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MANAGING E-LEARNING IN PUBLIC UNIVERSITIES BY INVESTIGATING THE ROLE OF CULTURE

Sarbaini, Jumadi, Abbas, E.W., Rajiani I.*

Abstract: The phenomenal growth of e-learning in the developed countries makes Indonesia going with the trend by investing massively in Information Technology and Communication (ICT) to push the country into a knowledge economy. However, e-learning – as the implementation of ICT in higher education - is not without challenges and failures as the technology cannot be perceived as a panacea. Many researchers and practitioners have acknowledged that e-learning as a future prospective medium of instruction encounters difficulties and challenges to implement successfully. The objective of study is to investigate the influential adoption factors to adopt new technologies drawn from recent technology adoption theories. Further, the present study examines the moderating impact of one Hofstede's national culture dimensions (individualism-collectivism) toward adoption factors in adopting e-learning technology. The empirical data, which consists of 200 valid datasets, were collected from lecturers in Indonesia via self-administered paper-based questionnaire, and Structural Equation Modeling (SEM) was employed. The finding of this research advances our understanding of the dynamics of e-learning technologies and refines existing conclusions about perspectives of educators towards the adoption process of e-learning technologies. Further, the current gap between developed and developing countries on the effects of cultural dimensions provide an original reference on how the culture side influences the individuals' behaviors when adopting new technology.

Key words: E-learning, culture, technology acceptance, Indonesia

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Introduction

The profoundly unique and competitive business situations have called for full utilization of the recently risen advancement of the Internet and its related applications. Thus, numerous organizations are seeking ways and techniques to utilize new innovative configurations to use advanced technologies to accomplish various goals.

The educational processes and systems cannot avoid the effect of the digital transformation occurring all over the world. These days, the development of e-learning in the developed cultures is impressive and phenomenal. However, e-learning is not without challenges and disappointments as e-learning cannot be

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considered as a fancy endeavour. Numerous analysts and experts have detailed that e-learning as a future possibility medium experiences troubles and difficulties to actualize effectively in developing countries (Kim and Park, 2018) including in Indonesia (Guspatni, 2018). Besides, many university students and even lecturers find it difficult to adapt to e-learning technology (Pretorius et al., 2019).

Indonesia, as a developing country, somewhat, is technologically proficient and well-prepared for welcoming e-advancements in public and business organizations. However, the considerable adoption of e-learning innovation in Indonesia has not been acknowledged at this point to the degree and impact similar to developed countries or some developing countries. One of the essential reasons that e-learning has not been to a great extent grasped in Indonesia is the absence of adequate imminent examinations dedicated to figuring out what variables drive and impact users' observations and points of view towards the selection of e-learning advancements (Triana and Rajiani, 2018).

Various researchers have recognized the significance of culture in embracing innovation (Johansen and Tkachenko, 2019; Rajiani and Ismail, 2019). However, up to this point, almost no consideration has been paid to investigate the moderating impact of culture on behavioral intention to adopt e-learning. This examination perceives the shortage of research in contemporary writing and the deficiencies of the information base in such respect. Therefore the current empirical analysis intends to fill the knowledge gap by investigating the moderating influence of individualism-collectivism on the adoption of e-learning in a developing country context of Indonesia.

Literature Review

E-learning has been defined in many ways to reflect different perspectives such as educational-driven, technology-driven, delivery-system oriented and communication-oriented (Smolağ et al., 2016; Sroka and Tabor, 2016; Giglio, 2019). Besides, Caporarello and Sarchioni (2014) defined e-learning as a set of models, methodologies and processes for the acquisition and use of knowledge distributed and facilitated primarily by electronic means. Due to various definitions, Kot et al. (2017) have provided an exclusive definition of e-learning as the transformation of traditional educational processes, products, practices and outcomes to digital formats to make them more personalized, convenient, interactive, communicative and accessible. This trend will change the role of lecturers from the main resources into classroom managers in disseminating information (Ariel and Malka, 2019).

The Unified Technology Acceptance (UTAUT) that integrates the fragmented theory and research on individual acceptance of information technology into a unified theoretical model (Venkatesh et al., 2011) is one of the best suited, empirically sound, well-established and widely applied for acceptance research analysis across various IT/IS domains.

