05 or 5%. It reflects that students' social Presence affects their intention to interact through the Internet. Meanwhile, the regression coefficient is .71, representing that the distance learning students' social Presence strongly influences their willingness to interact with and adopt online guidance with improved social presence websites.

According to the data presented in table 5, all independent variables have a very strong correlation toward students' intention to interact through the online guidance with improved social presence website, shown by their correlation coefficient of .917. Additionally, their determinant coefficient is .848, signifying that those four variables contribute to students' willingness to interact

Table 3. Regression Coefficient of Student Usability Intention by Using the Website and Correlation, Determination Coefficients Between Utility and Students' Intention

Model	Coefficients B	SE	B	P	R	R Square
Usefullnes	.768	.059	.800	.002	.817[a]	.667

Table 4. Regression Coefficient Between and Correlations Coefficient of Determination, Perception of Student Opportunities Students' Utility and Their Intention to use the Website Coefficients

Model	Coefficients B	SE	B	P	R	R Square
Risk	.949	.068	.817	.000	.697	.487

Table 5. Regression Coefficient Between Student Social Presence and Student Intention in Using the Website and Correlation and Coefficient of Determination of 4 Variables on Students' expressing Intentions

Indicator	B	SE	B	P	R	R Square
Social Presence	.871	.090	.696	.000	.917	.848

in Online guidance with improved social Presence by 84.8%. The other 16.2% is influenced by variables that are not involved, such as willingness, simplicity, risk, and other variables.

Based on the SPSS output table "Coefficients" it is known that the Significance value (Sig) SP variable is .006. Because the value of Sig. .006 < .05 probability, it can be concluded that H1 is accepted and Ho is rejected. This means that there is a significant influence between Perceived Social Presence (X1) on online guidance attendance (Y). This shows that if the value of Perceived Social Presence is getting bigger, the attendance of online guidance will also increase. Perceived Social Presence is an indicator to measure the success of bk teachers in performing their duties, namely generating capital gains. in doing their job, to motivate students to keep attending online guidance activities.

Discussion

These findings support previous research conducted by Thuy et al. (2015) and Law et al. (2016) which showed a positive and significant relationship between perceived ease of use on attitude towards online shopping The higher the ease perceived by students or clients, the higher the positive attitude towards online guidance. The conclusion is that students or clients have a positive attitude that is influenced by the ease of doing online guidance.

This study explains that the use is relevant and significant to student behavior in distance education Pendidikan (Venkatesh et al., 2003; Vesga et al., 2018). Meanwhile, perceived usefulness reflects students' perception that computers can be used (Davis, 1989). Student motivation gets convenience in distance learning to efficiently explore system functions and features (Geissler, 2003). Thus, the active students will happily present in the online classroom and spend much of their time communicating synchronously or asynchronously (Leeds et al., 2013; Lowenthal, 2011; Ludwig-Hardman & Dunlap, 2003). Students feel the benefits of online media that support their learning success. Authentic and present online communication generates satisfaction, perception, and reaction mediated by computers (Richardson & Swan, 2003). Social Presence becomes highly popular during students' interactions (Lowenthal, 2011). The existence of a reciprocal relationship confirms the relationship between the perception of online guidance with improved social Presence and the intention to attend the online guidance (Kim, M., et al., 2016). Distance learning students make a rational decision to attend this online guidance since they perceive this Website as an essential medium.

Ji-won & Young-Gul have conducted a study on students' attitudes as one of the aspects affecting students' behavior (Kim, M., et al., 2016). The attitude factor consists of the cognitive, affective, and behavioral components. The immediate effect is twice as large as the perceived usefulness seen in the intention and attitude in use (Davis, 1989). This usefulness can be seen in the frequency of use and the use of applications that are used in distance education. Feel an alien presence in the online environment. The student's awareness of feedback from others creates online interactions (Rovai, 2002).A positive and substantial connection has been observed between usefulness and the attitude toward using online media (Davis, 1989). It accentuates the importance of contact and collaboration (Chickering & Gamson, 1987)vand ease of learning (Blau & Caspi, 2009). It confirms the possibility of significant influence from online guidance with improved social Presence on students' intention to attend online learning. The online guidance with improved social Presence

helps to improve its performance and support the use of systems or technology. This effort affects students' intention of using the online guidance to improve the social presence website.

