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# Analyzing Students' Acceptance Toward the Use of Tutorial Webinar Using Technology Acceptance Model Approach

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**ABSTRACT**

**Objective:** This study aims to describe and analyze the acceptance of *Universitas Terbuka* (UT) students in using the Microsoft Teams and Learning Management System (LMS) applications for the Webinar Tutorial (Tuweb) during the COVID-19 pandemic. **Method:** This research used an explanatory approach. The population of this study was 4000 students of the Distance Learning Program Unit (UPBJJ) at *Universitas Terbuka* Semarang. Meanwhile, the research sample was 1600 students in Rembang, Blora, Pati, Kudus, Jepara, Demak, Semarang, Kendal, Kaliwungu, and Pekalongan teaching units. The data was collected through questionnaires, interviews, and documentation. **Results:** The results showed that the acceptance of *Universitas Terbuka* students in using the Microsoft Teams application for Tuweb obtained an average of 82.76 in the accepted category, with a contribution of 63.50%. In comparison, student acceptance using the LMS application obtained an average of 81.58 in the accepted category, with a contribution of 80.40% from other dimensions. **Novelty:** The result showed that the students' acceptance of using Tuweb, both Microsoft Teams or LMS applications, indicates that these learning aids can be used as an alternative for teaching and learning besides face-to-face meetings.

## INTRODUCTION

The rapid growth of internet-based technology or innovations has resulted in many approaches to learning development, manifested in different forms of e-learning. The coronavirus disease 2019 (COVID-19) pandemic has not only impacted work-life and economic stability but also the higher education learning process, previously confined to a classroom and face-to-face, has turned to online and virtual connections to a computer network and the Internet. Higher Education institutions in developed Western countries believe that these developments offer rich opportunities to embed technological innovations within the learning environment (Chankseliani et al., 2021; Eze et al., 2020; Ghafar, 2020; Giesenbauer & Müller-Christ, 2020; Saphira et al., 2022). Emphasizing these changes, COVID-19 has changed the education paradigm and provided a considerable global challenge to the education system (Mbhiza, 2021).

The result of the pandemic in various countries comprises the substantial closure of educational institutions, national borders, and business entities, to name just a few, as an effort to decrease the number of rising infections (Maringe, 2020). The issuance of the Joint Ministerial Decree (JMD) of 4 Ministries related to the implementation of the teaching and learning process in the new average era for the academic year of 2020-2021 amid the COVID-19 pandemic has implications for the use of online models in teaching and learning activities at schools and colleges. The online model policy was based on

prioritizing the health and safety of students, educators, education staff, and communities (Makarim, 2020).

Online learning is the most appropriate way when restrictions are imposed, and face-to-face learning is impossible. According to Adedoyin and Soykan (2020), online learning is learning that uses the Internet and several other essential technologies to develop material for educational purposes, deliver instruction, and manage programs. The challenge of this way of learning is located in terms of the availability of adequate technology, such as electronic devices and internet networks, in the learning process and the readiness of students and teachers to face online learning (Paseleng & Sanoto, 2021). Therefore, it requires holistic effort from stakeholders, teachers, and students to ensure the success of online learning. Many studies across the world have done various research regarding the implementation of online learning. The measurement of the impact of enhancing knowledge management using technology is of constant interest and importance with the ever-present need to demonstrate value for money and maximize efficiency and effectiveness from training and development within an often restricted time and expenditure framework. Despite lots of benefits offered by e-learning systems, the transformation of the educational style shows various challenges that would significantly affect culture and the continuing need for the development of technological skills of students and staff (Alenezi, 2020; Bondar et al., 2021; Bubou & Job, 2021; Liu & Yu, 2023; Luppicini & Walabe, 2021). Saade and Nebebe (2007) *noted, "In general, like any information systems, user acceptance and usage are important primary measures of system success*."

The Chancellor of the *Universitas Terbuka* responded to the joint decision of the four ministries by issuing Decree Number 352/UN31/HK.02/2020, dated September 4, 2020, concerning Technical Instructions for Organizing *Universitas Terbuka* Webinar Tutorials in the COVID-19 Pandemic Situation Semester 2020/21.1 (*Universitas Terbuka* Education Service Policy Semester 2021/22.2, 2022). The circular letter and decision have implications for implementing the Webinar Tutorial (Tuweb) to replace the Face-to-Face Tutorial (TTM). It is the underlying reason for using Tuweb as a substitute for TTM. Tuweb is a face-to-face tutorial mode that utilizes web seminar facilities via the Internet and is carried out synchronously (real-time/simultaneously). Tuweb is held to improve the service and efficiency of TTM implementation, especially in geographically tricky areas to reach and where it is required to pay high costs to organize TTM (Darojat, 2020). Tuweb is aimed at education, marketing, replacement, and optimization of student learning assistance services.

