

**RESEARCH REPORT**



**AN ANALYSIS OF E-LEARNING ACCEPTANCE  
AMONG COLLEGE STUDENTS**

By:

Cecilia TitiekMurniati, Ph.D

**FACULTY OF LANGUAGE AND ARTS  
SOEGIJAPRANATA CATHOLIC UNIVERSITY**

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## ABSTRACT

The advancement of technology and the Internet have changing the way subject matters are presented. They allow teachers and students interact through various digital media and information technology. E-learning is the term that is used to describe the delivery of a subject matter via numerous types of digital technology and through web-based interaction. Indonesia has begun adopting e-learning in an effort to create student-centered learning approach and to accommodate young generation's comfort with technology. However, university administrators have not yet assessed to what extent and how these blended learning or e-Learning affect students' learning outcome and how well the system is accepted and adopted. To address the research questions, I administered survey to 100 active students in the Faculty of Language and Arts. The questionnaire consists of two parts. The first part was used to look at the demography of students such as gender, class standing, and level of comfort with technology. Pearson Correlation test was used to analyze the interaction between learners' perceived ease of use, perceived usefulness, intention to use, and level of comfort.

The results of Pearson Correlation Test demonstrated that learners' perceived ease of use was positively correlated with affects their perceived usefulness. learners' perceived usefulness had significant correlation with their intention to use e-learning. Finally, learner's level of comfort using e-learning significantly correlated with learner's perceived ease of use.

**Keywords: technology acceptance, e-learning, perceived usefulness, perceived ease of use, attitude toward e-learning, intention to use**

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# CHAPTER 1

## INTRODUCTION

### 1.1 Background

E-learning has gained prominence in the last few years. The advancement in the information technology has prompted the change of learning and teaching approaches worldwide (Tick, 2006). Teachers and educational practitioners have begun to acknowledge the benefits of integrating technology in their classes. E-learning has been broadly defined as system of course delivery that are conducted through electronic tools and web-based platforms. Currently, e-Learning is emerging as the teaching paradigm shifts from teacher-centered class to student-centered class. Students are in charge of the knowledge transfer. E-learning allows students and teachers interact in the exchange of knowledge without being limited by time and space (Sun et al, 2009).

E-learning is commonly defined as the delivery of teaching materials through various types of digital technology such as audio/video tape, interactive TV, Internet, Intranet, and CD-ROM (Engelbrecht, 2005). Others view e-learning as the delivery of teaching materials via digital technology and web-based media in the form of web-based communication, collaboration, knowledge transfer, and training (Kelly & Bauer, 2004; Sun et al. 2007). Masrom (2007) proposed a broader definition of e-learning to include communication via information and communication technology.

In the last few decades, universities in Indonesia are increasingly moving towards the innovative pedagogy involving e-Learning. However, university administrators have not yet

assessed to what extent and how these blended learning or e-Learning affect students' learning outcome and how well the system is accepted and adopted. Many studies on technology adoption utilized Technology Acceptance Model (TAM) developed by Davis (1989). TAM posits that a user's acceptance and use of technology rely on users' perceived usefulness and ease of use. Perceived usefulness is defined as "the degree to which a person believes that using a particular system would enhance his or her job" (p. 320) while perceived ease of use is defined as "the degree to which a person believes that using a particular system would be free from effort" (p. 320). Studies on learner's acceptance on e-learning TAM has been applied in various contexts and fields such as healthcare (Chau and Hu, 2002; Grover, 2015), banking (Martins et al., 2014), education (Fathema, 2015; Ong & Lai, 2014) and business (Bjursten, Classon, & Steen, 2016).

Studies on the successful adoption of e-learning demonstrated that learners' perceived ease of use was dependent upon computer self-efficacy (Vankatesh & Davis, 1996). Ong & Lai (2004) investigated gender differences among dominants affecting e-learning acceptance. They surveyed 67 female and 89 male employees in six international companies. The findings of their study showed men's rating of computer self-efficacy, perceived usefulness, perceived ease of use, and behavioral intention to use e-learning are all higher than women's. Men's adoption of e-learning are more likely to be influenced by their perceived usefulness. Saade et al. (2007) conducted a study on multimedia technology environment acceptance among students. Their findings showed that learners' perceived ease of use was significantly correlated with their intention to use, while learners' perceived ease of use had a positive correlation with learners' attitude towards multimedia learning environment.

While numerous studies have been conducted in many countries world wide, studies on learners' acceptance of e-leaners have been extensively studied. This study aims to address the research gap on this particular topic.

## **1.2 Hypothesis**

The study is conducted to test the following hypotheses:

H1: Learners' perceived ease of use positively affects their perceived usefulness.

H2: Learners' perceived usefulness positively affects their intention to use e-learning.

H3: Learners' perceived ease of use positively affects their intention to use e-learning.

H4: Level of comfort positively affects learner's perceived ease of use.

## **1.3 Purpose of the study**

The main purpose of this study is to find out factors that account for the acceptance of e-learning and how students perceived e-learning.

## **1.4 Scope of the study**

Understanding how students accept e-learning will benefit the faculty and the university in various ways. The findings of this study will help the Faculty of Language and Arts to improve the integration of e-Learning and seek ways to maximize the benefits of e-learning for students' achievement. In addition, the results from this study are useful for teachers to modify their teaching strategies to integrate e-learning in their courses.



### **1.5 Significance of the study**

The results of this study on e-learning adoption of e-learning will contribute a scholarly discussion on the factors that influence learners' intention to use e-learning. The findings of this study will be useful for the department or the university should they decide to encourage more lecturers to adopt e-learning in their courses.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 The definition of e-Learning**

Although the term e-learning has been used since the 1990s, its notion has not been widely agreed upon. Some researchers view e-learning as the delivery of teaching materials via electronic media, such as audio/video tape, interactive TV, Internet, Intranet, and CD-ROM (Engelbrecht, 2005) while others view e-learning as a web based learning which includes web-based communication, collaboration, knowledge transfer, and training (Kelly & Bauer, 2004; Sun et al. 2007). The broader definition of e-Learning incorporates both notions. Masrom (2007, p.1) defines e-learning as “learning facilitated and supported through the utilization of information and communication technology (ICTs).

#### **2.2 Technology Acceptance Model**

Technology Acceptance Model or TAM (Davis, 1989; Davis, Bagozzi & Warshaw, 1989) is one of the models to explain user acceptance and usage behavior regarding information technology. In other words, it is one of the most widely accepted models widely to investigate the determinants of technology acceptance. Many studies analyzing how people use technology have used and expanded this model (Jantan, Ramayah & Chin, 2001; Koay, 2002, Lee, Yoon, & Lee, 2009; Ramayah, Siron, Dahlan & Mohamad, 2002).