Under UTAUT, technology acceptance is determined with performance expectancy, effort expectancy, social influence, and facilitating conditions. Performance expectancy is the extent to which an individual believes that utilizing the system will support the person to perform well in work execution. Effort expectancy is the level of straightforwardness related to the utilization of the system. Social influence is the extent to which an individual sees the significant acceptance of others when the person utilizes the new framework. Facilitating conditions is the level of individual acceptance that organizational and technical infrastructures are available to support the use of the system (Saleem et al., 2016).

Culture is notoriously one of the most complex and intriguing concepts to conceptualize and define (Smith, 2016). Among all theoretical frameworks proposed in the literature to address aspects of culture, the Hofstede's typology has been widely embraced. The concept is also adequately appropriate for use in information technology adoption research (Minkov, 2018). Individualism-collectivism and uncertainty avoidance dimensions have been found to be more influential and more impactful in IT adoption studies than the other cultural dimensions. In Hofstede's (2011) classification, Indonesian culture was rated to have a more collective than individualistic culture. Since individualism and collectivism is the main difference between east and west (Triandis, 2018), this dimension employed as a moderating variable.

Myriad of empirical analysis have investigated the role played by IC on the adoption of various IT/IS products and services (Huang et al., 2019). Nevertheless, still, little attention has been directed to explore the possible moderating effects of IC at the individual level on the adoption of IT domains (Akhtar et al., 2019).

Given that lecturers are the key change agents in the use of technology in education; this study aims at understanding how their Behavior Intention to adopt technology is moderated by cultural influences.

Methodology

This research uses quantitative methods of data intending to analyze the Indonesian university managing e-learning in the domains performance, effort, social influence, and facilitating conditions mediated with one dimension of culture (individualism vs collectivism) in Indonesian higher education sectors.

The target population of this study is 200 (two hundred) public university lecturers using e-learning technology to teach, located in Banjarmasin, Indonesia. Employing the purposive sampling, the data were collected during June – December 2018. By utilizing the Structural Equation Model (SEM), the standard principle is that the base number of observation is fivefold the number of observation (Hair et al., 2006). The relationship among construct is portrayed in a hypothetical structure. The five-point Likert-type scales (1 – strongly disagree; 5 - strongly agree) were applied all through the survey.

Factors loading are utilized to assess discriminant validity, where merely items with factors outperform 0.50 will remain in the model (Hair et al., 2006). A survey

questionnaire was used to collect data regarding the use of E-learning technology. Earlier research by Venkatesh et al. (2011) had validated measures for each of the constructs. Thus, we decided to include those validated items in our questionnaire. Individualism vs collectivism questionnaires were taken from the updated and authoritative measure of Hofstede's individualism vs collectivism as a dimension of national-culture (Minkov et al., 2017). The list of items for each construct is provided in Table 1.

Table 1: Questionnaire Items for Technology Adoption

Latent Variables	Items	Outer Loading	Average Variance Extracted (AVE)
Performance Expectancy (PE)	1. PE1: using E-learning websites improves my teaching results	0.673	0.691
	2. PE2: using English E-learning websites enhances my teaching motivation	0.706	
	3. PE3: Using E-learning websites increases my performance in my teaching activities	0.681	
	4. PE4: I would find E-learning websites useful in my teaching activities	0.704	
Effort expectancy (EE)	1. EE1: I would find E-learning websites are accessible for me to use	0.728	0.744
	2. EE2: I would find it easy for me to become skillful at using E-learning websites	0.785	
	3. EE3: I would become proficient at using E-learning websites	0.732	
	4. EE4: My teaching activities with E-learning websites are clear and understandable	0.731	
Social influence (SI)	1. SI1: People who are important to me think that I should use E-learning websites	0.586	0.665
	2. SI2: People who affect my learning behavior think that I should use E-learning websites	0.569	
	3. SI3: My peers and immediate supervisor think that I should use E-learning websites	0.723	
	4. SI4: I think that using E-learning websites is fashionable	0.781	
Facilitating conditions (FC)	1. FC1: I have the resources necessary to use E-learning websites	0.684	0.682
	2. FC2: I know how to use E-learning websites	0.678	
	3. FC3: I think that using E-learning websites fits well with the way I like to teach	0.713	
	4. FC4: If I have problems using E-learning websites, I could solve them very quickly	0.653	
Behavior intention (BI)	1. BI1: I intend to use E-learning websites in my future teaching activities	0.775	0.787
	2. BI2: I would use E-learning websites to improve my teaching	0.748	
	3. BI3: I plan to use E-learning websites in the next two months	0.840	
Individualism-	1. IC1: Individuals should sacrifice self-interest for	0.765	0.777