Tuweb is considered a solution to replace TTM because it provides several advantages, such as students can attend lectures whenever and wherever they want while having a good internet connection, save costs, lecture materials can be chosen by students, flexible, and train students to be more responsible, creative and independent (Sevima, 2020). However, since it is a newly applied technology during COVID-19, Budiarso et al. (2022) said that the implementation of the Tuweb managed by the Tutor as a facilitator has yet to run optimally. Therefore, there are many spaces for development and improvement that the researchers are interested in. For Tuweb to work, UPBJJ–UT uses several service applications that can be used for interaction between tutors and students, namely Microsoft Teams and the Learning Management System (LMS). Microsoft Teams is a service and application made by Microsoft for the convenience of connecting via virtual or gadgets directly, which can be done anywhere, and it provides excellent and clear video quality (Andries & Posumah, 2023; Buba et al., 2020; Garlinska et al., 2023; Irhamni

& Ashari, 2023; Tanikwele et al., 2023, 2023). In addition, it makes it easier for users to collaborate in a group that the user has made himself (Herminingsih, 2021). Adding to the advantages of Microsoft Teams, the application is easy to manage groups, provides file editing and sharing, provides good quality HD video and audio, and saves meaningful conversations (Wayah-e, 2020). LMS is a software application for the online learning process (Andrian, 2022). In addition, it is used for administrative purposes, such as documenting, searching for a report, or creating material during the online teaching and learning process by connecting to the Internet (Pratomo & Wahanisa, 2021).

The LMS, indeed, is used to create web-based online learning material and manage how these learning activities run simultaneously with the learning outcomes. Through LMS, it is expected to improve the quality of learning for students and lecturers so that they can carry out distance learning quickly and the time in the learning process becomes more efficient. Therefore, LMS will enrich the e-learning experience for its users and maximize the learning activity even though it is distance learning. The use of the Microsoft and LMS teams at UPBJJ UT as learning tools is a new product and was implemented suddenly, so there were problems at the beginning of its implementation, such as problems with links that did not work, failure to attend meetings, etc. The embodiment of technology is not only about software and hardware but also cultural, organizational, and technical. Accepting technology requires knowledge, persuasion, decision, application, and confirmation (Rogers, 2003). This research was made to find out the acceptance of students and tutors in teaching and learning activities conducted through Tuweb as a substitute for face-to-face learning services (TTM). Therefore, it is necessary to find solutions, one of which is by conducting research on student acceptance and tutors regarding the use of webinar tutorials that need to be analyzed using the Technology Acceptance Model (TAM) method. TAM is a firm model to investigate the acceptance of various information system applications. The TAM is one of the models resulting from the development of the Theory of Reasoned Action (TRA) by Davis et al. (1989). Originally, Davies (1989) created TAM to explain why users accept or reject information technology by adopting TRA. Indeed, it is considered one of the well-known models related to technology acceptance and use; it has shown great potential in explaining and predicting user behavior of information technology. This theory studies the acceptance behavior of an individual in receiving an information system based on the construction of perceived usefulness, perceived ease of use, attitude to use technology, behavioral intention to use, and actual technology use.

TAM has been applied to many contexts and fields investigating user acceptance of information technology, including the World Wide Web, mobile banking, multimedia, and healthcare. TAM has several advantages, so it is used as an analysis model. This is based on several research results, such as Rahayu et al. (2017), which show that ease of use positively affects perceived benefits and attitudes toward use. This shows that e-learning users feel the system is easy to use, which will benefit students and affect their acceptance of e-learning. Attitude toward behavior Actual Usage means that the better the attitude in using e-learning, the higher the adoption of the e-learning system. The researchers believe that TAM can provide a basic tracing of information technology users' reactions, perceptions, attitudes, behavior, beliefs, and acceptance. It is established from a strong, simple, and valid theory and focuses on tracking the acceptance of a new technology. Since Tuweb is a new experience in teaching and learning that involves new technology, the researchers expect to use TAM to determine the implications of Tuweb in education. The problems in this research are (1) how is the acceptance of *Universitas*

*Terbuka* students in using the Microsoft Teams application for Tuweb during the COVID-19 pandemic; (2) how is the acceptance of *Universitas Terbuka* students in using the LMS application on Tuweb during a pandemic; (3) how much use of Microsoft Teams and LMS applications for Webinar Tutorials (Tuweb) during the COVID 19 pandemic.

## RESEARCH METHOD

### *General Background*

This is explanatory research wherein the researchers aim to explain the causal relationship between research variables through hypothesis testing (Singarimbun & Effendi, 1995). Because the main reason for explanatory research is to test the proposed hypothesis, it is expected that this research can explain the relationship and Influence of the variables.

### *Population and Sample*

The population in this study were 4,000 students and lecturers/tutors of UPBJJ Semarang who were spread across the Learning Group of Rembang, Blora, Pati, Kudus, Jepara, Demak, Semarang, and Pekalongan areas who participated in the Face-to-Face Tutorial. The researchers used proportional random sampling, a method of randomly taking samples from all members of the population without considering the existing strata in the population. The researchers comprised 40% of the total population, and the sample comprised 1,600 respondents.