Technology acceptance model posits that people’s desire to use technology is influenced by two beliefs; they are perceived usefulness and perceived ease of use. Perceived usefulness

refers to the degree to which a user believes that technology is useful and can increase their productivity. Perceived ease of use refers to the degree in which a user believes that technology can be used with minimal efforts (Davis, 1989). Literature shows that perceived ease of use has a direct effect on both perceived usefulness and technology usage (Adams et al., 1992; Davis, 1989). The following is the model:

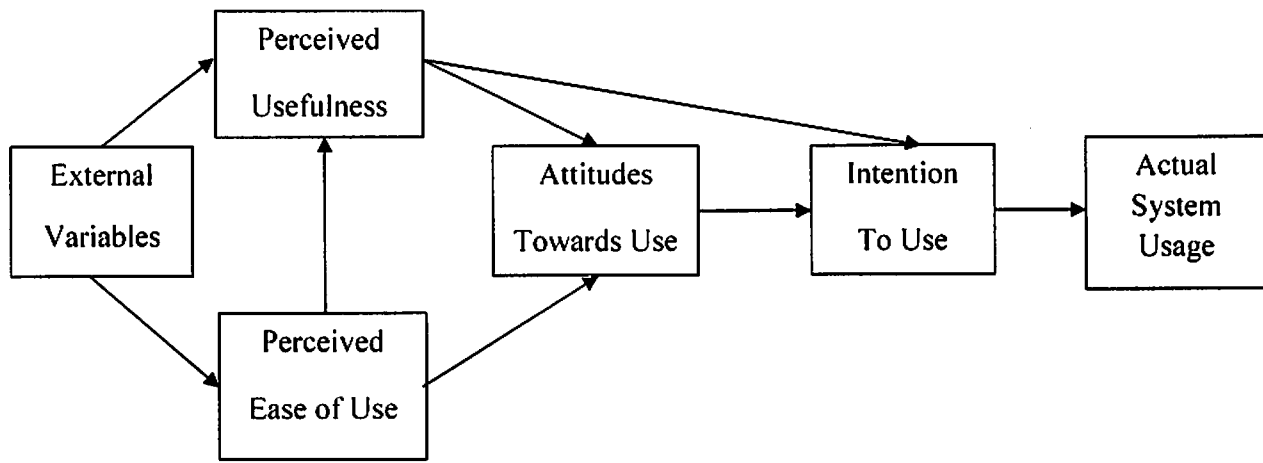


Figure 1: Technology Acceptance Model

In this model, we can see that external factors influenced perceived usefulness and perceived ease of use. Perceived usefulness and perceived ease of use have some influences on the attitude towards technology and intention to use technology (Davis, 1989).

TAM constructs have been used to include many aspects of technology in learning, including e-Learning. Research on technology acceptance in universities indicates that (Selim, 2003). Results revealed that perceived usefulness and ease of use of coursewebsite were the strongest determinants for the acceptance and usage of course website. Students who believed that course websites were useful and easy to use were more likely to accept it as an effective tool (Selim, 2003). Some studies focus on the motivational aspect of TAM. Roca &Gagné (2008)

introduced three motivational factors that affect technology acceptance. They are perceived autonomy support, perceived competence, and perceived relatedness. The perceived autonomy support, competence, and relatedness were shown to influence perceived usefulness, playfulness, and ease of use.

Literature on technology acceptance indicates mixed results. Some researchers found that perceived usefulness was the key determinant in technology acceptance, whereas some studies show mixed results for the perceived ease of use construct (Adams et al., 1992; Hu et al., 1999; Ndubisi et al., 2001).

Although the TAM literature reveals that certain inconsistencies exist but they are rarely dealt with clearly (En Mao & Palvia, 2001). So this research delves into one of the many inconsistencies which may be explored to enrich the literature in the TAM research.

## **CHAPTER 3**

### **METHODS**

This study is quantitative in nature. It intends to look e-learning acceptance among college students. The data were taken from Technology Acceptance Survey distributed to students in a private university in Semarang.

#### **3.1 Population and sample**

The population of this study was students in the Faculty of Language and Arts Soegijapranata Catholic University. Currently, there are approximately 400 active students. The data were taken using convenience sampling. We were able to recruit 100 students for the study.

#### **3.2 Instrument**

The questionnaire used in this study was a modified version of Technology Acceptance Model questionnaire. It consists of two parts. The first part asks about participants' gender, class standing, and level of comfort with technology. The second part concerns with the four constructs in the technology acceptance model. They are Perceived Usefulness, Perceived Ease of Use, Attitude Towards e-learning, and Intention to Use e-learning. Each construct is divided into several measures. There are 14 question items in this questionnaire. Likert Scale was used to elicit responses from the respondents. Each statement has five response options. They are Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

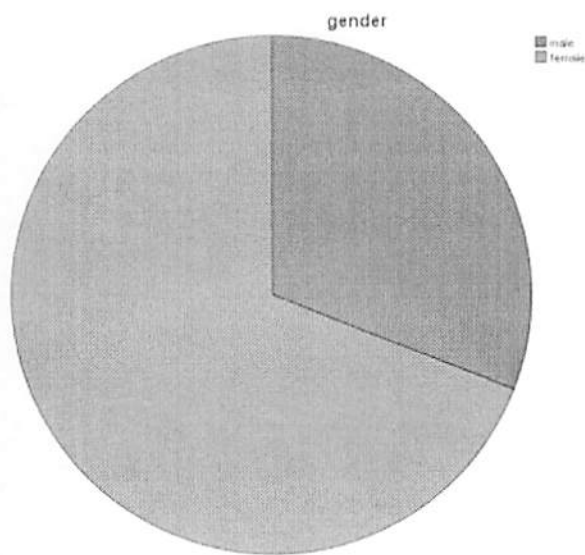
### 3.3 Procedures

The questionnaire for this study was modified from Technology Acceptance Model. Before administering the survey, I used pilot study to test the reliability and the validity of the survey question items using Cronbach's Alpha to a sample of students. Once I collected the data, the questionnaire will be analyzed to look at the interaction between the dependent variables (gender and level of comfort) and the independent variables (Perceived Usefulness, Perceived Ease of Use, Attitude Towards E-learning, and Intention to Use E-learning).

## CHAPTER 4

### FINDINGS AND DISCUSSIONS

This study aims to investigate students' acceptance of e-learning in Faculty of Language and Arts Soegijapranata Catholic University. The questionnaires were distributed to 100 students. Out of the samples, 69 students were female and the rest were male.



*Figure 1.* Gender of respondents

Graph 2 shows that out of 100 students, 68 students reported that they were quite comfortable using technology(68%) and 31% stated they were very comfortable using technology. Only 1 student had low comfort level.

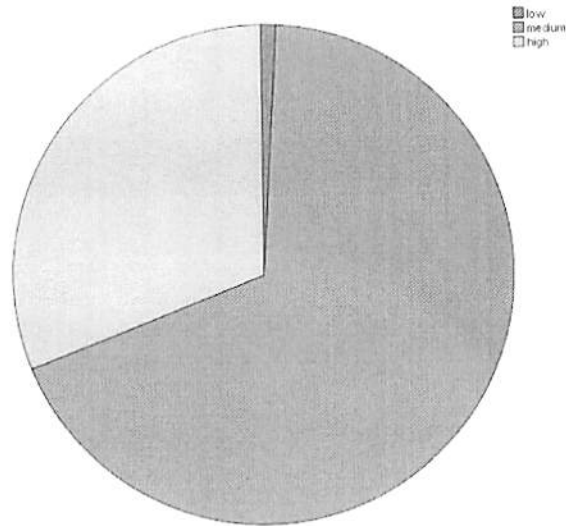


Figure 2. Technology Level

Table 3 below shows the Cronbach's alpha of the question items. We can see that each item has a Cronbach's alpha greater than 0.9. This means that each question item is consistent.