Collectivism (IC)	the group		
	2. IC2: Individuals should stick with the group even through difficulties	0.725	
	3. IC3: Group welfare is more important than individual rewards	0.741	
	4. IC4: Group success is more important than individual success	0.763	
	5. IC5: Individuals should only pursue their goals after considering the welfare of the group	0.802	
	6. IC6: Group loyalty should be encouraged even if individual goals suffer	0.865	

One of the examinations that handled the issue of IC in technology innovation was directed by Rufin et al. (2018). They had archived that the connection between compatibility (one of facilitating condition indicators in the UTAUT model) and intention to adopt the technology was higher in individualistic people than on collectivistic people. Accordingly, the current investigation will pursue a similar model of Rufin et al.'s study.

With the assistance of PLS software, the following 5 (five) hypotheses will be tested.

1. *Performance expectancy positively affects lecturers' intentions to manage learning by adopting technology.*
2. *Effort expectancy positively affects lecturers' intentions to manage learning by adopting the technology.*
3. *Social influence positively affects lecturers' intentions to manage learning by adopting the technology.*
4. *Facilitating conditions positively affects lecturers' intentions to manage learning by adopting technology.*
5. *The level of Individualism-collectivism positively impacts behavioral intention to adopt e-learning technology.*

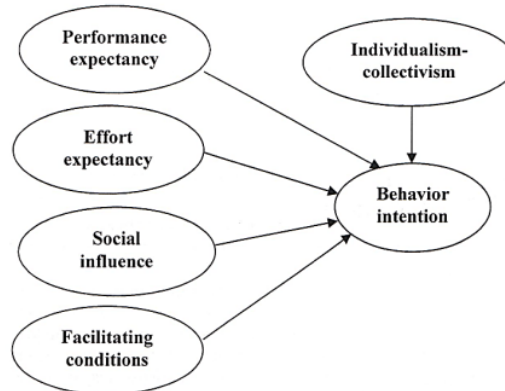


Figure 1: Theoretical framework

Results and Discussion

The result of path analysis is shown in Figure 2.

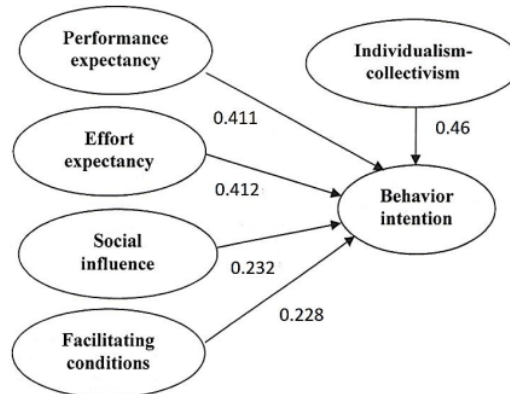


Figure 2: The Path Analysis

The results showed that performance expectancy positively influence affects lecturers' intentions to manage learning by adopting technology ($\beta = .411, R^2 = .39, p < .000$). Therefore, H1 is supported. This means that when lecturers expect an E-learning website to increase their performance, they increase their intentions to apply it. Also, effort expectancy positively affects lecturers' intentions to manage learning by adopting the technology ($\beta = .412, R^2 = .45, p < .000$). Therefore, H2 is supported. This means that when lecturers expect E-learning website to be easy

to use, they increase their intentions to optimize it. Additionally, social influence positively affects lecturers' intentions to manage learning by adopting the technology ($\beta = .232$, $R^2 = .21$, $p < .005$). Therefore, H3 is supported. This means that when lecturers, peers or someone important to them suggests using E-learning websites, they increase their intentions to use them. Finally, facilitating conditions positively affects lecturers' intentions to manage learning by adopting technology ($\beta = .228$, $R^2 = .19$, $p < .005$). Therefore, H4 is supported. This means that when lecturers receive more facilitating conditions to use E-learning website, they use the websites more frequently when teaching.