### *Instrument*

A questionnaire was being used as an instrument to collect the data from respondents. It is an effective method to collect large amounts of data quickly. To support the data, researchers also used interviews and documentation. The questionnaire was developed using a Likert Summated Rating (LSR) with the following alternative answers:

SA : Strongly Agree, with an assessment score of 5
A : Agree, with an assessment score of 4
QA : Quite Agree, with an assessment score of 3
D : Disagree, with an assessment score of 2
SD : Strongly Disagree, with an assessment score of 1

### *Data Analysis*

This study aims to provide an overview of the data originating from the results of a questionnaire regarding student and lecturer acceptance of the use of webinar tutorials during the COVID-19 pandemic. The data from the research results were analyzed in a quantitative descriptive manner in which the results of the questionnaire were presented in a table accompanied by percentage and average calculations as well as a description of the criteria achieved, namely data originating from a questionnaire that was carried out by analyzing the total score items based on the Likert scale (Arzak & Prahani, 2023; Lorencia & Jatmiko, 2021; Prahani et al., 2020; Rizki et al., 2023; Saphira et al., 2022). The research procedure is explained in Figure 1.

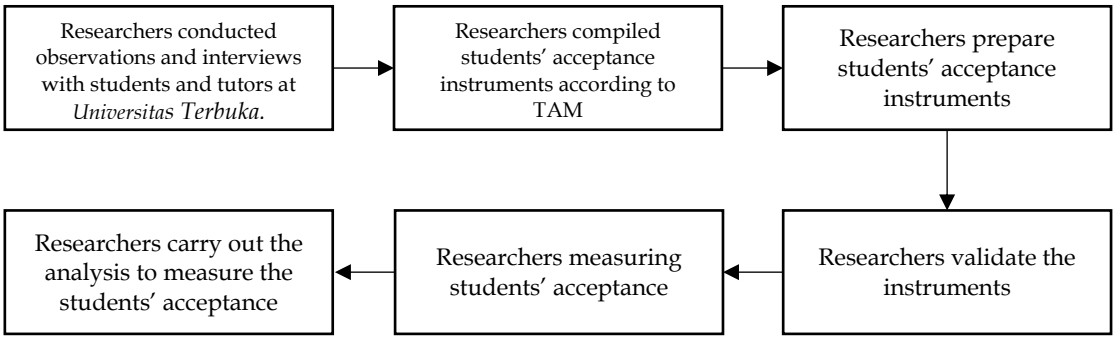


**Figure 1.** Research procedure.

## RESULTS AND DISCUSSION

### *Results*

**Student acceptance towards the use of Microsoft Teams application for Tuweb during the COVID-19 pandemic ($X_1$)**

Based on the results of a questionnaire answer regarding student acceptance of the Microsoft Teams application for Tuweb during the COVID-19 pandemic, the result is presented in Figure 2.

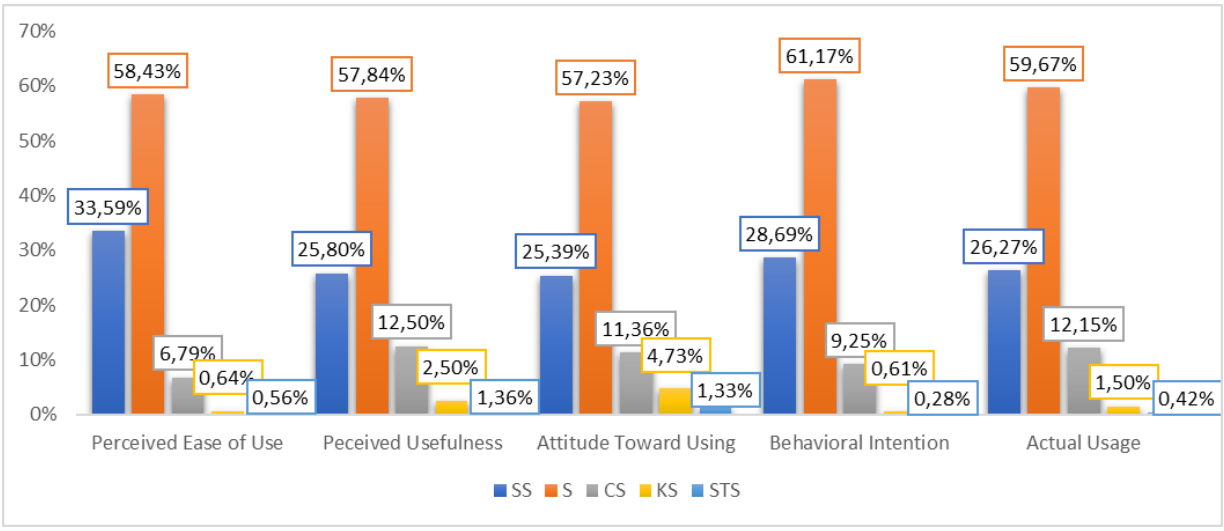


**Figure 2.** Student acceptance towards using Microsoft Teams application for Tuweb during the COVID-19 pandemic.

Figure 2 describes the distribution of the answers in the student admissions questionnaire for each indicator using the Microsoft Teams application in Tuweb learning during the COVID-19 pandemic. The indicator of perceived ease of use of the Microsoft Teams application obtained the distribution of answers 33.59% strongly agreed, 58.43% agreed, 6.79% entirely agreed, and 0.55% answered strongly disagree. The perceived usefulness indicator obtained from the results of the questionnaire answers showed that 25.8% strongly agreed, 57.84% agreed, 12.5% entirely agreed, 2.5% disagreed, and 1.36% strongly disagreed. The attitude toward behavior is the indicator of students using the Microsoft Teams application in Tuweb learning obtained the results of the questionnaire answers: 25.39% stated that they strongly agreed, 57.23% agreed, 11.36% entirely agreed, 4.73% disagreed, 1.33 % strongly disagree. Indicators of student behavioral intention in using the Microsoft Teams application in Tuweb learning were obtained from the questionnaire answers: 28.69% stated that they strongly agreed, 61.17%