**Reliability Statistics**

Cronbach's Alpha		
Based on		
Cronbach's Alpha	Standardized Items	N of Items
0.921	0.922	14

Table 1. Cronbach's Alpha test



	Cronbach's Alpha
usefulness1	.916
usefulness2	.917
usefulness3	.916
usefulness4	.916
usesulness5	.916
easytouse1	.915
easytouse2	.924
easytouse3	.920
attitude1	.914
attitude2	.912
attitude3	.911
intention1	.913
intention2	.915
intention3	.911

Table 2. Cronbach's Alpha for each question items

Hypothesis testing using Pearson Correlation was intended to test whether 1) learners' perceived ease of use positively affects their perceived usefulness, 2) learners' perceived usefulness positively affects their intention to use e-learning, 3) learners' perceived ease of use positively affects their intention to use e-learning, 4) level of comfort positively affects learner's perceived ease of use. The results of Pearson Correlation Test demonstrated that learners' perceived ease of use was positively correlated with affects their perceived usefulness (.492). The higher the perceived ease of use, the more likely students perceive that e-learning was useful for them. Further, the test indicated that learners' perceived usefulness had significant correlation with their intention to use e-learning (.598). Students who viewed e-learning as useful for them were more likely to have a higher desire to use e-learning. Pearson Correlation test in addition showed that learners' perceived ease of use positively correlated with their intention to use (.552). The more learners believed that e-learning platform was easy to use, the more likely they planned to use it. Finally, the table 4 below shows that learner's level of comfort using e-learning significantly correlated with learner's perceived ease of use (.341).

### Correlations

		tot_usefulness	tot_easytouse	tot_attitude	tot_intention	level_of_com
tot_usefulness	Pearson Correlation	1	,492**	,675**	,598**	,408**
	Sig. (2-tailed)		,000	,000	,000	,000
	N	100	100	100	100	100
tot_easytouse	Pearson Correlation	,492**	1	,532**	,552**	,341**
	Sig. (2-tailed)	,000		,000	,000	,001
	N	100	100	100	100	100
tot_attitude	Pearson Correlation	,675**	,532**	1	,776**	,354**
	Sig. (2-tailed)	,000	,000		,000	,000
	N	100	100	100	100	100
tot_intention	Pearson Correlation	,598**	,552**	,776**	1	,469**
	Sig. (2-tailed)	,000	,000	,000		,000
	N	100	100	100	100	100
level_of_com	Pearson Correlation	,408**	,341**	,354**	,469**	1
	Sig. (2-tailed)	,000	,001	,000	,000	
	N	100	100	100	100	100

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 3. The results of Spearman's Correlation test

### Discussion

The study demonstrated several findings that supports the findings of other researchers. In this study learner's perceived ease of use had a significant correlation with their perceived usefulness. Learner's intention to use e-learning had a positive correlation with their perceived ease of use and perceived usefulness. This findings corroborate with those of other studies which suggested that perceived usefulness and perceived ease of use are the two major determinants of user's intention to use or behavioral intention for the adoption of technology (Hamid et al. 2015; Katharaki et al., 2009; Masrom, 2007; Ngai et al; Saade et al., 2007).

Another highlight of this study is that learners' level of comfort in using technology was significantly correlated with their attitude towards e-learning. This supports the findings of

several other researchers who focus on the effect of the level of comfort with technology on attitude towards technology (Palak& Walls, 2014)

## CHAPTER 5

### CONCLUSION AND SUGGESTIONS

#### 5.1 Conclusion

The purpose of this study is to test four hypotheses. They are was intended to test whether 1) learners' perceived ease of use positively affects their perceived usefulness, 2) learners' perceived usefulness positively affects their intention to use e-learning, 3) learners' perceived ease of use positively affects their intention to use e-learning, 4) level of comfort positively affects learner's perceived ease of use. Pearson's Correlation Test showed significant correlation between learners' perceived ease of use and perceived usefulness, learners' perceived usefulness and intention to use e-learning, learners' perceived ease of use and intention to use e-learning. Finally, learners' level of comfort with technology had a significant correlation with learner's perceived ease of use.

Students in this institution had a favorable attitude towards the use of e-learning; thus, they were more welcoming. The findings imply that the majority of students were comfortable using technology; thus they did not perceived e-learning as obstacles.

#### 5.2 Suggestions

The results of this study can be useful for the institutions in several ways:

1. The results concerning students' comfort with technology mirror the findings of other studies on technology and young generations. Young people adapt better to technological advances. Thus, institutions should encourage teachers, who sometimes are less flexible with technological changes, to adopt e-learning in their courses.

2. Students reported that e-learning is useful; therefore, teachers need to invent ways to include e-learning model in their courses.
3. The next research should be designed to focus on the qualitative analysis and investigate students' challenges and motivations in using e-learning. In-depth analysis of learner's e-learning acceptance will help teachers and university administrators in design e-learning policies.

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**APPENDIX  
QUESTIONNAIRE**

**Learners Acceptance of E-Learning in Faculty of Language and Arts  
Soegijapranata Catholic University**

**Explanation about the study:**

We would like to thank you for your willingness to participate in this survey. The purpose of this questionnaire is to investigate your opinions about E-learning and ICT which you learned from your lecturers in class (for example: quizzes, examinations, etc) and how interested you are while you're using E-learning. Your participation is completely voluntary and the information you provide in this questionnaire is really useful. We hope you would fill in the blanks correctly because we need the accuracy from each part.

**Direction**

*Check (✓) the most appropriate answer for each of the statement below*

**Part One**

Background questions :

Name :

Student Number :

**Gender**

Male

Female

**Class standing**

Freshmen (1<sup>st</sup> year)       Sophomore (2<sup>nd</sup> year)

Junior (3<sup>rd</sup> year)       Senior (4<sup>th</sup> year)

Level of comfort with technology

Low

Medium

High

No.	Constructs	Measures	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Perceived usefulness	E-learning helps me to become an effective learner					
		E-learning is very useful for me					
		E-learning helps me to become more productive					
		E-learning helps me accomplish my task faster					
		E-learning meets my learning needs					
2.	Perceived ease of use	E-learning method is easy to use					
		I can use e-learning method without written instruction					
		I can use e-learning method successfully everytime					
3	Attitude toward e-learning	Using e-learning is a good idea					
		E-learning will make work more interesting					
		Working with e-learning is fun					
4	Intention to use e-learning	I would like to use e-learning in the future					
		E-learning should be implemented in most of the courses					
		I will recommend e-learning classes to other students					

## AN ANALYSIS OF E-LEARNING ACCEPTANCE AMONG COLLEGE STUDENTS

Cecilia Titiek Murniati<sup>1</sup>, Kelly Irine<sup>2</sup>,

<sup>1</sup>Faculty of Language and Arts, Soegijapranata Catholic University, Semarang, Indonesia

<sup>2</sup>Faculty of Language and Arts, Soegijapranata Catholic University, Semarang, Indonesia  
c\_murniati@unika.ac.id

### Abstract

*The advancement of technology and the Internet have changing the way subject matters are presented. They allow teachers and students interact through various digital media and information technology. E-learning is the term that is used to describe the delivery of a subject matter via numerous types of digital technology and through web-based interaction. Indonesia has begun adopting e-learning in an effort to create student-centered learning approach and to accommodate young generation's comfort with technology. However, university administrators have not yet assessed to what extent and how these blended learning or e-Learning affect students' learning outcome and how well the system is accepted and adopted. To address the research questions, I administered survey to 100 active students in the Faculty of Language and Arts. The questionnaire consists of two parts. The first part was used to look at the demography of students such as gender, class standing, and level of comfort with technology. Pearson Correlation test was used to analyze the interaction between learners' perceived ease of use, perceived usefulness, intention to use, and level of comfort.*

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**Keywords: technology acceptance, e-learning, perceived usefulness, perceived ease of use, attitude toward e-learning, intention to use**

## INTRODUCTION

E-learning has gained prominence in the last few years. The advancement in the information technology has prompted the change of learning and teaching approaches worldwide (Tick, 2006). Teachers and educational practitioners have begun to acknowledge the benefits of integrating technology in their classes. E-learning has been broadly defined as system of course delivery that are conducted through electronic tools and web-based platforms. Currently, e-Learning is emerging as the teaching paradigm shifts from teacher-centered class to student-centered class. Students are in charge of the knowledge transfer. E-learning allows students and teachers interact in the exchange of knowledge without being limited by time and space (Sun et al, 2009).

