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Technology Adaptation and Its Impact on E-Learning Implementation at the State Islamic University of Palembang City

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Abstract

The rapid advancement of technology has significantly influenced the educational landscape, necessitating the adaptation of e-learning systems in higher education institutions. This study aims to explore the processes and outcomes of technology adaptation in implementing e-learning at the State Islamic University. The research focuses on identifying the key factors that facilitate or hinder the adoption of e-learning technologies, evaluating the effectiveness of these technologies in enhancing educational delivery and assessing the overall impact on students and faculty. The study employs a descriptive qualitative method, involving interviews with lecturers and students to gather comprehensive insights into their experiences and perceptions regarding e-learning adaptation. The findings reveal that the successful adaptation of e-learning technologies heavily depends on institutional support, technological infrastructure, and user competence. Additionally, the results indicate a positive correlation between e-learning implementation and improved academic performance, student engagement, and teaching efficiency Despite these benefits, challenges such as resistance to change, technical issues, and the digital divide among students remain significant barriers. By addressing these issues, the State Islamic University can enhance its e-learning capabilities, providing a more flexible, efficient, and inclusive educational environment for all stakeholders.

Keywords: e-learning, technology adaptation, higher education

INTRODUCTION

E-learning, particularly in higher education, has become one of the most important innovations in the world of education amidst the advancements of the digital era (de Souza Rodrigues et al., 2021). This technology not only changes the learning methods for students but also transforms the way instructors interact and deliver content (Syed et al., 2021). With the presence of e-learning, education becomes more flexible, allowing students to access materials anytime and anywhere according to their needs. This flexibility is particularly beneficial for students who have

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responsibilities or jobs outside of academic activities, as they can adjust their study time without being bound by rigid class schedules (Indrayana & Sadikin, 2020).

Universities have been forced to quickly adapt to e-learning, presenting challenges for institutions and educators (Amir et al., 2020). The success of e-learning systems depends on various factors, including the quality of information, system quality, and user satisfaction (Alfiandika & Utomo, 2022). To support this transition, many programs have been implemented, where university students help schools adapt to technology-based learning, providing benefits for both teachers and students (Syukur et al., 2022).

E-learning has become an essential tool for maintaining the continuity of education amid various challenges and changes in the educational landscape. In the digital era, e-learning has evolved into a significant learning method at various higher education institutions, including State Islamic Universities in Palembang City. The policy of online learning is an important step in ensuring that every student receives quality education, in accordance with the mandate of the National Education System Law No. 20 of 2003. This law emphasizes every individual's right to access education without discrimination, and online learning serves as a means to fulfill this principle.

One of the main advantages of online learning is the flexibility it offers. Students can utilize any time to study because e-learning can be accessed anywhere, and this flexibility greatly assists both students and lecturers in making effective use of time in the teaching and learning process. This creates a more inclusive and supportive learning environment, enabling each student to learn at their own pace and style, which can lead to greater appreciation of the learning process (Kumatongo et al., 2023). The technology integrated into e-learning also opens opportunities for lecturers to create more engaging and interactive learning materials. They can use videos, discussion forums, and other digital tools to enhance teaching quality. With this diverse learning approach, students not only learn theory but also gain practical, relevant experience. Recognizing the ease that e-learning offers in the learning process, universities often acknowledge that e-learning has become a catalyst for growth in enrollment at some universities (Alphin, 2013), such as the Open University.

E-learning has become the standard for delivering education in higher education as it provides a platform to support learning. Most universities today use face-to-face teaching enhanced with technology through self-directed e-learning and/or online distance learning as a way to diversify access to education (Sekiwu, 2010). Despite all the benefits and conveniences offered by e-learning, which is considered to provide flexibility and accessibility to various student populations, its effective implementation requires established policies, institutional readiness, quality systems, and good learning design (Alshehri et al., 2019). The implementation of an easy-to-use online learning system, marked by clear and relevant information, has been identified

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as an important factor in promoting a successful online learning experience (Alshehri et al., 2019).

The reality is that many universities have yet to fully maximize the use of e-learning, with various challenges that may hinder its effectiveness. These obstacles can be categorized into several factors, such as technology understanding, infrastructure, pedagogical, and psychological factors. One university that is not exempt from these challenges is the State Islamic University in Palembang, which, as the only Islamic-based university in South Sumatra, is identified as a popular institution with the highest number of students after Sriwijaya University.

It is known that the State Islamic University in Palembang has a significant number of students, with the total number of active students from the 2018/2019 academic year to the 2023/2024 academic year showing fluctuations from year to year. In 2018/2019, there were 13,498 male students and 12,047 female students, making a total of 25,545 students. This number increased in 2019/2020 to 13,961 male students and 12,537 female students, totaling 26,498 students. The increase continued in 2020/2021, with 14,396 male students and 13,012 female students, reaching a total of 27,408 students. The peak student number occurred in 2021/2022, with 15,146 male students and 13,790 female students, totaling 28,936 students. However, in the following academic year, 2022/2023, a decrease occurred, with 14,542 male students and 12,827 female students, making the total 27,369 students. In the 2023/2024 academic year, the total student number decreased slightly again, with 14,661 male students and 12,684 female students, resulting in a total of 27,345 students.