agreed, 9.25% entirely agreed, 0.61% disagreed, and 0.28% strongly disagreed. The actual usage indicator of students in the Microsoft Teams application in Tuweb learning during the COVID-19 pandemic was obtained by the distribution of questionnaire answers: 26.27% stated that they strongly agreed, 59.67% agreed, 12.15% entirely agreed, 1.5% did not agree, and 0.42% strongly disagree.

**Student acceptance towards the use of the LMS application for Tuweb during the COVID-19 pandemic ($X_1$)**

Based on the results of the questionnaire answers regarding student acceptance of the LMS application for the Tuweb during the COVID-19 pandemic, the data is presented in graphic Figure 3.

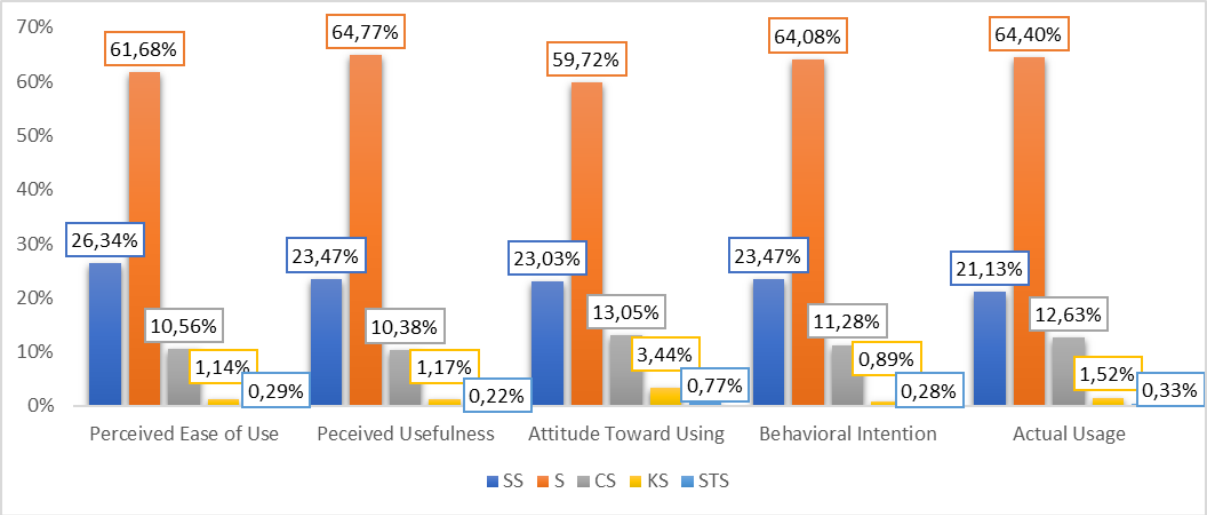


**Figure 3.** Student acceptance towards using the LMS application for Tuweb during the COVID-19 pandemic.

Figure 3 describes the distribution of student admissions questionnaire answers regarding using the LMS application in Tuweb learning in each indicator. The indicator of perceived ease of use of the LMS application shows that 26.34% answered strongly agree, 61.68% agreed, 10.56% entirely agreed, 1.14% said they did not agree, and 0.29% said they strongly disagreed. Indicators of student perceived usefulness of using the LMS application in Tuweb learning shows that out of 1,600 students, there are 1,412, or 88.24%, stated that they strongly agreed and agreed, only 188, or 11.77%, stated that they quite agreed, disagreed, and disagreed. Indicators of the attitude toward behavior of the students in using the LMS application in Tuweb learning shows that out of 1,600 students, there are 1,324, or 82.75%, stated that they strongly agreed and agreed, only 276, or 17.26%, stated that they quit agreed, disagreed, and strongly disagreed. Indicators of student behavioral intention in using the LMS application in Tuweb learning show that out of 1600 students, 1401 or 87.55% stated that they strongly agreed and agreed. However, 199, or 12.45%, still stated that they quite agreed, disagreed and strongly disagreed. The indicator of actual usage of students in the LMS application in Tuweb learning during the COVID-19 pandemic shows that out of 1,600 students, 1368, or 85.53%, stated that they strongly agreed and agreed. However, 232, or 14.48%, still stated that they quite agreed, disagreed, and strongly disagreed.

