Perceived Usefulness, Attitude and E-Learning Satisfaction of Graduate Lecturers PGRI University of Palembang

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ABSTRACT
The study's aim is to examine the online learning mechanism used by lecturers in the PGRI Palembang University Graduate Program. This study specifically seeks to ascertain the perceived utility, attitudes, and satisfaction of lecturers in using online learning systems. This study used a mixed approach, which is a quantitative method that included a series of survey questionnaires. The findings revealed that the perceived usefulness, attitudes, and satisfaction of online learning were high. A quantitative method using interview, observation and documentation. The findings of this study are expected to benefit the world of education, especially educators and researchers, by providing information about users' perceptions and efficacy of using online learning. Furthermore, it provides input toward the implementation of online-based learning, especially in the "New Normal" era.

Keywords: Perceived Usefulness, Attitudes, E-Learning, Satisfaction

1. INTRODUCTION

A global issue has developed with the Coronavirus pandemic in 2019 (COVID-19). In Wuhan, Republic of China, COVID-19 is confirmed to be a cause of the outbreak of infectious respiratory diseases. Dr. Tedros Adhanom Ghebreyesus, WHO Director General, publicly announced the pandemic on 11 March 2020 of Covid-19 [1]. Previously, President Joko Widodo declared the first case of Covid-19 in Indonesia on March 2, 2020. Since that day, Indonesia has also been severely impacted by SARS-CoV-19 infection. The pandemic posed significant threats to all aspects of life including the field of education. Responding to this, the Ministry of Education and Culture (KEMDIKBUD) through the Higher Education Service Institute circular letter of the Ministry of Education and Culture dated March 16, 2020 number 614 / LI.2 / KP / 2020 Regarding the circulatory prevention of the spread of Covid-19, giving instructions to universities and schools to organize distance learning and advise students to learn from their own homes. This is in accordance with President Joko Widodo's call for an appeal to worship at home, work from home, and learn from home [2].

In recent decades, e-learning technologies have become an integral component of education. E-learning is described as learning that takes advantage of internet networks to provide accessibility, communication, flexibility, and the ability to initiate various types of learning interactions [3]. According to research, the use of the web and multimedia technologies is useful in transmitting information and provides an alternative means of delivering knowledge to traditional groups [4]. Furthermore, Suresh and Sridevi argue that e-learning is critical to the higher education and learning method [5].

In implementing E-learning, institutions and educators apply various types of e-learning systems and online applications. Palembang PGRI University began to implement an e-learning system in September 2018 which can be accessed through the university's website. Basically, long before the pandemic occurred, the system provided additional support to the conventional face-to-face system. PGRI University of Palembang as a cyber-university had a hybrid of offline and e-learning running a mixed-learning framework. The university's teaching and learning process has been a complete e-learning process since the Covid 19 pandemic. Although, lecturers and students at the university are familiar with e-learning, a system that fully uses the internet network so that learning can be interrupted in its implementation.

As a result, it is critical to assess their purchase intention, e-learning attitude, and e-learning satisfaction to analyzing and to improve the application of university e-learning. The TAM procedure, invented by Davis, is an

online learning application user approval evaluation tool (1985). Various aspects of the technology acceptance model, which is a great analytical tool for interpreting the approval of the e-learning environment by teachers, are perceived to be beneficial (PU) and mindset (A). Based on user engagement with e-learning systems the scientist chooses PU and A; however, to conducted to evaluate the entire model, the lecturers must have a full experience and they should have used all the platforms capabilities.

The usefulness of an e-learning method refers to a person's understanding of the system's value. According to Davis, perceived usefulness illustrates the users'

perception of how a system is beneficial in improving their work performance. In agreement, Hsia, et al stated that perceived usefulness is the extent of an organization. Factors of an e-learning platform's perceived utility include perceptions of its benefits toward increasing instructional effectiveness, productivity, and efficiency as well as decreasing the level of instructional difficulty [6]. TAM proposes external variables to monitor the effect of external considerations, perceived utilities and perceived ease of use two main internal convictions, whereas perceived ease of using it directly influences relative advantage.
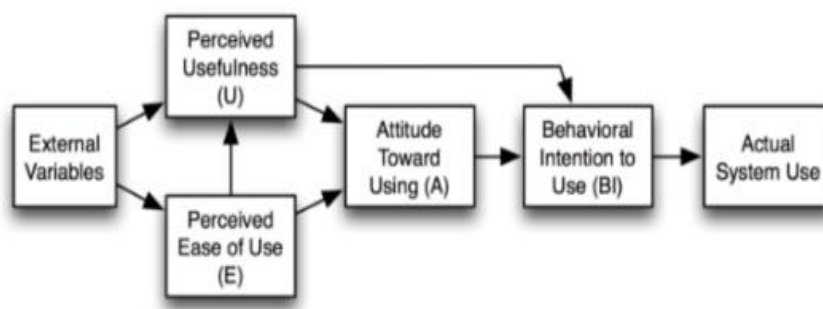

Figure 1. TAM

A person's attitude consists of three components, namely the cognitive component, the affective component, and the behavioral component [7]. The cognitive component shows a person's beliefs about a product/service, which can be good or not good. The affective component shows an emotional reaction to a product/service, which can be either happy or not happy. And the behavioral component usually shows someone's response to something, which can be either using or not using.