Looking at the number of students, the implementation of effective e-learning is essential to achieve effective learning. E-learning can provide better flexibility and accessibility for a large number of students. With the large student body, the implementation of e-learning can help address classroom capacity constraints and facilitate more personalized learning, allowing each student to learn at their own pace and according to their needs. One issue that often arises in the use of e-learning is the differing depth of technology adaptation between lecturers and students.

Lecturers, categorized as digital immigrants, face the challenge of quickly mastering new technological skills, especially amidst the rapid developments in the digital education world (Fernandes et al., 2021). The use of e-learning platforms such as Moodle, Google Classroom, or Microsoft Teams has become an integral part of the learning process, and lecturers accustomed to traditional teaching methods must adapt to these changes. In their efforts to master this technology, these lecturers often encounter difficulties in fully mastering and utilizing e-learning, indicating that for digital immigrants, there is a steep learning curve as they have to shift from conventional teaching methods to more digital approaches.

The gap between students and lecturers in the use of e-learning technology arises due to differing levels of adaptation to digital technology. Many lecturers are digital

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immigrants, having grown up and studied in an era before digital technology became widespread, and are still adapting to optimally using e-learning ((Adile Askım; GÜNÜÇ, 2013; Prensky, 2001). On the other hand, some students, who are digital natives, tend to have higher expectations regarding the quality of e-learning, as they are accustomed to advanced and interactive technologies (Bennett & Maton, 2010; Elaoufy, 2023; Helsper & Eynon, 2010). This gap leads students to feel that the provided e-learning methods are not adequately aligned with their learning needs or are not engaging enough, while lecturers face challenges in providing relevant and effective digital learning experiences (Islam et al., 2015; Shamala et al., 2022). E-learning has been a major catalyst in transforming higher education with various benefits, such as wider access, more active student participation, and higher satisfaction levels. However, for e-learning to be successful, it requires special attention to quality, ease of use, and institutional support to overcome existing challenges as universities continue to adapt to this change.

The e-learning provided at one of the State Islamic Universities in South Sumatra is currently accessible through the e-learning website. This e-learning platform is still in its basic category, as it needs further development of several key features for improvement. The displayed information only includes basic details about the courses, such as days, times, credits, and classes. There is no face-to-face feature for virtual meetings, so lecturers and students must use third-party applications such as Zoom or Google Meet. This can reduce the effectiveness of the e-learning functions provided, especially for those who are still adapting to e-learning technology. The university must adapt to the changing needs and learning styles of students, as well as address the lecturers who fall under the digital immigrant category, which may involve significant structural changes ((O'neill et al., 2004). While e-learning can enhance the learning experience, it should not replace traditional teaching methods. The implementation of e-learning programs presents challenges, including increased workloads for lecturers and the need for good pedagogical practices (O'neill et al., 2004).

To implement technology, continuous evaluation is necessary to ensure that the applied system functions well and efficiently (Syed et al., 2021; Syukur et al., 2022). One of the State Islamic Universities in Palembang must have a system to assess the performance of technology and carry out updates to the e-learning system that has been implemented. The evaluation process is crucial to identify areas that need improvement and to ensure that the adopted technology truly meets educational needs (Aguti, 2015; Sekiwu, 2010). In this regard, the Technology Acceptance Model (TAM) is highly relevant for explaining the digital transformation at the State Islamic University in Palembang. This model influences perceptions of usefulness, ease of use, feelings, and behavioral intentions towards technology (Tatnall, 2020). The university can improve the acceptance of digital technology by lecturers and students by

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addressing issues such as digital skill limitations, fear of change, and infrastructure deficiencies.

In the digital era, continuous evaluation based on the TAM framework allows universities to transform their research methodologies to support the effectiveness of communication and the quality of education (Tatnall, 2020). Continuous and targeted evaluation is vital in e-learning. The State Islamic University in Palembang can assess how the perceptions and attitudes of lecturers and students towards e-learning technology influence its adoption and utilization by using TAM. This will help the educational institution identify barriers and opportunities in digital transformation, so e-learning can be optimized to improve administration and education. The systematic framework for evaluating the success and efficiency of e-learning technology is provided by the application of continuous evaluation based on TAM. In this way, higher education institutions have the ability to make the necessary changes to continuously enhance the learning experience in the digital era. The purpose of this study is to evaluate and understand technology adaptation in e-learning implementation at the State Islamic University (UIN) using the Technology Acceptance Model (TAM). This research will identify key factors that influence the acceptance and use of e-learning by students and lecturers at UIN, as well as measure the perceived ease of use and benefits of the e-learning technology.