**Student Acceptance of Tuweb as a Substitute for Face-to-Face Tutorials during the COVID-19 Pandemic**

In summary, the results of the respondents' answers about the Tuweb as a substitute for face-to-face tutorials during the COVID-19 pandemic can be seen in Figure 4. Figure 4 describes the distribution of respondents' answers about Tuweb as a substitute for face-to-face tutorials during the COVID-19 pandemic, which can be described for each indicator. The indicator for using Microsoft Teams as the Tuwebinar application during the COVID-19 pandemic shows that out of 1,600 students, 1,411, or 88.20%, stated that they strongly agreed and agreed. However, 198 (11.79%) students stated that they quite agreed, disagreed, and strongly disagreed. The indicator for using LMS for Tuwebinar activities during the COVID-19 pandemic shows that out of 1,600 students, 1,369, or 85.57%, stated that they strongly agreed and agreed. However, 231, or 14.43%, still stated that they quite agreed, disagreed, and strongly disagreed. The indicator of facilities and infrastructure used in Tuweb shows that out of 1,600 students, 1,422, or 88.89%, stated that they strongly agreed and agreed. However, 178, or 11.12%, still stated that they quite agreed, disagreed, and strongly disagreed. The indicator of Tuweb timing shows that out of 1,600 students, 1,334, or 83.39%, stated that they strongly agreed and agreed, but there were still 266, or 16.60%, who stated that they quite agreed, disagreed, and strongly disagreed. The indicator of Tuweb fees shows that out of 1,600 students, 1,302, or 81.35%, stated that they strongly agreed and agreed, but there were still 299, or 18.66%, who stated that they quite agreed, disagreed, and strongly disagreed.

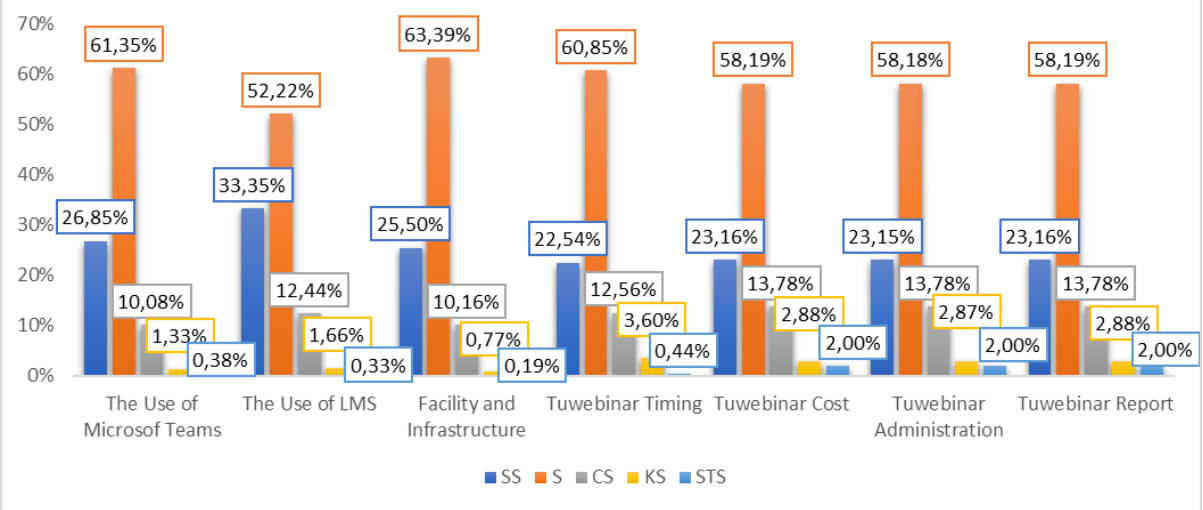


**Figure 4.** Student acceptance of Tuweb as a substitute for Face-to-Face Tutorials during the COVID-19 pandemic.

*Discussion*

**Student acceptance towards the use of Microsoft Teams application for Tuweb during the COVID-19 pandemic ($X_1$)**

The researchers show the following result based on the distribution of student admissions questionnaire answers towards the use of the LMS application in Tuweb learning in each indicator. The indicator of perceived ease of use of the LMS application shows that 26.34% answered strongly agree, 61.68% agreed, 10.56% entirely agreed, 1.14% said they did not agree, and 0.29% said they strongly disagreed. The distribution of the answers shows that out of 1600 students, 1408, or 88.02%, stated that they strongly agreed and agreed, and only 198, or 11.99%, of students stated that they quite agreed,

disagreed, and strongly disagreed. Perceived Ease of Use describes a person's confidence that using an information system is easy and does not require much effort from the user. It means that students accept the LMS application for learning Tuweb during the COVID-19 pandemic because it is easy to access and easy to learn, as there is a guide on how to access it either via cellphone, laptop, or PC. In addition, there is training and explanations related to terms, symbols, features, and icons.

The indicator of student perceived usefulness of using the LMS application in Tuweb learning shows that out of 1,600 students, there are 1,412, or 88.24%, stated that they strongly agreed and agreed, only 188, or 11.77%, stated that they quite agreed, disagreed, and disagreed. Perceived usefulness was defined as the degree to which a person believes using a particular system could enhance job performance. It means that students accept LMS for learning Tuweb during the COVID-19 pandemic. Through LMS, students can improve their performance in Tuwebinar through attendance, downloading (lecture materials, assignments, and quizzes), uploading/sending (discussion materials, tutorial assignments), viewing grades, virtually class discussions, and conveying messages to tutors. These conditions must be maintained and developed so that Tuweb's learning performance during the COVID-19 pandemic is effective and efficient. Although most of the respondents stated that they strongly agreed and agreed about the benefits felt after using the Tuweb application, there were still 188, or 11.77%, who stated that they quite agreed, disagreed, and strongly disagreed because some students felt that the use of LMS was still not effective and efficient. They still struggled to work on absenteeism, sending answers due to limited capacity, and signal disturbances. This condition needs to be repaired and improved.