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While numerous studies have been conducted in many countries world wide, studies on learners' acceptance of e-learners have been extensively studied. This study aims to address the research gap on this particular topic. The main purpose of this study is to find out factors that account for the acceptance of e-learning and how students perceived e-learning.

**Hypothesis**

The study is conducted to test the following hypotheses:

- H1: Learners' perceived ease of use positively affects their perceived usefulness.
- H2: Learners' perceived usefulness positively affects their intention to use e-learning.
- H3: Learners' perceived ease of use positively affects their intention to use e-learning.
- H4: Level of comfort positively affects learner's perceived ease of use.

**REVIEW OF LITERATURE**

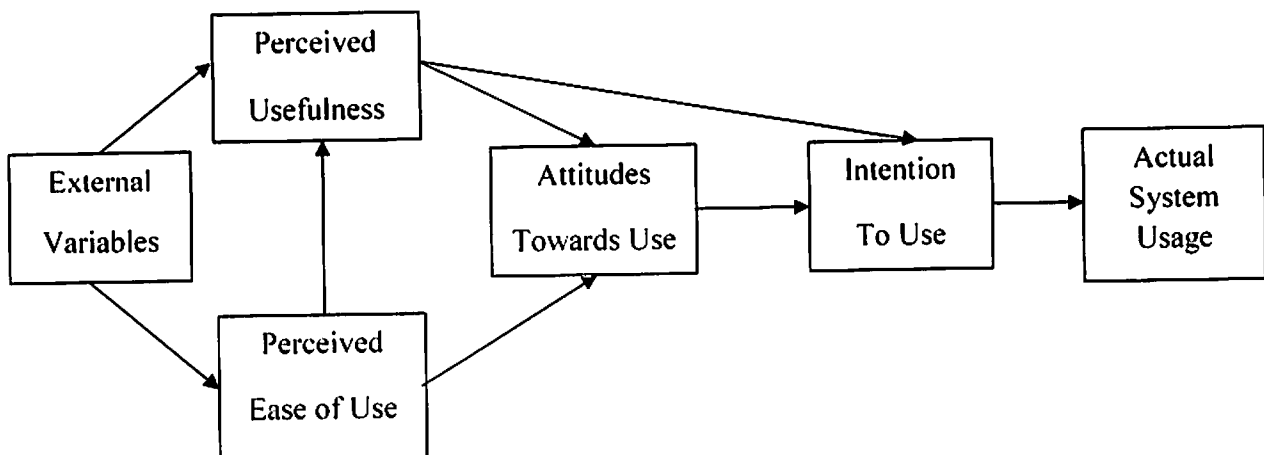
**The definition of e-Learning**

Although the term e-learning has been used since the 1990s, its notion has not been widely agreed upon. Some researchers view e-learning as the delivery of teaching materials via electronic media, such as audio/video tape, interactive TV, Internet, Intranet, and CD-ROM (Engelbrecht, 2005) while others view e-learning as a web based learning which includes web-based communication, collaboration, knowledge transfer, and training (Kelly & Bauer, 2004; Sun et al. 2007). The broader definition of e-Learning incorporates both notions. Masrom (2007, p.1) defines e-learning as "learning facilitated and supported through the utilization of information and communication technology (ICTs).

**Technology Acceptance Model**

Technology Acceptance Model or TAM (Davis, 1989; Davis, Bagozzi & Warshaw, 1989) is one of the models to explain user acceptance and usage behavior regarding information technology. In other words, it is one of the most widely accepted models widely to investigate the determinants of technology acceptance. Many studies analyzing how people use technology have used and expanded this model (Jantan, Ramayah & Chin, 2001; Lee, Yoon, & Lee, 2009; Ramayah, Siron, Dahlan & Mohamad, 2002).

Technology acceptance model posits that people's desire to use technology is influenced by two beliefs; they are perceived usefulness and perceived ease of use. Perceived usefulness refers to the degree to which a user believes that technology is useful and can increase their productivity. Perceived ease of use refers to the degree in which a user believes that technology can be used with minimal efforts (Davis, 1989). Literature shows that perceived ease of use has a direct effect on both perceived usefulness and technology usage (Adams et al., 1992; Davis, 1989). The following is the model:



### Figure 1: Technology Acceptance Model

In this model, we can see that external factors influenced perceived usefulness and perceived ease of use. Perceived usefulness and perceived ease of use have some influences on the attitude towards technology and intention to use technology (Davis, 1989).

TAM constructs have been used to include many aspects of technology in learning, including e-Learning. Research on technology acceptance in universities indicates that (Selim, 2003). Results revealed that perceived usefulness and ease of use of course website were the strongest determinants for the acceptance and usage of course website. Students who believed that course websites were useful and easy to use were more likely to accept it as an effective tool (Selim, 2003). Some studies focus on the motivational aspect of TAM. Roca & Gagné (2008) introduced three motivational factors that affect technology acceptance. They are perceived autonomy support, perceived competence, and perceived relatedness. The perceived autonomy support, competence, and relatedness were shown to influence perceived usefulness, playfulness, and ease of use.

Literature on technology acceptance indicates mixed results. Some researchers found that perceived usefulness was the key determinant in technology acceptance, whereas some studies show mixed results for the perceived ease of use construct (Adams et al., 1992; Hu et al., 1999; Ndubisi et al., 2001).

Although the TAM literature reveals that certain inconsistencies exist but they are rarely dealt with clearly (Mao & Palvia, 2001). So this research delves into one of the many inconsistencies which may be explored to enrich the literature in the TAM research.

## METHODS

This study is quantitative in nature. It intends to look e-learning acceptance among college students. The data were taken from Technology Acceptance Survey distributed to students in a private university in Semarang.

### Population and sample

The population of this study was students in the Faculty of Language and Arts Soegijapranata Catholic University. Currently, there are approximately 400 active students. The data were taken using convenience sampling. We were able to recruit 100 students for the study.

### Instrument

The questionnaire used in this study was a modified version of Technology Acceptance Model questionnaire. It consists of two parts. The first part asks about participants' gender, class standing, and level of comfort with technology. The second part concerns with the four constructs in the technology acceptance model. They are Perceived Usefulness, Perceived Ease of Use, Attitude Towards e-learning, and Intention to Use e-learning. Each construct is divided into several measures. There are 14 question items in this questionnaire. Likert Scale was used to elicit responses from the respondents. Each statement has five response options. They are Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

### Procedures

The questionnaire for this study was modified from Technology Acceptance Model. Before administering the survey, I used pilot study to test the reliability and the validity of the the survey question items using Cronbach's Alpha to a sample of students. Once I collected the data, the questionnaire will be analyzed to look at the interaction between the dependent variables (gender and level of comfort) and the independent variables (Perceived Usefulness, Perceived Ease of Use, Attitude Towards E-learning, and Intention to Use E-learning).