The significance of this research goal is to provide an understanding of the adaptation of e-learning technology at the State Islamic University (UIN) using the Technology Acceptance Model (TAM). This study is important for improving the quality of education through effective strategies that support both lecturers and students in utilizing e-learning. The findings will assist the university in developing appropriate policies and training programs, as well as allocating resources efficiently. Furthermore, this research contributes to the academic literature on the application of TAM in higher education and enhances inclusion and accessibility of education for all students.

E-learning is a type of learning that uses communication and information technology (IT) to deliver lessons to students (Chen & Chang, 2012; Melewar et al., 2006; Qazi et al., 2021). E-learning allows students to access lessons anytime and anywhere as long as they have an internet connection, providing flexibility in terms of time and location for learning (Ivanova, 2020; Syed et al., 2021). E-learning often uses various interactive formats to enhance student engagement and understanding, such as simulations, quizzes, online discussions, and videos. Additionally, e-learning offers access to a wide range of educational resources, including e-books, journals, articles, and video materials from various providers (Effendi & Zhuang, 2005; Setiadi et al., 2023). It enables students to learn at their own pace, revisit material that is difficult to understand, and skip sections they have already mastered. The e-learning process is supported by various platforms and applications, including Learning Management

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Systems (LMS) such as Moodle, Blackboard, and Google Classroom (de Souza Rodrigues et al., 2021; Ivanova, 2020; Yang, 2020). Furthermore, tests, assignments, and online discussion forums can be conducted more quickly to assess and provide feedback. Therefore, e-learning offers many benefits in terms of accessibility, flexibility, and personalized learning. However, it also requires a sufficient level of digital skills from both teachers and students (Jufri, 2023).

Digital technology refers to the use of devices and systems that process, store, and transmit data in digital form, meaning data encoded in binary format (0 and 1) (Aguti, 2015). This technology includes various innovations that enable information processing at speeds, efficiency, and capacities far greater than analog technology (Van Nuenen & Scarles, 2021). Digital databases store data in digital formats, enabling efficient data storage, search, and retrieval (Wibowo et al., 2023). Digital communication supports communication methods such as email, instant messaging, and video conferencing, accelerating global information exchange in real-time (Maulana & Adiwijaya, 2023). Digital devices, including computers, smartphones, and tablets, use digital circuits to process data and run applications.

Digital media, such as images, audio, video, and text, allows for the flexible storage, distribution, and manipulation of media. Digital information systems, such as ERP and CRM, manage information through hardware and software integration (Tolle & Huda, 2023; Wibowo et al., 2023). Digital technology also includes digital security to protect data from threats through encryption and firewalls, as well as supporting the development of artificial intelligence and machine learning for analysis and prediction. Additionally, this technology enables the use of the internet and cloud computing services, providing remote access to applications and data. Digital technology offers significant benefits, such as efficiency and productivity, global accessibility, in-depth data analysis, and supports innovation across various fields, revolutionizing the way we work, communicate, and interact.

In the field of education, immersive digital technology allows the learning process to be more interactive and enjoyable by presenting simulations that resemble reality and providing a deep learning experience (Wibowo et al., 2023). Studies show that students view digital technology platforms as a sustainable educational tool, recognizing their potential to significantly enhance the quality of their learning experience (Shanmugam et al., 2022). This change is supported by findings showing how digital tools can strengthen conventional teaching methods, enabling educators to engage students more effectively and explain the reasons behind the implementation of such technology (Mei et al., 2019).

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Technological resistance refers to the attitude or actions of rejecting or avoiding the use of new technology, often caused by various factors (Syvertsen & Enli, 2019; Talwar et al., 2020). Users may feel uncomfortable or concerned about the impact of new technology, especially if they feel unprepared due to a lack of training or support (Choi et al., 2020). Additionally, the incompatibility between new technology and existing work methods or preferences, as well as infrastructure limitations, can trigger resistance. Trust issues related to security and privacy are also often major reasons (Ramirez et al., 2023; Reddy et al., 2018). Conservative organizational cultures and structures can further exacerbate resistance, particularly if the new technology is perceived as conflicting with existing values. The impacts of this resistance include decreased productivity, high implementation costs, and hindered innovation. To overcome resistance, it is important to provide adequate training, clearly communicate the benefits of technology, involve users in the implementation process, facilitate a smooth transition, and build trust in the technology's security. Effectively managing resistance ensures the successful adoption of new technology and maximizes its benefits for the organization.

METHOD

This research uses a qualitative approach to explore the phenomenon of digital transformation at the State Islamic University in Palembang. Qualitative research aims to understand social or human phenomena from the perspective of those involved or experiencing them. This method does not collect quantitative or numerical data; instead, it gathers descriptive and interpretative data (Harahap, 2020). Qualitative research aims to comprehensively explore the meaning, experiences, and perspectives of the research subjects (Sugiyono, 2018).