The indicator of the attitude toward behavior of the students in using the LMS application in Tuweb learning shows that out of 1,600 students, there are 1,324, or 82.75%, stated that they strongly agreed and agreed, only 276, or 17.26%, stated that they quite agreed, disagreed, and strongly disagreed. The attitude toward behavior was defined as an individual's positive or negative feelings about performing the target behavior (Davis et al., 1989). It means that for students who receive LMS in Tuweb learning during the COVID-19 pandemic, it is shown by the attitude and behavior of accepting the UPBJJ-UT policy, feeling happy and enjoying the LMS application as a new experience and exploring technology with multimedia packaging ranging from text, PowerPoint, animation, video, and sound effect. Conversely, students who do not accept it are shown bored attitudes and behavior and an uncomfortable mood when constrained by an unstable signal; the server is often down. In addition, there are frequent errors when logging in, difficulty downloading and uploading assignments, absences, and discussions with less sound unmistakable/buzzing.

The indicator of student behavioral intention in using the LMS application in Tuweb learning shows that out of 1,600 students, 1401, or 87.55%, stated that they strongly agreed and agreed. However, 199, or 12.45%, still stated that they quit, agreed, disagreed, and strongly disagreed. Behavioral intention is a person's desire to carry out a specific behavior. It means that students who receive the LMS application in Tuweb learning show enthusiastic and flexible intentions and behavior, so they need to be maintained and developed. Meanwhile, students who disagree are shown to be ignorant when there are obstacles to using the LMS, so awareness needs to be given.

The indicator of actual usage of students in the LMS application in Tuweb learning during the COVID-19 pandemic shows that out of 1,600 students, 1368, or 85.53%, stated that they strongly agreed and agreed. However, 232, or 14.48%, still stated that they quite

agreed, disagreed, and strongly disagreed. (Rahayu et al., 2017) Defines actual use as the natural conditions for using an information system. It means that students who accept the LMS application in Tuweb learning with actual conditions can support lecture performance starting from attendance, downloading materials, uploading assignments, discussing materials and quizzes, and seeing grades so that the LMS is effective and efficient in facilitating Tuwebinar lecture activities during the COVID-19 pandemic. Meanwhile, students who disagreed thought that using LMS still had problems such as attendance, downloading materials, uploading assignments, discussion materials, discussions, quizzes, viewing grades, and signal constraints. This condition needs to be improved so that LMS can be used effectively and efficiently for Tuwebinar learning during the COVID-19 pandemic.

**Student acceptance towards the use of the LMS application for Tuweb during the COVID-19 pandemic (X1)**

Building upon the questionnaire results, answers regarding student acceptance of the LMS application for Tuweb during the COVID-19 pandemic can be derived from the following points. The indicator of perceived ease of use of the LMS application shows that 26.34% answered strongly agree, 61.68% agreed, 10.56% entirely agreed, 1.14% said they did not agree, and 0.29% said they strongly disagreed. The distribution of the answers shows that out of 1600 students, 1408, or 88.02%, stated that they strongly agreed and agreed, and only 198, or 11.99%, of students stated that they quite agreed, disagreed, and strongly disagreed. The indicators to measure the construct of ease of use, namely the ease of the system to learn, the ease of the system to control, interactions with the system that is clear and easy to understand, flexibility, ease of skill at using the system, and ease of use. It means that students accept the LMS application for learning Tuweb during the COVID-19 pandemic because it is easy to access and easy to learn, as there is a guide on how to access it via cellphone, laptop, or PC. In addition, there is training and explanations related to terms, symbols, features, and icons.

The indicator of student perceived usefulness of using the LMS application in Tuweb learning shows that out of 1,600 students, there are 1,412, or 88.24%, stated that they strongly agreed and agreed, only 188, or 11.77%, stated that they quite agreed, disagreed, and disagreed. Perceived usefulness is believed to be the extent to which a person believes that using a technology will enhance her or his performance. It means that students accept LMS for learning Tuweb during the COVID-19 pandemic. Through LMS, students can improve their performance in Tuwebinar through attendance, downloading (lecture materials, assignments, and quizzes), uploading/sending (discussion materials, tutorial assignments), viewing grades, virtually class discussions, and conveying messages to tutors. These conditions must be maintained and developed so that Tuweb's learning performance during the COVID-19 pandemic is effective and efficient. Although most of the respondents stated that they strongly agreed and agreed about the benefits felt after using the Tuweb application, there were still 188, or 11.77%, who stated that they quite agreed, disagreed, and strongly disagreed because some students felt that the use of LMS was still not effective and efficient. They must still work on absenteeism, sending answers due to limited capacity, and signal disturbances. This condition needs to be repaired and improved.