## FINDINGS AND DISCUSSIONS

This study aims to investigate students' acceptance of e-learning in Faculty of Language and Arts Soegijapranata Catholic University. The questionnaires were distributed to 100 students. Out of the samples, 69 students were female and the rest were male.

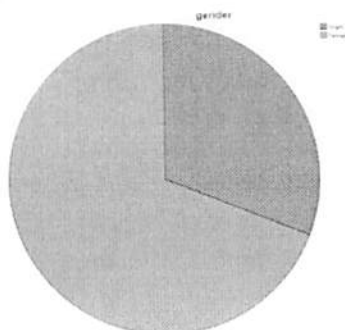


Figure 1. Gender of respondents

Graph 2 shows that out of 100 students, 68 students reported that they were quite comfortable using technology(68%) and 31% stated they were very comfortable using technology. Only 1 student had low comfort level.

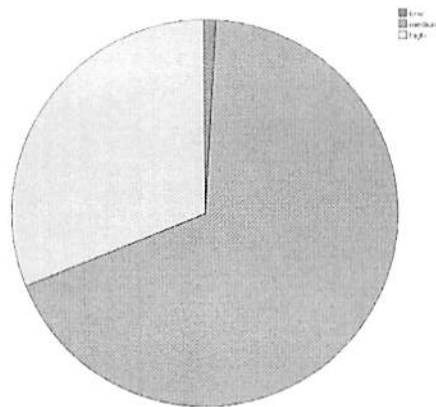


Figure 2. Technology Level

Table 3 below shows the Cronbach's alpha of the question items. We can see that each item has a Cronbach's alpha greater than 0.9. This means that each question item is consistent.

**Reliability Statistics**

Cronbach's Alpha Based on		
Cronbach's Alpha	Standardized Items	N of Items
.921	.922	14

Table 1. Cronbach's Alpha test

	Cronbach's Alpha
usefulness1	.916
usefulness2	.917
usefulness3	.916
usefulness4	.916
usesulness5	.916
easytouse1	.915
easytouse2	.924
easytouse3	.920
attitude1	.914
attitude2	.912
attitude3	.911
intention1	.913
intention2	.915
intention3	.911

Table 2. Cronbach's Alpha for each question items



Hypothesis testing using Pearson Correlation was intended to test whether 1) learners' perceived ease of use positively affects their perceived usefulness, 2) learners' perceived usefulness positively affects their intention to use e-learning, 3) learners' perceived ease of use positively affects their intention to use e-learning, 4) level of comfort positively affects learner's perceived ease of use. The results of Pearson Correlation Test demonstrated that learners' perceived ease of use was positively correlated with affects their perceived usefulness (.492). The higher the perceived ease of use, the more likely students perceive that e-learning was useful for them. Further, the test indicated that learners' perceived usefulness had significant correlation with their intention to use e-learning (.598). Students who viewed e-learning as useful for them were more likely to have a higher desire to use e-learning. Pearson Correlation test in addition showed that learners' perceived ease of use positively correlated with their intention to use (.552). The more learners believed that e-learning platform was easy to use, the more likely they planned to use it. Finally, the table 4 below shows that learner's level of comfort using e-learning significantly correlated with learner's perceived ease of use (.341).

#### Correlations

		tot usefulness	tot easytouse	tot attitude	tot intention	level_of_com
tot_usefulness	Pearson Correlation	1	.492**	.675**	.598**	.408**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	100	100	100	100	100
tot_easytouse	Pearson Correlation	.492**	1	.532**	.552**	.341**
	Sig. (2-tailed)	.000		.000	.000	.001
	N	100	100	100	100	100
tot_attitude	Pearson Correlation	.675**	.532**	1	.776**	.354**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	100	100	100	100	100
tot_intention	Pearson Correlation	.598**	.552**	.776**	1	.469**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	100	100	100	100	100
level_of_com	Pearson Correlation	.408**	.341**	.354**	.469**	1
	Sig. (2-tailed)	.000	.001	.000	.000	
	N	100	100	100	100	100

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 3. The results of Spearman's Correlation test

#### Discussion

The study demonstrated several findings that supports the findings of other researchers. In this study learner's perceived ease of use had a significant correlation with their perceived usefulness. Learner's intention to use e-learning had a positive correlation with their perceived ease of use and perceived usefulness. This findings corroborate with those of other studies which suggested that perceived usefulness and perceived ease of use are the two major determinants of user's intention to use or behavioral intention for the adoption of technology (Hamid et al. 2015; Katharaki et al.. 2009; Masrom, 2007; Ngai et al; Saade et al.. 2007).

Another highlight of this study is that learners' level of comfort in using technology was significantly correlated with their attitude towards e-learning. This supports the findings of several other researchers who focus on the effect of the level of comfort with technology on attitude towards technology (Palak& Walls. 2014)

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

The purpose of this study is to test four hypotheses. They are was intended to test whether 1) learners' perceived ease of use positively affects their perceived usefulness, 2) learners' perceived usefulness positively affects their intention to use e-learning, 3) learners' perceived ease of use positively affects their intention to use e-learning, 4) level of comfort positively affects learner's perceived ease of use. Pearson's Correlation Test showed significant correlation between learners' perceived ease of use and perceived usefulness, learners' perceived usefulness and intention to use e-learning, learners' perceived ease of use and intention to use e-learning. Finally, learners' level of comfort with technology had a significant correlation with learner's perceived ease of use.

Students in this institution had a favorable attitude towards the use of e-learning; thus, they were more welcoming. The findings imply that the majority of students were comfortable using technology; thus they did not perceived e-learning as obstacles.

### **Suggestions**

The results of this study can be useful for the institutions in several ways:

1. The results concerning students' comfort with technology mirror the findings of other studies on technology and young generations. Young people adapt better to technological advances. Thus, institutions should encourage teachers, who sometimes are less flexible with technological changes, to adopt e-learning in their courses.
2. Students reported that e-learning is useful; therefore, teachers need to invent ways to include e-learning model in their courses.
3. The next research should be designed to focus on the qualitative analysis and investigate students' challenges and motivations in using e-learning. In-depth analysis of learner's e-learning acceptance will help teachers and university administrators in design e-learning policies.