This approach allows for an understanding of how e-learning is effectively used at the State Islamic University in Palembang (Sugiyono, 2018). The data collection technique uses interviews, where the researcher gathers information from informants by asking several questions (Hansen, 2020). These questions are related to the challenges of utilizing e-learning as a learning method in the digital era by all members of the State Islamic University in Palembang. The informants include lecturers, administrative staff, and students from various faculties, divisions, and departments. Lecturers from various faculties and departments are selected to gain a broad perspective on the use of technology in teaching. Administrative staff from various divisions, including IT, finance, and academics, are involved to understand how technology supports administrative processes. Additionally, students from various departments and study levels are included to understand their experiences in using technology for learning.

This study is important for understanding the adaptation of e-learning technology at the State Islamic University in Palembang using the Technology

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Acceptance Model (TAM). By evaluating the factors of e-learning acceptance and usage by lecturers and students who will be the research informants, this study will help the university improve the quality of education, develop appropriate policies, and allocate resources efficiently in relation to e-learning utilization. This resear uses a qualitative method and employs interviews to collect data. The results will also contribute to the academic literature on the application of TAM and improve the accessibility of education at the State Islamic University in Palembang related to e-learning.

The Technology Acceptance Model (TAM), first proposed by Davis in 1986, has become a foundational framework for understanding user acceptance of technology. This model states that perceptions of ease of use and perceived usefulness are the primary determinants of technology acceptance and usage (Ma & Liu, 1 C.E.; Venkatesh & Davis, 2000). The model has been extensively validated across various contexts, demonstrating its strength in predicting user intentions and behaviors related to information technology (Kim & Garrison, 2009; Venkatesh & Bala, 2008). The basic premise of TAM is that if users find technology easy to use and believe that it will enhance their performance, they are likely to accept and adopt it (Venkatesh, 2000).

The Technology Acceptance Model (TAM) explains the utilization of e-learning in the era of digitalization at the State Islamic University in Palembang today. Identifying the core factors in this research is the first crucial step. The primary focus is on Perceived Usefulness (PU), which examines how lecturers and students assess the ability of e-learning to enhance the effectiveness of teaching and learning activities. Additionally, Perceived Ease of Use (PEOU), which looks at how easy lecturers and students find it to use e-learning in teaching and learning activities, is examined. In addition to the core factors, several external factors are also important to analyze. First, Availability of Technology, which includes how accessible and available digital communication technology is. Second, Prior Experience, where the research investigates the experience of lecturers and students with previous learning methods. Third, Job Relevance, which evaluates how relevant e-learning is to the tasks and responsibilities of lecturers and students.

Furthermore, the analysis extends to other factors that contribute to influencing the behavior of lecturers and students in adopting e-learning. Attitude Toward Using (ATU) is analyzed to understand whether lecturers and students have a positive or negative attitude toward the use of e-learning. Finally, Behavioral Intention to Use (BI) is investigated to assess how likely lecturers and students are to intend to use e-learning in their daily activities. This research can provide comprehensive insights into what factors influence the adoption of e-learning by lecturers and students at the State Islamic University in Palembang. With this methodology, the research can provide a comprehensive and in-depth understanding of the adoption and use of e-learning at the State Islamic University in Palembang, as well as identify the

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challenges that must be addressed to improve the effectiveness of digital transformation at the university.

RESULTS AND DISCUSSION

This research uses the Technology Acceptance Model (TAM) to address the challenges of utilizing e-learning at the State Islamic University in Palembang. It is known that TAM provides a framework that can be used to evaluate the utilization of e-learning developed and provided by the State Islamic University in Palembang. There are two main focuses analyzed in this study: the perceptions of lecturers and students at the State Islamic University in Palembang regarding the ease of use and benefits of e-learning, which can influence acceptance and effectiveness in carrying out all work activities, including teaching and learning. This research was conducted by interviewing six informants in-depth. These informants include lecturers and students who are believed to utilize the e-learning provided by the State Islamic University in Palembang for work and effective teaching and learning activities. Below is the analysis based on the components of the TAM model.

Here is the data displayed on one of the websites of the State Islamic University in Palembang, which illustrates the number of active students as shown in the following chart:

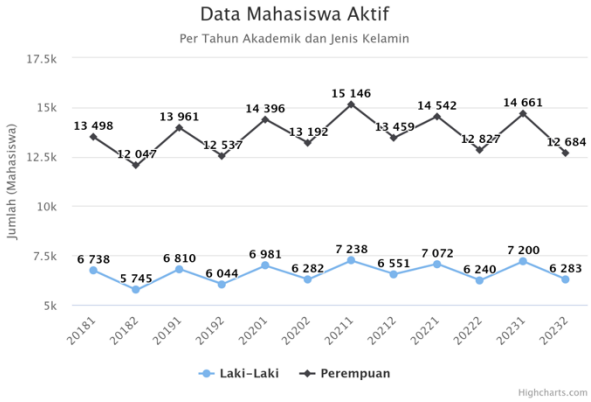


Figure 1. Student Enrollment Data, 2024

Based on the graph showing the data of active students by gender from the 2018/2019 academic year to the 2023/2024 academic year, the total number of female students is consistently higher than that of male students each year. The number of female students fluctuated, peaking at 15,146 students in the 2021/2022 academic year. After that, there was a decline in the 2022/2023 academic year to 14,542 students, which further decreased to 12,684 students in the 2023/2024 academic year. Meanwhile, the number of male students also showed a fluctuating pattern. The highest number was recorded in the 2021/2022 academic year with 7,238 students, but