The indicator of the attitude toward behavior of the students in using the LMS application in Tuweb learning shows that out of 1,600 students, there are 1,324, or 82.75%, stated that they strongly agreed and agreed, only 276, or 17.26%, stated that they quite

agreed, disagreed, and strongly disagreed. Attitude towards behavior is the user's evaluation of the system's desirability. It means that for students who receive LMS in Tuweb learning during the COVID-19 pandemic, it is shown by the attitude and behavior of accepting the UPBJJ-UT policy, feeling happy and enjoying the LMS application as a new experience and exploring technology with multimedia packaging ranging from text, PowerPoint, animation, video, and sound effect. Conversely, students who do not accept it are shown bored attitudes and behavior and an uncomfortable mood when constrained by an unstable signal; the server is often down. In addition, there are frequent errors when logging in, difficulty downloading and uploading assignments, absences, and discussions with less sound unmistakable/buzzing.

The indicator of student behavioral intention in using the LMS application in Tuweb learning shows that out of 1,600 students, 1,401, or 87.55%, stated that they strongly agreed and agreed. However, 199, or 12.45%, still stated that they quite agreed, disagreed, and strongly disagreed. Behavioral intention is a person's desire to carry out a specific behavior or a person's tendency to continue using a particular technology. It means that students who receive the LMS application in Tuweb learning show enthusiasm and flexible intentions and behavior, so these intentions and behaviors need to be maintained and developed. Meanwhile, students who disagree are shown to be ignorant when there are obstacles to using the LMS, so awareness needs to be given.

The indicator of actual usage of students in the LMS application in Tuweb learning during the COVID-19 pandemic shows that out of 1,600 students, 1368, or 85.53%, stated that they strongly agreed and agreed. However, 232, or 14.48%, still stated that they quite agreed, disagreed, and strongly disagreed. Actual use is related to the action taken by the user in using the technology. It means that students who accept the LMS application in Tuweb learning with actual conditions can support lecture performance starting from attendance, downloading materials, uploading assignments, discussing materials and quizzes, and seeing grades so that the LMS is effective and efficient in facilitating Tuwebinar lecture activities during the COVID-19 pandemic. Meanwhile, students who disagreed thought that using LMS still had problems such as attendance, downloading materials, uploading assignments, discussion materials, discussions, quizzes, viewing grades, and signal constraints. This condition needs to be improved so that LMS can be used effectively and efficiently for Tuwebinar learning during the COVID-19 pandemic.

**Student Acceptance of Tuweb as a Substitute for Face-to-Face Tutorials during the COVID-19 Pandemic**

Considering the results of the respondents' answers about Tuweb as a substitute for face-to-face tutorials during the COVID-19 pandemic, the researchers examine the results below. The indicator for using Microsoft Teams as the Tuwebinar application during the COVID-19 pandemic shows that out of 1,600 students, 1,411, or 88.20%, strongly agreed and agreed. However, 198 (11.79%) students stated that they quite agreed, disagreed, and strongly disagreed. It means students accept the use of the Microsoft Teams application for Tuweb learning during the COVID-19 pandemic because it is effectively and efficiently beneficial to interact and communicate between tutors and students virtually and supports teleconferences, presentations, recording, showing participants, and multitasking.

The indicator for using LMS for Tuwebinar activities during the COVID-19 pandemic shows that out of 1,600 students, 1,369, or 85.57%, stated that they strongly agreed and agreed. However, 231, or 14.43%, still stated that they quite agreed, disagreed, and

strongly disagreed. It means that students accept the LMS being used for Tuweb learning during the COVID-19 pandemic. LMS provides several facilities in supporting online learning, such as facilitating the Tutor to manage attendance online; it helps to manage tutorial assignments, starting from downloading and uploading tutorial assignment questions I, II, and III, from the Tutor up to the answers from students, it makes doing corrections easier along with inputting the score and feedback. In addition, LMS helps tutors and students send lecture materials and discussions in PowerPoint and video. LMS provides videos and quizzes during the COVID-19 period to improve the quality of lectures. It can be used for data storage ranging from materials, assignments, attendance, discussions, and grades. In short, LMS supports online learning during the COVID-19 pandemic in the *Universitas Terbuka*.

The indicator of facilities and infrastructure used in Tuweb shows that out of 1,600 students, 1,422 or 88.89% stated that they strongly agreed and agreed. However, 178, or 11.12%, still stated that they quite agreed, disagreed, and strongly disagreed. It means that students accept the infrastructure used in Tuweb for various reasons, as it is equipped with various features, such as attendance, assignment rooms, tutorial materials, asynchronous facilities, and other facilities, such as guidebooks, module packages, and online modules.

The indicator of Tuweb timing shows that out of 1,600 students, 1,334, or 83.39%, stated that they strongly agreed and agreed, but there were still 266, or 16.60%, who stated that they quite agreed, disagreed, and strongly disagreed. It means that students accept Tuweb timing for various reasons. For example, the Tuweb service schedule in each subject group is carried out for eight virtual meetings and can be accessed via the short link Tuweb for Tutors and Tuweb classes for students. In addition, Tuweb duration is carried out in 8 virtual class sessions (asynchronous) for eight consecutive weeks and eight meetings (synchronous), each for 120 minutes according to the schedule determined by UPBJJ UT. The deadline for submitting assignments/completion of Tuweb I, II, and III assignments is three days after the questions are given by the Tutor or based on an agreement with the student. This Tuweb timing helps both Tutor and students become more disciplined in lecturing.

