

Fostering University Students' Attitude toward Utilization of E-Learning

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Abstract

Education is vital in any type of society for the conservation of lives. The existence of education is closely related to the contribution of technology. The growing influences of technologies on all aspects of life require the education sector to follow and adopt technology in its systems. One of them is online learning. This study explores the students' attitude towards the utilization of e-learning in Universitas Pembinaan Masyarakat Indonesia students especially in Teacher Training and Education Faculty with two study programs namely English Education Study Program and Physical Education, Health and Recreation Study Program. By knowing their attitude then their learning can be fostered by training flipped classroom learning. The data collection method used was questionnaire distributed to all students of Teacher Training and Education Faculty batch of 2019 by purposive sampling. The findings reveal that technology-related factors (ease of use, speed accessibility and service delivery), internal factors (attitudes of the users) and teacher factors influence the students' attitude toward the use of e-learning. By providing the training, the students increased their motivation and academic performance in online learning. The study could provide the opportunity of assisting the students to use e-learning facilities regularly.

Keywords : *Attitude, E-Learning, Education, Utilization*

1. INTRODUCTION

Information Communication and Technologies (ICTs) like computers and the Internet continue to spread to all parts of the world. Even the education system is also experiencing the effect of ICT. The field of education has tried to exploit ICTs to connect distance learners with instructors. Kennedy and McNaught (1997) indicated that ICT is a force that has changed many aspects of the way we live. The recent advent of electronic learning (e-learning) technology has made training, teaching and learning on the Internet more feasible.

Recently the admission process into tertiary institutions is done electronically. Due to the re-learning of technology in education, its significance is gradually raising in the education sector during the COVID-19 pandemic especially for making teaching and learning uncomplicated. According to Mahato (2017), the utilization of technology in learning has got to staggering levels. The biggest re-learning of technology in education sector is replacing the teaching and learning process with online classes from traditional physical classrooms. Therefore, most education institutions are undertaking tremendous ongoing efforts to provide the necessary support to their faculties, instructors, and students. Smart and Cappell (2006) suggested that online education and blended instruction can be as effective as traditional classroom models in focusing on learners' satisfaction with online instruction.

The term e-learning covers new approaches in teaching and learning. E-learning is usually defined as a type of learning facilitated ICT for improving the quality of teaching and learning. A number of other terms such as online learning, network and web-based learning, virtual learning, distributed learning are also used. It is a dynamic process – personalized, transformed and customized on demand in response to learner and environmental variables. The learners control their own interaction with the content and presentation. By this limitation of interaction, the learners easily feel uninterested in learning. Therefore, e-learning plays an important since the learning activities and materials in e-learning influence student motivation levels and their academic performance.

The behavior or attitudes of students can be influenced by online learning. In the few past, there are a number of researchers conducted the study related to undergraduate students' attitude towards the e-learning (online learning). The study conducted by Faroq and Javid (2012) found out that the students realized the importance of the technology even though the use of technology was not encouraging. Another studies conducted such as by Knowles and Kerkman (2000), Şen (2013), Erarslan and Topkaya (2017) showed that the students' attitude toward online learning are more positive in the last week than in the first week of the course. This study attempts to foster the

students' attitude towards e-learning by analyzing the factors that influence the students' attitude toward the use of e-learning early. In this case, the students chosen were in Teacher Training and Education Faculty especially in both of study programs, namely English Education Study Program and Physical Education, Health and Recreation Study Program batch of 2019.

2. LITERATURE REVIEW

E-learning

E-learning technologies are student-centered and are focused on the development of individual student resources. Salmon (2002) defined e-learning is an approach to facilitate and enhance learning through computer and communications technology. Such devices include personal computers and other communications technologies which will enable the use of the internet for email, discussion forum and collaborative software to facilitate team learning among students. E-learning has a number of advantages among them are providing better teaching aids, their efficient, timely updating and availability; facilitates flexible asynchronous learning; provides learners with a sense of autonomy and control; develops student's ability to work independently; contributes to the students' professional competencies. Despite many advantages, e-learning has some disadvantages. They are difficulty in establishing a creative atmosphere among the students of one group and difficulty in motivating students; computer anxiety, time spent on learning and mastering the technical aspects of doing the online course.

E-learning has enormous prospects. The vast improvement of the information and telecommunication technologies in Indonesia indicates that society is ready to accept and embrace e-learning fully. However, deep attention should be taken to analyze the opportunities and factors that can influence e-learning implementation. This study reflected the utilization of e-learning in the tertiary level.

Attitude

Attitude is the degree to which a person has a favourable or unfavourable appraisal of the behaviour in question (Ajzen, 1991). This notion indicates that attitude predicts an individual behavioural intention and actual behaviour. Besides commonly studied in marketing studies, attitude is also used in educational studies. Education literature has recognized the relationship between attitude and satisfaction (Taghizadeh, and Hajhosseini, 2020) and the relationship between attitude and performance (Laguadoran and Dotong, 2020). It is significant to study the students' attitudes since attitude can influence the students' behaviour in an online learning setting. Maintaining a positive attitude could enhance online learning continuance.

