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

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