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HASIL PENILAIAN SEJAWAT SEBIDANG ATAU *PEER REVIEW*  
KARYA ILMIAH : LAPORAN PENELITIAN TIDAK DIPUBLIKASIKAN

Judul Penelitian : An Analysis of E-Learning Acceptance Among College Students

Penulis Penelitian : Dra. Cecilia Titiek Murniati, M.A., Ph.D

Kategori Publikasi Penelitian : Laporan Penelitian Tidak Dipublikasikan

Hasil Penilaian *Peer Review* :

Komponen yang dinilai	Nilai maksimal Laporan Penelitian Tidak Dipublikasikan	Nilai Akhir yang Diperoleh
a. Kelengkapan unsur isi makalah (10%)	0,2	0.2
b. Ruang lingkup dan kedalaman pembahasan (30%)	0,6	0.5
c. Kecukupan dan kemutakhiran data/informasi dan metodologi (30%)	0,6	0.5
d. Tidak tersimpan di perpustakaan, mendapat rekomendasi profesor/pakar di bidangnya (30%)	0,6	0.6
Total = 100%	2	
Nilai Pengusul	2	1.80

Catatan penilaian makalah oleh Reviewer 1 :

*Penelitian ini penting untuk menunjukkan bahwa e-learning perlu mendapat perhatian yg lebih besar karena ada korelasi yang positif antara variabel yang diteliti.*

14 Maret 2019

Reviewer 1,



Nama : Prof. Dr. Gusti Astika, M.A  
NIP/NIDN : 1983025/0614065101  
Unit Kerja : Fakultas Bahasa dan Seni Universitas Kristen Satya Wacana  
Jabatan Fungsional : Guru Besar  
Bidang Ilmu : Linguistik

\*Coret yang tidak perlu

LEMBAR  
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Hasil Penilaian *Peer Review* :

Komponen yang dinilai	Nilai maksimal Laporan Penelitian Tidak Dipublikasikan	Nilai Akhir yang Diperoleh
a. Kelengkapan unsur isi makalah (10%)	0,2	0.2
b. Ruang lingkup dan kedalaman pembahasan (30%)	0,6	0.5
c. Kecukupan dan kemutakhiran data/informasi dan metodologi (30%)	0,6	0.5
d. Tidak tersimpan di perpustakaan, mendapat rekomendasi profesor/pakar di bidangnya (30%)	0,6	0.6
Total = 100%	2	
Nilai Pengusul	2	1.80

Catatan penilaian makalah oleh Reviewer 2 :

Penelitian ini menyuguhkan pentingnya e-Learning dalam "Information technology era" ini.

14 Maret 2019

Reviewer 2,

Nama : Dr. Katharina Rustipa M.Pd

NIP/NIDN : YB.2.01.03.00/0628086301

Unit Kerja : Fakultas Bahasa dan Ilmu Budaya Universitas Stikubank Semarang

Jabatan Fungsional : Lektor Kepala

Bidang Ilmu : Applied Linguistics

\*Coret yang tidak perlu

LEMBAR  
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU *PEER REVIEW*  
KARYA ILMIAH : LAPORAN PENELITIAN TIDAK DIPUBLIKASIKAN

Judul Penelitian : An Analysis of E-Learning Acceptance Among College Students

Penulis Penelitian : Dra. Cecilia Titiek Murniati, M.A., Ph.D

Kategori Publikasi Penelitian : Laporan Penelitian Tidak Dipublikasikan

Hasil Penilaian *Peer Review* :

Komponen yang dinilai	Nilai maksimal Laporan Penelitian Tidak Dipublikasikan	Nilai Akhir yang Diperoleh	
		Reviewer PTS	Tim PAK Kopertis Wil VI
a. Kelengkapan unsur isi makalah (10%)	0,2	0,18	
b. Ruang lingkup dan kedalaman pembahasan (30%)	0,6	0,54	
c. Kecukupan dan kemutahiran data/informasi dan metodologi (30%)	0,6	0,54	
d. Tidak tersimpan di perpustakaan, mendapat rekomendasi profesor/pakar di bidangnya (30%)	0,6	0,54	
Total = 100%	2	1,8	
Nilai Pengusul	2	1,8	
Catatan penilaian makalah oleh Tim PAK Kopertis Wilayah VI :			

14 Maret 2019

Tim PAK,

\_\_\_\_\_  
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## CHAPTER 1

### INTRODUCTION

#### 1.1 Background

E-learning has gained prominence in the last few years. The advancement in the information technology has prompted the change of learning and teaching approaches worldwide (Tick, 2006). Teachers and educational practitioners have begun to acknowledge the benefits of integrating technology in their classes. E-learning has been broadly defined as system of course delivery that are conducted through electronic tools and web-based platforms. Currently, e-Learning is emerging as the teaching paradigm shifts from teacher-centered class to student-centered class. Students are in charge of the knowledge transfer. E-learning allows students and teachers interact in the exchange of knowledge without being limited by time and space (Sun et al, 2009).

E-learning is commonly defined as the delivery of teaching materials through various types of digital technology such as audio/video tape, interactive TV, Internet, Intranet, and CD-ROM (Engelbrecht, 2005). Others view e-learning as the delivery of teaching materials via digital technology and web-based media in the form of web-based communication, collaboration, knowledge transfer, and training (Kelly & Bauer, 2004; Sun et al. 2007). Masrom (2007) proposed a broader definition of e-learning to include communication via information and communication technology.

In the last few decades, universities in Indonesia are increasingly moving towards the innovative pedagogy involving e-Learning. However, university administrators have not yet assessed to what extent and how these blended learning or e-Learning affect students' learning

outcome and how well the system is accepted and adopted. Many studies on technology adoption utilized Technology Acceptance Model (TAM) developed by Davis (1989). TAM posits that a user's acceptance and use of technology rely on users' perceived usefulness and ease of use. Perceived usefulness is defined as "the degree to which a person believes that using a particular system would enhance his or her job" (p. 320) while perceived ease of use is defined as "the degree to which a person believes that using a particular system would be free from effort" (p. 320). Studies on learner's acceptance on e-learning TAM has been applied in various contexts and fields such as healthcare (Chau and Hu, 2002; Grover, 2015), banking (Martins et al., 2014), education (Fathema, 2015; Ong & Lai, 2014) and business (Bjursten, Classon, & Steen, 2016).

Studies on the successful adoption of e-learning demonstrated that learners' perceived ease of use was dependent upon computer self-efficacy (Vankatesh & Davis, 1996). Ong & Lai (2004) investigated gender differences among dominants affecting e-learning acceptance. They surveyed 67 female and 89 male employees in six international companies. The findings of their study showed men's rating of computer self-efficacy, perceived usefulness, perceived ease of use, and behavioral intention to use e-learning are all higher than women's. Men's adoption of e-learning are more likely to be influenced by their perceived usefulness. Saade et al. (2007) conducted a study on multimedia technology environment acceptance among students. Their findings showed that learners' perceived ease of use was significantly correlated with their intention to use, while learners' perceived ease of use had a positive correlation with learners' attitude towards multimedia learning environment.

While numerous studies have been conducted in many countries world wide, studies on learners' acceptance of e-leaners have been extensively studied. This study aims to address the research gap on this particular topic.



## 1.2 Hypothesis

The study is conducted to test the following hypotheses:

H1: Learners' perceived ease of use positively affects their perceived usefulness.

H2: Learners' perceived usefulness positively affects their intention to use e-learning.

H3: Learners' perceived ease of use positively affects their intention to use e-learning.

H4: Level of comfort positively affects learner's perceived ease of use.

## 1.3 Purpose of the study

The main purpose of this study is to find out factors that account for the acceptance of e-learning and how students perceived e-learning.

## 1.4 Scope of the study

Understanding how students accept e-learning will benefit the faculty and the university in various ways. The findings of this study will help the Faculty of Language and Arts to improve the integration of e-Learning and seek ways to maximize the benefits of e-learning for students' achievement. In addition, the results from this study are useful for teachers to modify their teaching strategies to integrate e-learning in their courses.