Satisfaction

Satisfaction is the students' perception of the learning experience and learning environment and how they aid their academic success (Lo, 2010). According to Efiloğlu Kurt (2019), satisfaction is the degree to which the user believes the system meets their initial purpose. Having a successful interaction with the online learning system will lead to high satisfaction while failing to have a good interaction with the system will lead to dissatisfaction. In the context of this study, students' satisfaction with prior experience is argued to influence their attitude towards the learning system. A review of the existing literature reveals that satisfaction positively influences attitude in the internet usage context (Chang, Tsai, Chiu, 2015).

Performance

Students' performance is the learners' ability to complete tasks and respond to the learning environment (Chang, et al, 2014). Factors that may influence learning performance are students' ability, motivation, and desire for knowledge (Bandura, 1997). In the current study, it is argued that a positive performance of using an online learning system will develop a positive attitude towards the learning system. The literature shows that performance positively influences attitude in the financial service context (Akhgari, et al, 2018).

Factors influence e-learning

The performance of technology is a multifaceted route that depends on its distinctiveness, the connections among human resources and educational settings. The following factors are identified to influence e-learning.

Teacher's factors

A recurrently mentioned set of factors affecting the utilization of technology in education is linked with the teacher. The lecturers' thoughts on the way to and proficiency with technology have regularly been acknowledged as the key factor connected with the utilization of technology (Mundy,2012). If a teacher do not cling to affirmative thoughts to technology and not expected of using it in teaching. Teacher's instructive attitude and teaching philosophy put into practice are in addition factors that appear to persuade the proper utilization of technology in education.

Organization factors

The purpose of university as an institute is not to unravel a distinct predicament although to lighten the pressure on the university caused by stress working outside of or overriding the power of customary control. Similarly, they obviously and unavoidably oppose modification that will set demands on the existing practices. It implies that what emerges as a clear-cut enhancement to outsiders can an organization be felt as deplorably upsetting if it means that societies are obliged to modify its ethics and practices for execution. The prologue of technologies necessitates a stern modification in the program of study, teaching practices, reallocation of wherewithal, and possibly reorganizing the basic composition of school. More to the point, organizations are assumed to contain a formation that averts widespread utilization of computers.

Technology factors

Technology itself is also among the spring of set of factors that affect its usage by teachers. Recently some contradictory thoughts on the significant effects of technology ought to be utilized in education. It directs the lecturers to a state of uncertainty regarding the educational ethics of technology. Furthermore, the continuously varying technologies make it complex for lecturers to live with the latest trends in technology. It is since on a daily basis, new hardware and software are becoming available and the lecturers find it hard and daunting to continue following this mysterious beast in technology. Therefore, the nature of unpredictability makes technology less alluring for most lecturers because of its undependable and can break down at any time but lecturers, who have only a limited amount of time in front of students, cannot spend the time troubleshooting problems they may or may not be able to solve. Thus if there is no strong need for the use of technology and reliable support, lecturers may not use it in their teaching.

3. RESEARCH METHOD

The study used a survey approach to examine the students' attitudes towards e-learning. The target population was the students studying in Teacher Training and Education Faculty batch of 2019 or in the forth semester. The sampling technique in the study was a purposive sampling technique. Total of 55 questionnaires were distributed among university students included English Education Study Program and Physical Education, Health and Recreation Study Program.

4. RESULTS AND DISCUSSION

The research data show that the students' responses in the beginning of study indicated some factors influencing attitude towards using online learning namely material resources, teacher's factor and increase of accessibility at

the institutional level. However at the end of the study, the participants pointed out that the organizational weakness were the most important to them. According to them, seeking the usefulness of e-learning, the collaboration of lecturers and students is necessary as well as their active engagement.

In the beginning, the students stressed material resources as the most significant ones in online learning then student personality was seen as the main obstacle to using e-learning. The category consisted of internal attitudes such as passivity, lack of motivation, excessive workload and time planning. According to them, the internal attitudes are the second biggest barrier to using e-learning in the study process so that difficult to change the current situation. However, some students in the study did not point out any barriers to using e-learning. It can be stated that the participants assumed that the biggest challenges of using e-learning was their selves.

Further responses, a number of students also indicated that the teacher’s personality as an obstacle. The latter category was divided into teacher’s personality (outdated attitude of teacher and incapability of teacher to use e-learning). Hence, the participants thought that the lecturers did not want to introduce e-learning or do not make students used to working with e-learning.

After one month of practical use of e-learning in the study process, the students’ attitude slightly changed. The research results disclosed that the intensive use of e-learning resulted in changes in their attitude towards using e-learning. The most important thing is for lecturers to upload information on time, attractively and effectively. The students’ responses about obstacles in using e-learning were not far different with in the beginning, among them are student personality, teacher personality, organizational weaknesses and characteristics of information.