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it decreased to 7,072 in 2022/2023 and 6,283 in 2023/2024. Overall, both male and female student numbers decreased in the last academic year (2023/2024), with the number of female students remaining higher than that of male students throughout the period shown. The large number of students indicates that the State Islami University in Palembang needs an appropriate e-learning system for effective and efficient teaching and learning activities.

Results should be clear and concise. The results should summarize (scientific) findings rather than providing data in detail.

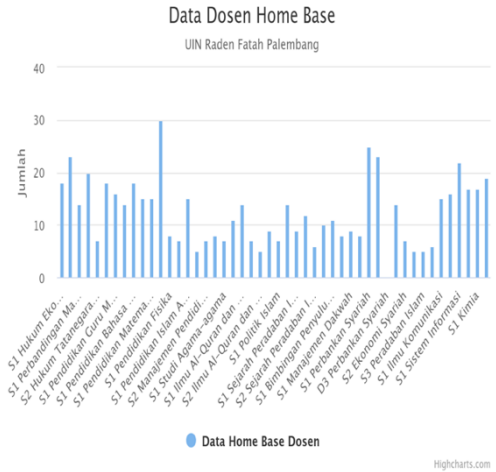


Figure 2. Lecture Data, 2024

Based on the graph data in Figure 2, which shows the number of lecturers by program or home base at one of the State Islamic Universities in Palembang, the program with the highest number of lecturers is the S1 Early Childhood Islamic Education program, which has nearly 30 lecturers. Several other programs also have a relatively high number of lecturers, such as the S1 Sharia Economics and S1 Sharia Economic Law programs, each with about 20 lecturers. On the other hand, there are some programs with relatively fewer lecturers, such as the S1 Islamic Civilization History and D3 Sharia Banking programs, each having fewer than 10 lecturers. Overall, this graph shows variation in the number of lecturers across different programs, with some programs having a large number of lecturers, while others have only a small number. This data provides an overview of the distribution of teaching staff across various programs in the institution.

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Figure 3. Interface Elearning, 2024

Figure 3. The interface of the e-learning platform at the State Islamic University of Palembang shows a simple yet informative design. It is clear that each course is equipped with a well-organized schedule, including the day, start and end times, and course codes. This type of information is crucial for e-learning, as it helps students manage their time and ensure they do not miss online classes. With a well-structured schedule, students can more easily organize their academic activities.

In addition, this interface also displays the number of credit hours (SKS) and class information directly. This is important because students need to know their academic workload for each course. This information helps them estimate study time and adjust their schedules for other courses. The large, easily visible "Start" button also provides a practical impression; students can directly access the class or course material with just one click. In a fast-paced digital environment, this easy access is extremely helpful in creating a comfortable learning experience.

From a visual perspective, the use of the university's logo and elements that reflect the digital learning environment adds value to the platform. Institutional branding in e-learning helps students feel more connected to their campus, even when studying online. Meanwhile, the consistent arrangement of elements such as time, class, and credit hours placed neatly for each course makes the e-learning interface easier to understand and less confusing.

This e-learning interface not only provides access during class hours but also allows students to access materials anytime. With such flexible access, students can review materials or study independently outside of class hours. Furthermore, features like announcements, assignment guidelines, or class recording links are extremely useful for supporting more complex academic needs. These additional features help students stay informed and organized, especially when there are many tasks or important information to follow.

Based on interview results regarding the use of e-learning, it can be concluded that the platform has received positive feedback from users. E-learning is seen as a good medium for student learning because it is easily accessible and offers additional benefits, such as assignment storage. The platform's design is already good, but there

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are suggestions for updates to enhance its quality. Additionally, e-learning makes it easier for students to access materials and submit assignments. However, there are technical issues when many students access the platform simultaneously, which often causes errors. Therefore, although e-learning at the State Islamic University is very helpful in the learning process, there is an urgent need to update the design and address technical issues to optimize the student learning experience.

1. Perceived Usefulness

   he users stated that e-learning helps improve the learning outcomes for both lecturers and students. Features provided by the platform, such as attendance tracking, viewing submitted assignments, and course schedules, are considere very helpful. E-learning makes it easier to manage daily academic activities. However, there are significant shortcomings, such as the lack of a face-to-face feature and notifications. The absence of notifications leads to the risk of missing important information, such as tasks or urgent announcements. Therefore, despite the platform's benefits, there is a need to add these features to improve its effectiveness and efficiency.