### 1.5 Significance of the study

The results of this study on e-learning adoption of e-learning will contribute a scholarly discussion on the factors that influence learners' intention to use e-learning. The findings of this study will be useful for the department or the university should they decide to encourage more lecturers to adopt e-learning in their courses.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 The definition of e-Learning

Although the term e-learning has been used since the 1990s, its notion has not been widely agreed upon. Some researchers view e-learning as the delivery of teaching materials via electronic media, such as audio/video tape, interactive TV, Internet, Intranet, and CD-ROM (Engelbrecht, 2005) while others view e-learning as a web based learning which includes web-based communication, collaboration, knowledge transfer, and training (Kelly & Bauer, 2004; Sun et al. 2007). The broader definition of e-Learning incorporates both notions. Masrom (2007, p.1) defines e-learning as “learning facilitated and supported through the utilization of information and communication technology (ICTs).

#### 2.2 Technology Acceptance Model

Technology Acceptance Model or TAM (Davis, 1989; Davis, Bagozzi & Warshaw, 1989) is one of the models to explain user acceptance and usage behavior regarding information technology. In other words, it is one of the most widely accepted models widely to investigate the determinants of technology acceptance. Many studies analyzing how people use technology have used and expanded this model (Jantan, Ramayah & Chin, 2001; Koay, 2002, Lee, Yoon, & Lee, 2009; Ramayah, Siron, Dahlan & Mohamad, 2002).

Technology acceptance model posits that people’s desire to use technology is influenced by two beliefs; they are perceived usefulness and perceived ease of use. Perceived usefulness

refers to the degree to which a user believes that technology is useful and can increase their productivity. Perceived ease of use refers to the degree in which a user believes that technology can be used with minimal efforts (Davis, 1989). Literature shows that perceived ease of use has a direct effect on both perceived usefulness and technology usage (Adams et al., 1992; Davis, 1989). The following is the model:

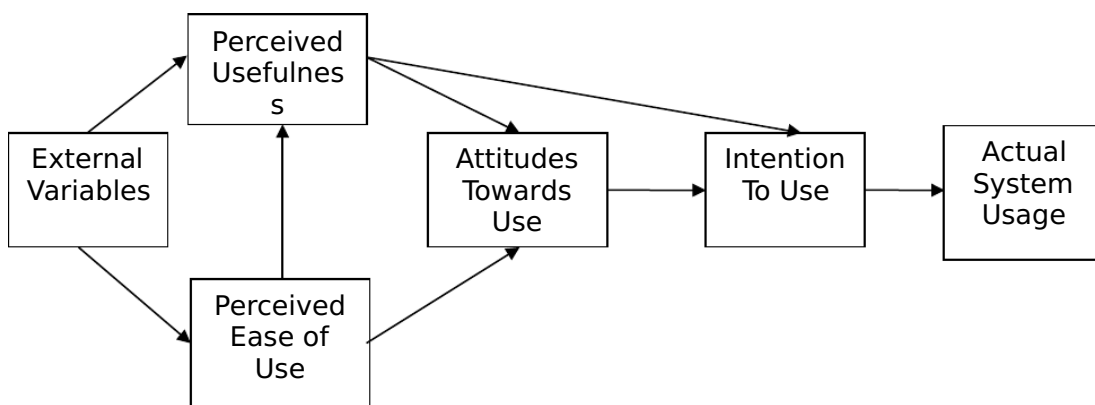


Figure 1: Technology Acceptance Model

In this model, we can see that external factors influenced perceived usefulness and perceived ease of use. Perceived usefulness and perceived ease of use have some influences on the attitude towards technology and intention to use technology (Davis, 1989).

TAM constructs have been used to include many aspects of technology in learning, including e-Learning. Research on technology acceptance in universities indicates that (Selim, 2003). Results revealed that perceived usefulness and ease of use of course website were the strongest determinants for the acceptance and usage of course website. Students who believed that course websites were useful and easy to use were more likely to accept it as an effective tool (Selim, 2003). Some studies focus on the motivational aspect of TAM. Roca & Gagné (2008)

introduced three motivational factors that affect technology acceptance. They are perceived autonomy support, perceived competence, and perceived relatedness. The perceived autonomy support, competence, and relatedness were shown to influence perceived usefulness, playfulness, and ease of use.

Literature on technology acceptance indicates mixed results. Some researchers found that perceived usefulness was the key determinant in technology acceptance, whereas some studies show mixed results for the perceived ease of use construct (Adams et al., 1992; Hu et al., 1999; Ndubisi et al., 2001).

Although the TAM literature reveals that certain inconsistencies exist but they are rarely dealt with clearly (En Mao & Palvia, 2001). So this research delves into one of the many inconsistencies which may be explored to enrich the literature in the TAM research.

## CHAPTER 3

### METHODS

This study is quantitative in nature. It intends to look e-learning acceptance among college students. The data were taken from Technology Acceptance Survey distributed to students in a private university in Semarang.

#### 3.1 Population and sample

The population of this study was students in the Faculty of Language and Arts Soegijapranata Catholic University. Currently, there are approximately 400 active students. The data were taken using convenience sampling. We were able to recruit 100 students for the study.

#### 3.2 Instrument

The questionnaire used in this study was a modified version of Technology Acceptance Model questionnaire. It consists of two parts. The first part asks about participants' gender, class standing, and level of comfort with technology. The second part concerns with the four constructs in the technology acceptance model. They are Perceived Usefulness, Perceived Ease of Use, Attitude Towards e-learning, and Intention to Use e-learning. Each construct is divided into several measures. There are 14 question items in this questionnaire. Likert Scale was used to elicit responses from the respondents. Each statement has five response options. They are Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.



### 3.3 Procedures

The questionnaire for this study was modified from Technology Acceptance Model. Before administering the survey, I used pilot study to test the reliability and the validity of the the survey question items using Cronbach's Alpha to a sample of students. Once I collected the data, the questionnaire will be analyzed to look at the interaction between the dependent variables (gender and level of comfort) and the independent variables (Perceived Usefulness, Perceived Ease of Use, Attitude Towards E-learning, and Intention to Use E-learning).

## CHAPTER 4

### FINDINGS AND DISCUSSIONS

This study aims to investigate students' acceptance of e-learning in Faculty of Language and Arts Soegijapranata Catholic University. The questionnaires were distributed to 100 students. Out of the samples, 69 students were female and the rest were male.

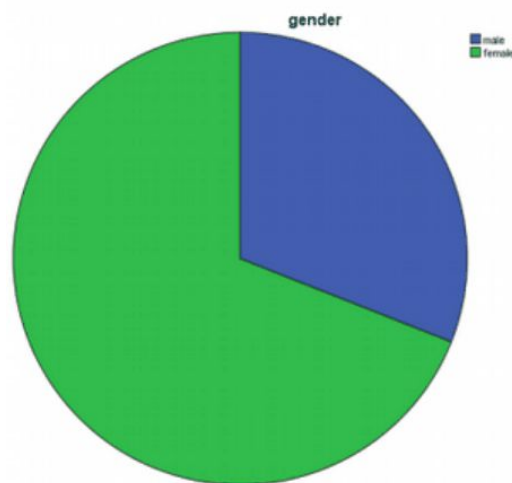


Figure 1. Gender of respondents

Graph 2 shows that out of 100 students, 68 students reported that they were quite comfortable using technology (68%) and 31% stated they were very comfortable using technology. Only 1 student had low comfort level.