At the end of the project, the students responded that organizational weaknesses were referred to as the main obstacles to using e-learning. The category of organizational weaknesses were lack of proper equipment, internet disruptions, too little instruction to students, problems with logging in, insufficient financing and lack of software (table 1).The students indicated internet disruptions, accessibility of e-learning and financial resources as the main factors influencing attitudes toward online learning (e-learning). The second most important category was the teacher’s personality. Many lecturers are unwillingness to use various activities, upload materials to e-learning, and not all of them have more knowledge to use the program needed. The third most relevant category was student personality. It should be mentioned that the student personality as an obstacle to successful use of e-learning decreased.

Table 1. Percentage of Indicators

Indicators	In the beginning (%)	At the end (%)
Material resources	49.09	23.66
Teacher’s personality	3.64	5.45
Accessibility factor	5.45	32.72
Organizational Weakness	5.45	32.72
Student’s personality (internal attitudes)	34.54	5.45

By knowing the factors influencing students’ attitudes toward the use of e-learning, strategy to foster the students’ attitudes and performances was trained. The application of the flipped classroom learning was widely used to help students get more satisfaction with their studies and results. It also can give some insights into the further development of the research, especially in student-teacher communication. Flipped classroom was applied by creating videos and content associate with the materials or seeking out videos and other interactive content to foster students’ interests in online learning. The factors in the beginning were slightly different from the factors identified by the students at the end of the training. Therefore, lecturers should be aware of that before their module, to ensure that their students have technical access to e-learning.

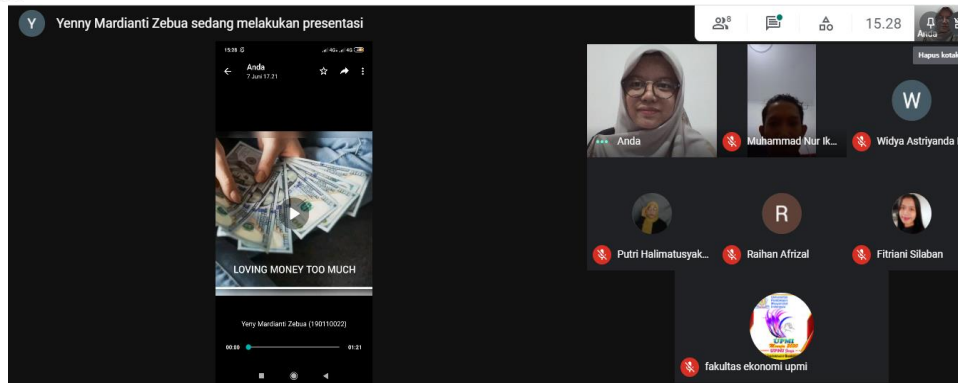


Figure 1. Fostering Students' Attitude by Using Video for E- learning

After active use of e-learning, the students started to attach less importance to the material resources of the institution (technical resources, software). However, they emphasized such organizational weaknesses such as access, internet connection disturbances and technical problems. Therefore, lecturers have to ascertain if appropriate computer equipment is available at university and in the students' home and whether the internet connection is good. Furthermore, introducing students to e-learning, the teacher has to allocate time to students' practical preparation to help them get ready for searching and using information.

The results of study can help lecturers to prepare students for the course. Despite the intensive use of ICT in their leisure time, students experience anxiety and insecurity when faced e-learning. Therefore, proper teacher-student communication before the course could help students get ready to the intensive use of e-learning and prepare for the challenges it poses. These insights should be tested in other contexts and with qualitative study to get more transferable results. Digital technologies may contribute to the development of sustainable learning, and the awareness of students' opinion about and factors of using e-learning may make this development more efficient. Institutions have to invest in the development of lecturers' competences and to strive for lecturers' positive attitudes towards e-learning to ensure the sustainable development of online learning. The improvement of application has to develop simultaneously with pedagogical competences, because e-learning also has a negative impact due to a lack of communication skill development and asynchronous digital content delivery.

5. CONCLUSION

As a driving force of transformation, technology has benefit by helping the lecturers and learners to achieve the best in its education. The factors of using online learning environment identified by students in the beginning of study were divided into material resources; teacher personality; student personality, organizational weaknesses and accessibility at the institutional level. These categories coincided in the beginning of the educational project and at the end of study however with different main points. In the beginning, the students stressed on material resources and student's personality however at the end the students responded that organizational weaknesses were as the main obstacles to using e-learning.

It can be concluded that as students gain more experience in using e-learning, it is not technological factors that become important, but students' and lecturers' attitudes and the motivation to improve and learn. The analysis of students' attitudes shows that motivation helps to overcome external distractions more easily. As students become more familiar with e-learning, their resistance to using e-learning decreases. The study allows us to assume that the beginning of the study is very important and has impact on the further study process. Students also have to be sure that the lecturer's competence to work with e-learning is sufficient.

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