   E-learning facilitates teaching and learning in several important aspects. Users mentioned that the platform is very helpful in time management, data storage, and attendance. E-learning allows for more organized data storage and simpler access to attendance compared to conventional methods. However, it is important to note that attendance taken manually or not automatically can often result in forgetfulness by both lecturers and students. This shows that although there are conveniences, there are still aspects that need improvement to avoid administrative errors.

   One of the main advantages of e-learning is the ease of access to materials and information. Users can access information from anywhere as long as there is an internet connection, which is very helpful in remote learning. However, there are occasional technical issues when many students access the platform simultaneously or when the platform experiences overcapacity. Although these issues do not happen frequently, they can disrupt the teaching and learning process when they do occur. Therefore, increasing the platform's capacity and stability should be a primary focus to ensure consistent and reliable accessibility.

2. Perceived Ease of Use

   Informants, both lecturers and students, stated that they find it easy to locate the features they need on the e-learning platform. The available features are clearly displayed and the design is well-structured. However, there are limitations in terms of the number and types of features provided. The existing features are considered too simple and limited. Additionally, there are complaints about the absence of notification features and the lack of video features for online meetings.

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The lack of these features is seen as a significant drawback as it can hinder communication and information management.

Regarding technical difficulties, the experience of both lecturers and students varies. One student informant, AIS, stated that the technical difficulties encountered depend heavily on the quality of the internet connection used. In general, they do not experience many errors as long as the internet connection is stable. However, there are complaints about difficulties accessing the platform when many students are using it at the same time, leading to errors or access disruptions. This was also confirmed by informant MF, a lecturer at the university, who felt that e-learning is highly dependent on a stable internet connection. This shows that although the platform is relatively easy to use, there are still technical issues that need to be addressed, especially regarding capacity and access stability.

Younger lecturers, who are more familiar with technology, find it easy to learn how to use the e-learning platform. As tech-savvy users, they do not encounter significant difficulties in understanding and operating the platform. However, access capacity remains a primary issue that needs attention. When many users access the platform simultaneously, technical disruptions such as errors become more frequent, which can hinder the teaching and learning process.

In contrast, older lecturers, classified as digital immigrants, face difficulties. Informant CHO, for example, expressed that although he felt forced to use e-learning, he still acknowledged that it is very good. This indicates a perception that the technology can be beneficial and relevant in the context of modern teaching, even though he faces challenges in adapting. His recognition of the benefits suggests that, despite his difficulties, he still understands that using e-learning can improve teaching effectiveness and add value to the learning process. This is a key element of perceived ease of use, where someone feels that the technology can help achieve specific goals, in this case, delivering content effectively to students.

Informant KH also mentioned that the adaptation process to e-learning takes longer, saying, "It takes more time to think than to execute," indicating a gap between technical ability and the desire to utilize the technology. For older lecturers, learning new technologies often takes more time and effort than it does for younger lecturers. Senior lecturers, especially those over 60, face greater challenges in adapting, often requiring assistance from assistants to operate tasks on the e-learning platform. This shows ambivalence: on one hand, senior lecturers recognize the benefits of e-learning, but on the other hand, they face limitations in mastering the technology independently.

3. Attitude Toward Using

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The informants, consisting of both lecturers and students, have varied views on the use of e-learning technology in education. Generally, e-learning is seen as facilitating the teaching and learning process, especially when lecturers are unable to hold face-to-face meetings. E-learning helps in certain situations by providing access to materials through links and PowerPoint presentations. However, the lack of interactive features, such as video, makes e-learning seem less optimal compared to face-to-face learning. This means that e-learning does not fully replace the need for in-person meetings.

Motivation for routine use of e-learning seems low at present. Several factors affecting this include the lack of features that support a more interactive and dynamic learning experience, as well as the feeling of reduced enthusiasm when learning through this platform. One informant mentioned that learning through e-learning feels less exciting and tends to make them feel lazy. Another informant stated that offline learning is currently more effective. However, they also acknowledged that significant updates to e-learning features and design could increase motivation to use it regularly.

From the interviews, it is clear that attitudes toward e-learning at the State Islamic University of Palembang are diverse. While some users acknowledge the benefits of e-learning in certain situations, there are significant shortcomings that reduce the platform's effectiveness and appeal. The main drawbacks are the lack of interactive features like video and notifications, which make e-learning seem less optimal and less engaging compared to face-to-face learning.

Moreover, motivation for routine use of e-learning is currently low, mainly because some users, both lecturers and students, feel that learning through e-learning is less enjoyable and not as effective as offline learning. To improve positive attitudes and motivation, the university should consider adding features that support interactivity and update the e-learning platform's design to make it more engaging and functional. This is expected to enhance the learning experience and encourage regular use of e-learning by both lecturers and students.