Attitudes can affect someone's behaviour. If someone shows a positive attitude towards service, there will be a possibility that someone will decide to use it. Vice versa, if someone shows a negative attitude towards service, there will be a possibility that someone will decide not to use it. According to Hartono [8], someone's attitude towards information technology can show the extent to which he feels that information technology is good or bad. If someone feels that the information technology-based services are good, then it is possible that someone will show a positive attitude and even decide to use it, and vice versa.

Satisfaction in online learning services is a person's level of feeling that their expectation toward a product or service is met or exceeded [9]. Lecturers are a representation of the university in today's Land in e-learning. To satisfy lecturers, the university should original interpret the level of e-learning services interpreted by professors, then undertake square actions aimed at improving the overall quality of e-learning service in order to provide information on the achievement of e-learning lessons. In earlier studies there are several features that form the overall quality of e-

learning service. Such traits illustrate the mode of student/instructor interactions [10]; [11]; [13]; [14]; [15]; [16]; [17]; [18]; and support and administrative services [19]; [20]. The quality of each service makes a different contribution to the overall quality of the e-learning service and in essence, the overall quality of the e-learning service influences the satisfaction of e-learners.

2. METHODS

This research involves 20 lectures at PGRI University Graduate Program. It is applied mixed methods research. It is an approach to request including gathering quantitative as well as qualitative data coordinates the two data forms, and using specific plans that may incorporate philosophical assumptions and theoretical frameworks. Quantitative data was obtained by means of surveys which was conducted using three types of questionnaire: 1) perceived usefulness, 2) e-learning attitude questionnaire, and 3) e-learning satisfaction questionnaire. Validation of contents of the questionnaires were done by three validators with related expertise in education and/or e-learning. Each questionnaire was close ended which employs a Likert's 5 points scale. Qualitative information collected for this study were obtained from interviews, documents, and observation. Semi-structured interviews were done to obtain data about the university lecturers' perceived usefulness, of e-learning, e-learning behavior and happiness with e-learning. both observation and examination of documentation were done to examine lecturers' activities in using e-learning. These types of data are also deemed contributive in examining lecturers'

perceived usefulness of e-learning, attitude towards e-satisfaction.

3. RESULTS AND DISCUSSION

1. Perceived Usefulness for e-learning

The questionnaires were filled out by 20 lecturers in graduate program and the interviews were given to four lecturers consisted of two female and two male lecturers. Table 1. shows the results of participants' answers to perceived usefulness. The table contains details about the average value of any object in the query.

Table 1. Result of Perceived Usefulness for E-learning

No	Item	Mean
1	Using an E-learning device to learn is highly advantageous	4.45
2	I am able to complete assignments more easily thanks to web-based e-learning	4.35
3	My job performance increases when I use web-based e-learning	4.10
4	Using web-based e-learning increases my job performance.	4.15
5	My productivity has improved as a result of my use of web-based e-learning.	4.05
6	Using web-based E-learning helps me to have more influence over my job.	3.90
7	I save time by using web-based E-learning.	4.05
8	The use of web-based e-learning enables me to do more than otherwise would be necessary	3.90
9	I spend less time on unproductive tasks while I use web-based E-learning.	3.55
10	I improve productivity in my job by using web-based E-learning.	3.85
11	Using web-based E-learning makes my work easier.	4.10
12	Web-based E-learning helps me with important aspects of my career.	3.55
13	My job-related needs are met by a web-based E-learning framework.	3.75
14	My task will be difficult to complete without the use of web-based E-learning.	2.40
	Average	3.87

Table 1. indicate that the majority reaction of lecturers to perceived utility of e-learning is 3.87. It demonstrates that lecturers' perceived utility is strong. The rest of the answers are in SA (Strongly Agree). It demonstrates that the majority of respondents believe that e-learning is useful in supplementing their learning activity. The highest mean value of 14 perceived utility query items is "Utilizing E-learning framework is very helpful in learning." The maximum value is 4.45. Because of the current scenario, it seems that using an e-learning framework has benefited lecturers in providing learning activities. In contrast, the minimum value of perceived utility from question 14 is "Without e-learning, I find it hard to read." The Middle with the lowest value is 2.4. This demonstrates that the degree of perceptions of the usefulness of lecturers is at a moderate level, which means that on average the lecturers are still able to carry out learning without an online system.

To support the data from questionnaire, the researcher conducted interview with research participants. Based on the interview, it is found that some of respondents acknowledged that learning through online is helpful.