Online guidance with improved social Presence facilitates students to share their stories and conduct a discussion (Lee et al., 2009).This is shown by the relevant relationship between the existence of social behavior and students' intentions to carry out appropriate virtual learning. Online guidance with improved social Presence influences the interest in using a system of information since it minimizes the time and energy required to finish a job. The students are expected to attend online guidance with improved social Presence consistently. This study identified a relevant and positive relationship between the actual ease of. Students spend their time interacting with technology, while their frequency of using TAM provides the ease and benefits of online learning with social Presence (Lowenthal, 2011). The previous study includes a sense of Presence by identifying the types of activity, interaction, and Presence to be integrated into the online tutoring (Parlindungan Sinaga, n.d.) from the duration of online interaction. The effectiveness of an asynchronous online environment supports online guidance with improved social PresencePrevious studies reveal a significant influence on website usage change and the intention to use online media (Lee & Kozar et al., 2003).Consequently, the Website is designed to have minimal change since it affects students' intention to attend online guidance.

Students' attitude toward using online guidance with improved social Presence creates an acceptance and continuous intensive usage of the system (Woolfolk et al., 2013). The students can estimate the social presence variable that affects their interest in using and using a system (Venkatesh et al., 2003), which induces their tendency to continue using it. Their concern about technology predicts the level of computer technology usage. Students' actual usage can also be measured by their effort to motivate other students to use it (Davis, 1989). The positive connection between behavioral intention and actual usage is an observed actual behavior (Umar, 2011).

Implications

This research has several important implications in the context of distance learning. Some implications of this research: 1) The importance of social presence in distance learning: This research shows that students' perceptions of social presence in distance learning have a significant effect on their intention to attend online tutoring. This shows that distance learning that integrates elements of social presence can increase student motivation and participation in online tutoring, 2) Role of mediating factors: This study also revealed the mediating roles of the factors of utility, benefit, opportunity, and behavioral intention. The implication is that to increase students' willingness to attend online tutoring, it is important to pay attention to these factors. The use of technology that is perceived as useful, provides real benefits, provides adequate interaction opportunities, and builds positive behavioral intentions will increase the effectiveness of online tutoring, 3) Improved interaction in distance learning: The results of this study highlight the importance of interaction in distance learning. In the context of online tutoring, students' behavioral intentions are shown to be the dominant variable influencing their desire to interact. Therefore, teachers and supervisors need to pay attention to strategies that encourage active interaction and are involved in online tutoring to increase student participation and success, 4) Relevance of technology development: This research examines the relationship between technology and distance learning. The implication is that the development of technologies that support social presence and facilitate interactions between students and instructors can strengthen remote learning experiences. Technological improvements that pay attention to aspects of social presence can help increase student motivation and participation in online tutoring, 5) Implications for policy and practice development: The findings of this research provide valuable input for the development of distance learning policy and practice.

The success of online tutoring can be increased by paying attention to factors that influence student behavioral intentions, such as social presence, usability, benefits, and opportunity. Increased interaction and appropriate use of technology can be a focus in the development of sustainable policies and practices in distance learning. By taking these implications into account, educational institutions can increase the effectiveness of distance learning and ensure higher participation of students in online tutoring.

Limitations and Future Research

The study has a few limitations that should be noted. Firstly, the participant group was relatively small, consisting of just 80 respondents. This could restrict how much we can apply the findings to a larger population. Secondly, the data was collected through self-reported surveys, which might introduce biases as people might provide answers they think are expected or make errors. Using various data collection methods like interviews or observations in future studies could enhance the accuracy of results. Lastly, it's important to recognize that the study focused on distance learning, so its applicability to other learning contexts might be limited. To improve the generalizability of findings, future research could encompass a wider range of learning scenarios.

CONCLUSION

Four independent variables, social Presence, ease of use, usability, and risk, greatly affect students' intentions to interact in online tutoring on the Website. Social Presence is the dominant variable influencing students' intentions to interact virtually. These findings bring some implications for the distance learning management team that adopts the Website as their media. Social attitude and behavior become the factor that is mostly considered by the students in having interaction through the Internet. Students obtain their learning results through that interaction. The current perception of distance learning through the Website includes exposed privacy because it involves much online tutoring. Besides, many people fear that their interaction through the Website can be manipulated. Therefore, to anticipate those harms, the lecturers should evaluate each indicator, actively observe their student's behavior, ask for students'' readiness before each online tutoring, do personal online guidance, maintain the materials they have uploaded to the Website, ensure the safety, convenience, the access, and privacy of each student. This study involved respondents who are attending distance learning from Universitas PGRI Argopuro Jember. Therefore, the respondents are familiar with and used to using the Website as a learning media. Future research should explore other variables that may affect students' interest in interacting through the Website. Besides, the students who currently attend online tutoring and the provider of online tutoring should ensure the safety of their interaction to minimize the risks they may attain from using the Website.

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AUTHOR CONTRIBUTION STATEMENT

All authors have read and approved the final version of the manuscript.

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