In terms of attitude toward using, the behavior of lecturers who tend to ignore e-learning, despite recognizing its potential benefits, suggests a less supportive attitude toward using this technology. Attitude toward using in the Technology Acceptance Model (TAM) indicates that a person's decision to use technology is not only based on perceptions of benefits or usefulness (Perceived Usefulness), but also on their personal attitudes and beliefs toward the technology.

In this case, there are two main factors influencing the attitude of lecturers and students toward e-learning: first, access difficulties for older lecturers, and second, the perception among some lecturers that e-learning is unnecessary if face-to-face classes are already conducted. This is also supported by some students who feel that e-learning does not contribute much to the learning process. For senior

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lecturers facing challenges in adapting to technology, their attitude toward e-learning tends to be negative because they feel uncomfortable or incapable of using the digital platform. This negative attitude reflects the perception that using e-learning is a burden or challenge, rather than an effective aid. As a result, they are less motivated to learn or utilize it, even if they know e-learning could be beneficial for teaching.

On the other hand, younger lecturers or those who are more tech-savvy still feel that e-learning is unnecessary when face-to-face meetings are already available. This attitude reflects the view that e-learning does not provide enough value to enhance the effectiveness or flexibility of learning outside of physical meetings. Although these lecturers may find it easier to access e-learning, they believe or feel that the technology does not add significant value to their teaching context, leading them to reject or ignore its use.

Despite some lecturers feeling challenged or less motivated to fully utilize e-learning, based on interviews with students, many students actually experience significant benefits from its use. For some students, e-learning is not just an additional platform but an essential tool that supports their academic needs practically. Students feel more comfortable when course materials are available on e-learning because they do not have to worry about losing notes or important materials. If notes or files are lost, they can easily access the materials again through the e-learning portal, minimizing the risk of losing information.

Furthermore, the e-learning feature that allows students to view grades and receive feedback directly on their portal is one of the main advantages that enhances their comfort. This helps students monitor their academic progress and understand areas that need improvement. With quick feedback and flexible access, students feel better supported in their learning process. This comparison shows a difference in perspectives between lecturers and students in utilizing e-learning. For students, e-learning provides real benefits in terms of accessibility, organization, and availability of materials. Students who grew up in the digital age are more familiar with this technology and tend to use it optimally. This highlights the importance of adaptation efforts that focus not only on the usability of the technology but also on supporting the overcoming of psychological and skill barriers faced by users, especially senior lecturers.

4. Behavioral Intention to Use

   From interviews with students OZ and SY regarding the use of e-learning, it can be analyzed that behavioral intention to use e-learning among students is influenced by their positive experiences with the technology, particularly in terms of ease of access and availability of materials. Student OZ shows a strong intention to develop and continue using e-learning because they feel real benefits from its use. Lecturers who consistently upload materials on e-learning have greatly

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helped students in their learning process, especially since the materials are available anytime and not tied to class times. The flexible availability of materials further motivates them to use and even improve the e-learning features. OZ's perspective shows that behavioral intention to use e-learning is directly influenced by positive perceptions of benefits (perceived usefulness) and ease of access, which enhances their academic performance.

Student SY, on the other hand, also has a high behavioral intention to use, as seen from their hopes and desires for e-learning to be fully utilized by more lecturers. SY considers e-learning very beneficial but still feels disappointed that some of their lecturers do not use it optimally. This indicates that SY's behavioral intention to use is heavily influenced by their belief that e-learning can provide better access to materials and improve the overall teaching and learning process. SY shows a positive intention, though it is limited by the support from lecturers for this technology.

Overall, the perspectives on behavioral intention to use between these two students show that the intention to use e-learning increases when the benefits of the technology are felt directly, such as improved access, learning flexibility, and quick access to materials. Positive personal experiences, like OZ's experience with active lecturers using e-learning, can strengthen the intention to continue using and improving this technology. Meanwhile, SY's hope for more lecturers to use e-learning indicates that a lack of lecturer support can hinder the optimal use of e-learning, although students' interest in using this technology remains high.

Several informants have differing views regarding their intention to continue using e-learning in the long term. One informant, who is a lecturer, stated that during the COVID-19 pandemic, e-learning was very helpful in the teaching and learning process. However, with the current situation returning to normal, preferences have shifted back to face-to-face learning. This informant feels that in-person meetings are more effective when the situation allows. On the other hand, another informant is willing to use e-learning in the long term, as long as there are significant updates to the product design and platform features. This indicates that the sustainability of e-learning usage greatly depends on the improvement of the platform's quality and functionality.

The frequency of e-learning usage in daily teaching activities also varies. One informant mentioned that every course now uses e-learning, although the level of usage activity depends on each lecturer. Some lecturers actively use e-learning, while others do not. During the pandemic, e-learning was used frequently and quite effectively. However, in the post-pandemic period, the use of e-learning has decreased as face-to-face teaching has resumed.