2. Attitude towards e-learning

The outcome of participants' reactions to attitude is seen table 2. The table provides more descriptions of the average value of each object. Question items number 15, 17, 18, 23, 25, 26, and 27 are negative questions or indicate a negative attitude towards the E-learning system, while other statements are positive. Assessments for positive and negative statements are carried out in different ways. Responses to agree and strongly agree to a positive statement indicate a high assessment of the statement. Conversely, responses to agree and strongly agree to negative statements indicate a low assessment of those statements.

Table 2. Result of Lecturers' Attitude towards E-learning

No	Item	Mean
1	I believe it is incredibly difficult to learn by e-learning.	3.95
2	I assume that e-learning requires strategic expertise.	3.75
3	I conclude that my psychological burden is greatly reduced by e-learning.	3.90
4	I think e-learning is only appropriate for people who are really patient.	3.60
5	I believe it makes an individual more successful in their studies by learning e-learning.	3.60
6	E-learning improves my course attendance.	3.60
7	I need instruction to understand how e-learning is to be used.	3.45
8	On e-learning, I enjoy sharing my information with my classmates.	4.10
9	It is a waste of time to use e-learning in the learning process.	3.85
10	I have the chance to study in traditional schools that I would never have had.	3.75
11	E-learning is a dull form of learning	3.90
12	I am not the sort of person who does well with e-learning.	3.90
13	I dislike using e-learning.	4.10
14	E-learning is a valuable method for communicating with other students.	4.00
	Average	3.82

Table 2 shows that the PGRI University of Palembang's average response of teachers to e-learning has been 3.82. This suggests that the mood of the lecturers is strong. This value shows that over half of the respondents have had a good feeling for online learning. The Strongest average score of the 14 items of lecturer attitude questions is on the statement " I happily share my experience with my coworkers", namely 4.10. This shows that using an e-learning system helps lecturers to share ideas with peers. Regarding the negative statements (numbers 15, 17, 23, 25, 26, and 27), the average value obtained he's at a high standard. Most respondents have thus replied D (disagree) or SD (strongly disagree). This shows that for respondents, e-learning is not considered complicated, not stressful, is not only for those who have high patience, do not waste time, and are not boring. For the lowest average score of the 14 items of lecturers' attitude question is on the statement "I need to learn how to use electronic learning" it means that they needed training in using the online system. However, overall, lecturers' attitudes towards using online systems in the learning process can be said to be positive.

To support the data from questionnaire, the researcher conducted interview with research participants. Based on the interview, it is found that some research participants agreed that online learning has positive after using e-learning in learning process.

Overall, from the interview with the respondents, they response that by using online learning system helps lecturers complete their assignments faster than ordinary classroom learning or conventional learning.

3. E-learning Satisfaction

Table 3. displays the effects of respondents' answers to learning satisfaction. The table contains details on the mean value of each query object.

Table 3. The Result of Lecturers' E-learning Satisfaction

No	Item	Mean
1	The layout of the e-learning element was easy to understand	3.63
2	Web-based e-learning was easy to use	3.70
3	The components for e-learning were still available	3.80
4	The content was promptly put online	3.85
5	I see the e-learning component's architecture as fine.	3.85
6	I favor e-learning over conventional education	3.35
7	I think e-learning in other classes should be carried out	3.80
8	I'd recommend e-learning for other teachers	3.85
9	I want to regularly visit e-learning for my training.	4.05
10	I expect to use e-learning over the six-month period.	4.20
11	E-learning system provide the update data	4.05
12	E-learning system provide useful data	4.15
13	The teaching progress is monitored by an e-learning system.	4.10
14	E-learning system record the effort and teaching-learning data	4.25
	Average	3.90

The researcher also conducted interview with research participants. Based on the interview, it is found that research participants agreed that they are satisfied with the activities of the online learning system. But it still cannot replace the meaning of the teacher. This shows that most respondents are satisfied.

According to the findings of this report, the lecturers' perceptions of the utility and attitudes to online education systems are high. Thus, it can be said that they have positive perceptions and attitudes towards online systems. In addition, lecturers also have high or positive satisfaction with the online learning system. Arunalchalam [22] states that perceived usefulness affects satisfaction using an online learning system. In addition, attitudes towards e-learning are a contributing factor to the use of e-learning [23];[24]. Thus, theoretically it can be said that perceived usefulness and attitude affect satisfaction with using online systems. In this study, it is likely that perceived usefulness and attitude variables have an impact on lecturer satisfaction in the use of online learning systems.

4. CONCLUSION

In the line with the findings in the previous chapter, is stated as follows: 1) PPs PGRI Palembang University have strong expectations of the importance of e-learning in the Online Learning environment. The majority of those interviewed therefore believe that online learning is a valuable tool to complement teaching and learning; 2) the teachers' approach to e-learning is strong in relation to the PPs PGRI Palembang University's on-line learning scheme. This demonstrates how to use an online learning system helps lecturers complete their assignments faster than ordinary classroom learning or conventional learning, and 3) the satisfaction of lecturers towards e-learning regarding the online learning system at PPs PGRI Palembang University is at a high level. This response is related to their satisfaction after learning through an online learning system. This shows that most respondents are satisfied with the activities of the online learning system.

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