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Determinants of E-Learning Acceptance in Indonesia Post-COVID-19 and Its Impact on Students' Technopreneurship

Fetria Eka Yudiana¹, Sari Famularsih^{1*}, Alfin Rosyidha²

¹ Universitas Islam Negeri (UIN) Salatiga, Salatiga, Indonesia

² Universitas Diponegoro, Semarang, Indonesia



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ABSTRACT

Objective: This research aims to address the gaps in country-specific e-learning studies by examining the key factors influencing e-learning adoption in Indonesia. Grounded in a comprehensive literature review on flow theory, service quality, and technology acceptance models, the study develops a research model that includes four independent variables (instructor characteristics, teaching materials, content design, and enjoyment), two belief variables (perceived usefulness and perceived ease of use), and one dependent variable (intention to use e-learning). **Method:** Data were collected from 404 respondents, comprising students and lecturers at state Islamic universities in Indonesia, using convenience sampling. The study employed SEM-PLS for data analysis, validating the research instrument's reliability and validity. **Results:** The results offer insights into the managerial implications and suggest directions for future research in e-learning adoption. Its results confirm six hypotheses. **Novelty:** This study fills a gap in e-learning adoption research by focusing on Indonesia and integrating flow theory, service quality, and technology acceptance models. It highlights the roles of perceived playfulness, ease of use, and instructional content design in influencing e-learning adoption while challenging the expected impact of instructor characteristics. This research provides fresh insights into technology-driven learning in the context of developing countries.

INTRODUCTION

One of the most notable educational shifts during the information age has been the move from teacher-centered to learner-centered approaches. In addition to entering the information age, the COVID-19 pandemic has significantly altered human behavior and lifestyles across various sectors, including education (Gadi et al., 2022). Electronic learning (e-learning) has further accelerated the adoption of learner-centered education and transformed educational practices. E-learning has gained considerable attention from educational institutions, software developers, and businesses due to its potential benefits in education and cost efficiency (Dumbiri & Nwadiani, 2020; Giannakos et al., 2022; Madni et al., 2022; Qashou, 2022; Shurygin et al., 2021). These advantages include lower education costs, consistent and timely content delivery, flexible access, and convenience. Moreover, educational value can be enhanced by tailoring content to meet learners' needs.

Numerous universities have incorporated technology into their teaching and learning processes using Learning Management Systems (LMS), particularly following the COVID-19 pandemic (Syafrizal et al., 2023). They claim that online training saves training costs and increases learning effectiveness by providing high-quality training services. The success of e-learning largely depends on applying educational models that meet the needs of learners and educational goals. Designing a good e-learning service is a complex

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