From this interview, it can be concluded that the intention to continue using e-learning at the State Islamic University is influenced by the prevailing situation

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and conditions. During the pandemic, e-learning proved to be very beneficial and was used frequently. However, as the situation returns to normal, many users have shifted their preference back to face-to-face learning. Nevertheless, there is potential for long-term usage if the e-learning platform is updated and improved, both in terms of product design and the features offered. Daily usage frequency also varies, depending on the policies and preferences of each lecturer. To increase the intention and frequency of e-learning usage, efforts are needed to enhance the platform's quality and relevance to meet the dynamic and interactive learning needs.

Behavioral intention to use e-learning is influenced by perceptions of benefits and positive experiences in its use. Students tend to have a strong intention to use e-learning when they find it helpful for flexible access to materials and ease in obtaining grades and feedback. However, for some lecturers, e-learning is only utilized under certain conditions, such as during the pandemic, and their preference shifts back to face-to-face learning once the situation normalizes. To increase the long-term behavioral intention to use e-learning, the platform needs to be continually updated with better design and features. With improvements in quality and relevance, e-learning usage can be maximized, both by lecturers and students, in accordance with the dynamic learning needs.

The informants feel that the technical support provided by the university is still inadequate. They complain about frequent errors on the e-learning platform, slow Wi-Fi access, and insufficient capacity for the large number of students. Additionally, accessing academic journals is often difficult. These technical limitations hinder the effectiveness of e-learning usage and reduce the quality of the students learning experience. The university has provided training on how to use e-learning, particularly when students first enter the university. This training is given through the PBAK (Campus Academic Culture Introduction) activities and specific guidance at the faculties. Although this training helps both students and lecturers get acquainted with and use the e-learning platform, there is still room for improvement in terms of technical support and a deeper understanding of the available features.

The informants views on the quality of the university's technology infrastructure indicate that, although there have been improvements compared to the past, the current infrastructure is still not optimal. Access to technology is not complete, and there are still obstacles that need to be addressed. Improving the technology infrastructure is crucial to support the more effective use of e-learning. The adaptation process to using e-learning has been smooth for the informants. They have been able to adapt quickly and use various e-learning platforms effectively. The user-friendly design of the platform aids this adaptation process. Despite challenges such as technical errors, the informants have managed to overcome them well.

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To address difficulties in using e-learning, informants usually report the technical issues they face through other applications, such as WhatsApp. They also ask lecturers to find alternative solutions if the e-learning platform experiences disruptions. Collaboration and communication between students and lecturers have become key in overcoming these challenges. The informants have provided several suggestions to improve the e-learning platform at the State Islamic University. They recommend adding new, more attractive, and useful features, as well as improving the design to make it more visually appealing. Additionally, it is suggested that the platform version should be updated annually to ensure that e-learning is always up-to-date and can optimally meet the learning needs of students.

The interview results show that although e-learning at the State Islamic University has great potential to support the teaching and learning process, there arestill several challenges that need to be addressed. Better technical support and technology infrastructure are essential. More in-depth and ongoing training is also necessary to ensure that all users can make the most of the platform. With these improvements, e-learning can become a more effective and efficient tool to support education at the university.

CONCLUSION

Overall, e-learning at the State Islamic University provides many benefits for both lecturers and students. This platform facilitates the management of academic activities, data storage, and access to learning materials. However, to enhance its effectiveness and user experience, several aspects need to be improved. Adding features such as face-to-face interaction and notifications, as well as improving the platform's technical capacity, are important steps that should be considered. With these improvements, e-learning can become a more effective and efficient tool in supporting the teaching and learning process at the university.

Overall, e-learning at the State Islamic University is considered easy to use by both lecturers and students. The existing features are well-structured and easy to find, although the addition of notification and video features is still needed to enhance functionality. Users also find it easy to learn how to use the platform, thanks to their familiarity with technology. However, technical issues related to access capacity and internet stability need to be addressed promptly to ensure a smoother and more effective learning experience.

The adaptation process to using e-learning has gone well. Informants have been able to quickly adapt and use various e-learning platforms effectively. To overcome difficulties, they typically report technical issues through other applications and ask lecturers to find alternative solutions. The informants also provide suggestions to improve the e-learning platform, such as adding new features and enhancing the design layout. Updating the platform version annually is also recommended to ensure that e-learning remains up-to-date and optimally meets learning needs.

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The interview results show that although e-learning at the State Islamic University has great potential to support the teaching and learning process, there are still several challenges that need to be addressed. Better technical support and technology infrastructure are essential (Naugolnova, 2023). More in-depth and ongoing training is also important to ensure that all users can fully utilize the platform. With these improvements, e-learning can become a more effective and efficient tool in supporting education at the university.

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AUTHORS' CONTRIBUTION

Fera Indasari: Conceptualized the study, designed the research framework, and contributed to the interpretation of the data. She also provided critical revisions for the final manuscript.
Gita Astrid: Designed and conducted the data collection process, analyzed the results, and contributed to drafting and editing the manuscript.
Andri Safitri: Contributed to the interpretation of the data and provided valuable feedback on the study's methodology and analysis. She also helped with the final manuscript revisions.

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