The degree of Individualism-collectivism significantly impacts behavioral intention to adopt e-learning technology ($\beta = .046$, $R^2 = .10$, $p < .005$). In this way, H5 is acknowledged. This implies the higher the level of lecturers' collectivism, the higher the behavioral intention to adopt e-learning technology.

SEM demands the estimation models validity by observing the Average Variance Extracted (AVE) as opposed to the conventional "Cronbach's Alpha." The AVE estimation of 0.50 and higher shows a reasonable degree of validity (Hair et al., 2006). Estimation model in Table 1 shows that the Average Variance Extracted (AVE) delivered all outperformed 0.50, meaning that the instrument had satisfactory convergent validity.

The model goodness of fit is measured with the Stone-Geisser Q-square test for predictive relevance (Chin, 2010) with the formula:

$$Q^2 = 1 - (1 - R_1^2)(1 - R_2^2) \dots (1 - R_n^2) \quad (1)$$

Calculation derived the value of 0.922 (92.2%) higher than 0.5 indicating the predictive relevance requirement is satisfactory.

The Indonesian lecturer sample in our study was found to be collectivist in outlook (IC = 38) in line with expectations from previous research (Hofstede, 2011). Also, in line with the previous research in developed countries, performance expectancy, effort expectancy, social influence and facilitating conditions positively affect lecturers' intentions to manage to learn by adopting technology (Alraja, 2016; Slade et al., 2015). As hypothesized, the IC cultural value moderates the relationship between performance expectancy, effort expectancy, social influence, facilitating conditions and Behavior Intention to use the system. Thus, our result suggests that within the high collectivist group, the lecturers are highly influenced by the opinion of colleagues and top management when establishing their intentions to accept technology. Within Indonesians' public universities nobody in a lower level dares to make decision openly without referring the decisions to their respective superiors. Lecturers like to embrace a cautious demeanor which could best be portrayed as hanging tight for the "*surat keputusan*" (letter containing a choice made by deans) or a formal go or no-go choices made by rectors in an open gathering. Consequently, the act of accepting innovation like e-learning must be connected to the interests of top executives because of their ability to affect the participation. This is because individuals in a collectivist society give higher

priority to obedience, respect, and more agreeable towards social relationships and the well-being of others (Hofstede, 2011; Tarhini et al., 2017).

Although the unified theory of acceptance and use of technology (UTAUT) model is validated within the Indonesian public university sector, the adoption of E-learning technology is not that simple due to the rigid culture. This is the reason why although the IT enormous investment has been conducted for more than three decades ago in Indonesia; the performance of the projects remains sluggish (Aang Subiyakto et al., 2018). In justifying the slowdown of advancement, Rajiani and Pypłacz (2018) proved two thoughts: the structural and the cultural assumption. The structural hypothesis accused the fundamental obstacles raised by the present government, while the cultural hypothesis recommended that values were contributory in hindering progression. Observing the present condition in Indonesia, there is a downside in defending the structural theory. This way, the time has come to analyze the cultural hypothesis that proposes Indonesian values are instrumental in deterring their progression. The cultural significance is useful as confining methodology for pondering the presence of the organization and in investigating of what-to-do thoughts that encompass public service (Rajiani and Kot, 2018).

Moderating factors like cultural values may assist to account for irregularities between Technology Acceptance Model researches and may expand its explanatory power. It is accordingly critical to investigate the moderating impact of cultural factors on the primary Technology Acceptance Model connections inside the setting of e-learning. Here we employ Individualism-collectivism (IC) to investigate if the explanatory power of Technology Acceptance Model is enriched in our examination setting through the existence of this additional construct.

To sum up, this investigation considers that the Technology Acceptance Model may not be appropriate for overall societies and subsequently tests its pertinence in the under-investigated Indonesian setting. It additionally acknowledges that culture may go about as a mediator for some part of the Technology Acceptance Model connections and investigates these moderating impacts using the individual-level estimation of cultural values within the sample. Although the Internet is a worldwide gadget, the viability of specific applications like E-learning innovation ought to be evaluated locally since users typically work in nearby/social setting.