The indicator of Tuweb fees shows that out of 1,600 students, 1,302, or 81.35%, stated that they strongly agreed and agreed, but there were still 299, or 18.66%, who stated that they quite agreed, disagreed, and strongly disagreed. It means that students accept Tuweb fees for the following reasons such as Tuweb financing is determined through the UPBJJ-UT policy according to the registration period, the internet quota in Tuweb activities is paid by tutors and students as well as funds from UPBJJ-UT and the Ministry of Research, Technology, and Higher Education Indonesia. The indicator of the Tuweb administration shows that out of 1,600 students, 1,301, or 81.33%, stated that they strongly agreed and agreed. However, 298, or 18.65%, still stated that they quite agreed, disagreed, and strongly disagreed. It means that students receive Webinar tutorial administration for the following reasons: Tuweb administration provides facilities ranging from materials, assignments in the form of PPT and discussion papers, assessments, attendance, answers to tutorial assignment results, and quizzes that are archived in the LMS.

The indicator of Tuweb reporting shows that out of 1,600 students, 1,302, or 81.35%, stated that they strongly agreed and agreed, but there were still 299, or 18.66%, who stated that they quite agreed, disagreed, and strongly disagreed. Students accept reporting procedures and activities in Tuweb learning, starting from attendance, sending

discussion materials, sending tutorial assignment answers, and participation assignments via https://lms.ut.ac.id. This acceptance makes Tuweb reporting need to be maintained to create orderly administration. Based on the description, it is understood that students accept the Tuweb as a substitute for face-to-face tutorials during the COVID-19 Pandemic, including acceptance of the use of the Microsoft Teams and LMS applications, facilities, and infrastructure, time, financing, administration, and reporting of the Tuwebinar during COVID-19 pandemic.

**The Influence of using Microsoft Teams and LMS on Tuweb learning during the COVID-19 pandemic**

**Table 1.** Model summary.

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .79[a] | .63 | .63 | 6.12 | .63 | 2775.79 | 1 | 1598 | .00 |

a. Predictors: (Constant), Microsoft Teams App Acceptance (X1)

b. Dependent Variable: Tutorial Webinar (Y)

Based on Table 1, it is found that the R Square is 0.635. It means that the contribution of Microsoft Teams in the Tuweb is 63.50% of the other dimensions. The contributions of Microsoft Teams were found through its support towards practical online learning activities because (1) existing service features are aligned with the needs of online learning implementation, (2) the competence of educators in the IT field is relatively high, which is obtained through the guidance of fellow educators so that they can quickly adapt to new technology to support online learning using Microsoft Teams platform, (3) the student's response was outstanding in participating the virtual class through the Microsoft Teams proved by the maximum attendance, good category of the daily score, and maximum submission of assignments. The results of partial regression calculations using LMS on Tuweb are presented in Table 2.

**Table 2.** Model summary.

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .89[a] | .80 | .80 | 4.48 | .80 | 6563.71 | 1 | 1598 | .00 |

Based on Table 2, it is found that the R Square is 0.804. It means that the contribution made by the LMS in the Webinar Tutorial is 80.40% from other dimensions. If used together, Microsoft Teams and LMS can affect and impact Tuweb. The results of multiple regression calculations show that the two applications, both Microsoft Teams and LMS, have contributed to the Webinar Tutorial. The results are presented in Table 3. Based on Table 3, it is found that the R Square is 0.817. This means that the contribution of Microsoft Teams and LMS to the Webinar Tutorial is 81.70% from other dimensions.

**Table 3.** Model summary.

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .90[a] | .81 | .81 | 4.34 | .81 | 3554.27 | 2 | 1597 | .00 |

## CONCLUSION

**Fundamental Finding:** This study concludes that *Universitas Terbuka* students' acceptance of the Microsoft Teams application for Webinar Tutorials (Tuweb) during the COVID-19 pandemic was very receptive. **Implication:** Built upon the conclusions above, the implications of the results of this study are (1) the Microsoft Teams application integrated with LMS requires students and tutors to actively participate in realizing effective and efficient Tuweb learning during the COVID-19 pandemic, and (2) provision of Microsoft Teams system facilities and LMS can provide accessible services and solutions to support the improvement of learning performance at the *Universitas Terbuka* to be more effective and efficient. **Limitation:** This research aims to find out the students' acceptance of using the Microsoft Teams application for Tuweb, the LMS application, and the use of Microsoft Teams and LMS applications for Tuweb during the COVID-19 pandemic which involved 1,600 respondents of *Universitas Terbuka* in the Learning Group of Rembang, Blora, Pati, Kudus, Jepara, Demak, Semarang and Pekalongan. **Future Research:** Through a series of research processes, the results are expected to be a reference in improving and developing online learning media to support online learning activities to be more effective and efficient, as well as promote students' activeness and accommodate students' needs to achieve the intended learning outcome.

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