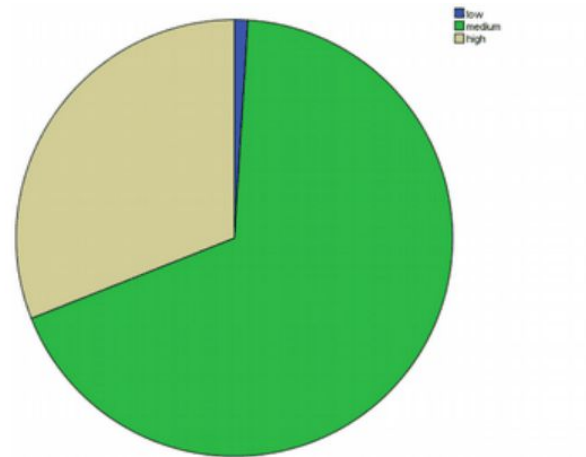


Figure 2. Technology Level

Table 3 below shows the Cronbach’s alpha of the question items. We can see that each item has a Cronbach’s alpha greater than 0.9. This means that each question item is consistent.

Reliability Statistics		
Cronbach's Alpha		
Based on		
Cronbach's Alpha	Standardized Items	N of Items
.921	.922	14

Table 1. Cronbach’s Alpha test

	Cronbach's Alpha
usefulness1	.916
usefulness2	.917
usefulness3	.916
usefulness4	.916
usesulness5	.916
easytouse1	.915
easytouse2	.924
easytouse3	.920
attitude1	.914
attitude2	.912
attitude3	.911
intention1	.913
intention2	.915
intention3	.911

Table 2. Cronbach's Alpha for each question items

Hypothesis testing using Pearson Correlation was intended to test whether 1) learners' perceived ease of use positively affects their perceived usefulness, 2) learners' perceived usefulness positively affects their intention to use e-learning, 3) learners' perceived ease of use positively affects their intention to use e-learning, 4) level of comfort positively affects learner's perceived ease of use. The results of Pearson Correlation Test demonstrated that learners' perceived ease of use was positively correlated with affects their perceived usefulness (.492). The higher the perceived ease of use, the more likely students perceive that e-learning was useful for them. Further, the test indicated that learners' perceived usefulness had significant correlation with their intention to use e-learning (.598). Students who viewed e-learning as useful for them were more likely to have a higher desire to use e-learning. Pearson Correlation test in addition showed that learners' perceived ease of use positively correlated with their intention to use (.552). The more learners believed that e-learning platform was easy to use, the more likely they planned to use it. Finally, the table 4 below shows that learner's level of comfort using e-learning significantly correlated with learner's perceived ease of use (.341).

### Correlations

		tot usefulness	tot easytouse	tot attitude	tot intention	level of com
tot_usefulness	Pearson Correlation	1	,492**	,675**	,598**	,408**
	Sig. (2-tailed)		,000	,000	,000	,000
	N	100	100	100	100	100
tot_easytouse	Pearson Correlation	,492**	1	,532**	,552**	,341**
	Sig. (2-tailed)	,000		,000	,000	,001
	N	100	100	100	100	100
tot_attitude	Pearson Correlation	,675**	,532**	1	,776**	,354**
	Sig. (2-tailed)	,000	,000		,000	,000
	N	100	100	100	100	100
tot_intention	Pearson Correlation	,598**	,552**	,776**	1	,469**
	Sig. (2-tailed)	,000	,000	,000		,000
	N	100	100	100	100	100
level_of_com	Pearson Correlation	,408**	,341**	,354**	,469**	1
	Sig. (2-tailed)	,000	,001	,000	,000	
	N	100	100	100	100	100

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Table 3.** The results of Spearman's Correlation test

### Discussion

The study demonstrated several findings that supports the findings of other researchers. In this study learner's perceived ease of use had a significant correlation with their perceived usefulness. Learner's intention to use e-learning had a positive correlation with their perceived ease of use and perceived usefulness. This findings corroborate with those of other studies which suggested that perceived usefulness and perceived ease of use are the two major determinants of user's intention to use or behavioral intention for the adoption of technology (Hamid et al. 2015; Katharaki et al., 2009; Masrom, 2007; Ngai et al; Saade et al., 2007).

Another highlight of this study is that learners' level of comfort in using technology was significantly correlated with their attitude towards e-learning. This supports the findings of

several other researchers who focus on the effect of the level of comfort with technology on attitude towards technology (Palak & Walls, 2014)

## CHAPTER 5

### CONCLUSION AND SUGGESTIONS

#### 5.1 Conclusion

The purpose of this study is to test four hypotheses. They are was intended to test whether 1) learners' perceived ease of use positively affects their perceived usefulness, 2) learners' perceived usefulness positively affects their intention to use e-learning, 3) learners' perceived ease of use positively affects their intention to use e-learning, 4) level of comfort positively affects learner's perceived ease of use. Pearson's Correlation Test showed significant correlation between learners' perceived ease of use and perceived usefulness, learners' perceived usefulness and intention to use e-learning, learners' perceived ease of use and intention to use e-learning. Finally, learners' level of comfort with technology had a significant correlation with learner's perceived ease of use.

Students in this institution had a favorable attitude towards the use of e-learning; thus, they were more welcoming. The findings imply that the majority of students were comfortable using technology; thus they did not perceived e-learning as obstacles.

#### 5.2 Suggestions

The results of this study can be useful for the institutions in several ways:

1. The results concerning students' comfort with technology mirror the findings of other studies on technology and young generations. Young people adapt better to technological advances. Thus, institutions should encourage teachers, who sometimes are less flexible with technological changes, to adopt e-learning in their courses.

2. Students reported that e-learning is useful; therefore, teachers need to invent ways to include e-learning model in their courses.
3. The next research should be designed to focus on the qualitative analysis and investigate students' challenges and motivations in using e-learning. In-depth analysis of learner's e-learning acceptance will help teachers and university administrators in design e-learning policies.



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## APPENDIX QUESTIONNAIRE

### Learners Acceptance of E-Learning in Faculty of Language and Arts Soegijapranata Catholic University

#### Explanation about the study:

We would like to thank you for your willingness to participate in this survey. The purpose of this questionnaire is to investigate your opinions about E-learning and ICT which you learned from your lecturers in class (for example: quizzes, examinations, etc) and how interested you are while you're using E-learning. Your participation is completely voluntary and the information you provide in this questionnaire is really useful. We hope you would fill in the blanks correctly because we need the accuracy from each part.

#### Direction

Check (✓) the most appropriate answer for each of the statement below

#### Part One

Background questions :  
Name :  
Student Number :

#### Gender

Male

Female

#### Class standing

Freshmen (1<sup>st</sup> year)  Sophomore (2<sup>nd</sup> year)

Junior (3<sup>rd</sup> year)  Senior (4<sup>th</sup> year)

Level of comfort with technology

 Low

 Medium

 High

No.	Constructs	Measures	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Perceived usefulness	E-learning helps me to become an effective learner					
		E-learning is very useful for me					
		E-learning helps me to become more productive					
		E-learning helps me accomplish my task faster					
2.	Perceived ease of use	E-learning meets my learning needs					
		E-learning method is easy to use					
		I can use e-learning method without written instruction					
3	Attitude toward e-learning	I can use e-learning method successfully everytime					
		Using e-learning is a good idea					
		E-learning will make work more interesting					
4	Intention to use e-learning	Working with e-learning is fun					
		I would like to use e-learning in the future					
		E-learning should be implemented in most of the courses					
		I will recommend e-learning classes to other students					