Conclusion

The consequences of this investigation add to the technology acceptance literature by providing empirical evidence on how culture impacts lecturers' intentions to use technology. Given that culture impacts individuals' perception as well as decision making in using technology, decision-makers when encouraging lecturers to adapt the technology ought to think about cultural variables that may impede the technology adoption mainly within the setting of a developing country where there is a gap in the advancement of technology coming from the western hemisphere.

As a convenient sampling technique strategy was employed to gather information, it may have affected the generalizability of the outcomes. This way, the result of this investigation may not be illustrative of overall university lecturers' opinion. Future research ought to comprise lecturers from various areas of Indonesia to accomplish better generalizability. Future investigations are urged to incorporate progressively more related factors that impact Indonesian lecturers' intentions to use technology.

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ZARZĄDZANIE E-NAUCZANIEM W UNIWERSYTECIE PUBLICZNYM PRZEZ PODNIESIENIE ROLI KULTURY

Streszczenie: Fenomenalny rozwój e-learningu w krajach rozwiniętych sprawia, że Indonezja podąża za tym trendem, inwestując masowo w technologie informacyjne i komunikacyjne (ICT), aby pełnić kraj w gospodarkę opartą na wiedzy. Jednak e-learning podobnie jak wdrażanie ICT w szkolnictwie wyższym - nie jest pozbawiony wyzwań i porażek, ponieważ technologii nie można postrzegać jako panaceum. Wielu badaczy i praktyków przyznało, że e-learning jako przyszłe przyszłe medium nauczania napotyka trudności i wyzwania, które należy skutecznie wdrożyć. W artykule przedstawiono badania wpływowch czynników akceptacji w celu przyjęcia nowych technologii zaczerpniętych z najnowszych teorii adaptowania technologii. Ponadto w badaniu przeanalizowano moderujący wpływ jednego z narodowych wymiarów kultury Hofstede (indywidualizm-kolektywizm) na czynniki adaptacyjne przy wdrażaniu technologii e-learningu. Dane empiryczne, które składają się z 200 ważnych zestawów danych, zostały zebrane wśród wykładowców w Indonezji za pomocą kwestionariusza w formie papierowej i zastosowania modelowania równań strukturalnych (SEM). Wyniki tych badań przyspieszą nasze zrozumienie dynamiki technologii e-learningu i udoskonalą istniejące wnioski dotyczące perspektyw nauczycieli w zakresie procesu wdrażania technologii e-learningu. Ponadto obecna luka między krajami rozwiniętymi i rozwijającymi się w zakresie wpływu wymiarów kulturowych stanowi oryginalne odniesienie do tego, w jaki sposób kultura wpływa na zachowania jednostek podczas przyjmowania nowych technologii.

Słowa kluczowe: e-learning, kultura, akceptacja technologii, Indonezja

通过研究文化的作用来管理公共大学中的电子学习

摘要:发达国家电子学习的迅猛增长使印度尼西亚顺应潮流,通过在信息技术和通信(ICT)上进行大量投资,将印度尼西亚推向知识经济。但是,电子学习-作为高等教育中ICT的实施-

并非没有挑战和失败,因为不能将其视为灵丹妙药。许多研究人员和从业人员都承认,电子学习作为未来的一种前瞻性教学手段,在成功实施过程中会遇到困难和挑战。研究的目的是调查采用最新技术采用理论得出的采用新技术的影响因素。此外,本研究考察了霍夫斯泰德的一种民族文化维度(个体主义-集体主义)对采用电子学习技术的采用因素的调节作用。通过自我管理的纸质问卷从印度尼西亚的讲师那里收集了包括200个有效数据集的经验数据,并使用了结构方程模型(SEM)。这项研究的发现提高了我们对电子学习技术动态性的理解,并完善了有关教育者对电子学习技术采用过程的想法的现有结论。此外,发达国家和发展中国家之间当前在文化维度影响方面的差距为采用新技术时文化方面如何影响个人行为提供了原始参考。

关键词:电子学习,文化,技术接受度,印度尼西亚

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