The Impact of E-learning on Students' Academic Performance in Indonesian Language Subject

Ida Ayu Maharani, I Gusti Agung Vony Purnama, Ni Kadek Sintya Cahyani

Institute of Technology and Business (ITB) STIKOM Bali

maharani@stikom-bali.ac.id, vony@stikom-bali.ac.id, 210050197@stikom-bali.ac.id

Abstract - Many universities, including ITB STIKOM Bali, have adopted e-learning platforms. During the pandemic, e-learning usage expanded significantly; following the epidemic, hybrid learning has been made possible (online and offline). Research on student academic performance is crucial to determining the efficacy of the new online adaptation of remote learning. This descriptive qualitative study intends to highlight how e-learning is used to improve academic performance as well as the difficulties associated with it. ITB STIKOM Bali students were surveyed and interviewed to gather the data. The TAM (Technology Acceptance Model) theory was then used to assess the data that had been collected. The results showed that ITB STIKOM Bali e-learning platform has fulfilled two aspects of the TAM theory, the perception of usefulness and the perception of user convenience which has helped students in improving their academic performance. Meanwhile, some challenges of using e-learning were also experienced by students such as network problems and inability to access e-learning few times.

Keywords: E-learning, Academic Performance, TAM, Online Learning

I. INTRODUCTION

The world of technology is evolving so quickly today and touching many facets of human life. It significantly affects many facets of life, including politics, management, economics, education, and others. The use of information technology in education, such as e-learning, will result in significant changes to the educational system to be created, the content to be delivered, the manner in which the teaching and learning process will be carried out, as well as the challenges that students and teachers will have to overcome. The use of media like e-learning in a learning process is anticipated to be a solution to the issue of learning independence that is frequently encountered, as using this media enables students to search for and learn knowledge more broadly in the internet world, allowing students' creativity to arise in learning science. The majority of e-learning courses are designed to improve cognitive abilities; the cognitive domain is best suited for online learning. Strategical skills, which are best learned "by doing," may demand more interaction inside the cognitive domain (FAO, 2021).

Through the use of particular techniques, e-learning can also address learning in the interpersonal domain. To alter attitudes and behaviors, for instance, interactive role playing with the right feedback might be employed. Distance learning takes several forms, one of which is e-learning. A portal providing scientific

knowledge can be considered an e-learning site, hence e-learning, also known as internet assisted learning, combines instructional methods and technology as a method of learning. The process of teaching and learning in an online learning environment differs from that of a typical classroom and can be more difficult for both the instructors and the students involved. The use of technology-assisted learning resources is rapidly altering the nature of education, moving away from a classroom-only learning environment and toward a blended or entirely online learning environment. To ensure learner success, it is important to take into account any difficulties instructors and students may have in an online learning environment (Gul, 2015).

Regardless of the method of communication, engagement is necessary for any learning. It's crucial to distinguish between behavioral engagement and psychological engagement. Any overt action a learner makes during an instructional session is referred to as "behavioral engagement." The forward arrow, typing in a response box, choosing an option from a multiple-choice menu, responding verbally to an instructor's question, choosing an action from a pull-down menu, using text chat during a webinar (web seminar), and posting assignments and comments on a discussion board are a few examples of behavioral activities in e-learning. By psychological engagement, we indicate the processing of information cognitively in ways that result in the learning of new information and abilities. Paying attention to the relevant details, cognitively arranging it into a coherent representation, and integrating it with pertinent prior knowledge are some cognitive processes that result in learning. In order to improve psychological involvement, several e-learning techniques include relevant on-screen images, worked-out cases of issues to review before practicing, and relevant questioning during an online presentation (Clark & Mayer, 2016).

Language teachers must be competent, well-prepared to teach online, and use a student-centered approach for an online course to succeed in the long run. To actively participate in and thrive in an online class, students must also be self-starters, self-motivated, and self-disciplined. Online learning may offer adult learners a flexible and practical way to achieve their educational objectives that they would otherwise not be able to do through traditional learning. However, the absence of a suitable learning support system, such as information, references, and online resources, might make online students more frustrated and lead to some of them quitting their classes. It's important to remember that each student has different needs and perspectives on online learning. Instead, it needs to be considered and taken into account when determining how beneficial an online class is (Aisami, 2020).

In teaching Indonesian language, collaborative learning is needed to improve academic performance. Collaborative learning is when students are encouraged to work with one another rather than the teacher to accomplish shared learning objectives and when they show that they value and respect their friends' language contribution. Then, the teacher's job is to facilitate these objectives. It may promote critical thinking skills; involve students actively in the learning process; improve classroom results; and also model appropriate student problem-solving techniques. Most people mentioned that using the Internet and multimedia technologies could help teachers create more engaging lessons and use more authentic learning materials, as well as encourage students to work together to create content (learning by doing) and become more self-reflective about their learning (for example, using blogs as journals). Moodle or Learning Management System (LMS), in contrast, was seen to be most effective as a platform for organizing and distributing course material (Hampel, 2015).

Moodle or Learning Management System (LMS) is used at ITB STIKOM Bali to run online lectures. Learning Management Systems (LMS) provide teachers and students with an online classroom that reinforces learning processes. In online classroom environments, Learning Management Systems (LMS) reinforce teachers and students in the learning process. A standard LMS supports an inclusive learning environment for academic progress with interceding structures that promote online collaborative-groupings, professional training, discussions, and communication among other (Dias & Diniz, 2013). LMS provides a structure for asynchronous delivery methods that include emails, discussion groups, audio discussion presentations, and newspapers to cultivate positive interactions. Asynchronous delivery methods allow learners to communicate with each other without the distraction of being separated through distance and time. Learners must navigate their way through an LMS to

explore course materials, engage in effective communication, and manage the technologies of the course (Ali Alzahrani & Ali, 2019).

Both e-learning and conventional learning expect students to get better academic performance. Academic performance is when students performing better than the expectations and norms set by the society are mostly expected to contribute to the growth, development and sustainability of the society (Olaitan, 2017). Academic performance is something able to be achieved by students when they are tested with what has been taught, the academic performance here focuses more on intellectual capacity (Andrews Ghanney & Aniagyei, 2014).

The e-learning used at ITB STIKOM Bali is based on Moodle LMS, which is called E-Learning ITB STIKOM Bali. In LMS setting, teachers are facilitators, providing a learning environment where students can conduct research and engage with technological resources (Kehrwald & Parker, 2019). This e-learning is integrated with SINAK and SION for users (students and lecturers), course registration, enrollment of lecturers and students. E-Learning is used to run full online or asynchronous learning lectures and also to carry out blended learning lectures in all study programs. E-Learning has been launched in the odd semester of the 2021/2022 academic year. While at the same time replacing the previous version of e-learning. Considering how important e learning is for students and lecturers and the very high frequency of accessing e-learning, a special study is needed to discuss how much influence the use of e-learning has in supporting student academic performance. This study aims to identify the academic performance and the challenges of using e-learning on the first year of Digital Business students at ITB STIKOM Bali in studying Indonesian Language subject.

II. METHODS

The qualitative method is used in this study. Qualitative method refers to the method where the data is described and analyzed by using words and sentences (Sekaran, 2013). This topic was chosen based on the fact that students are required to use e-learning to study during the pandemic even when the pandemic subsides in mid-2022. This study examines the impact of e-learning on students' academic performance. The primary data collection technique used in this research is the distribution of questionnaires. The questionnaires were distributed online to students as respondents at ITB STIKOM Bali where the determination of respondents was carried out using a purposive sampling technique. This sampling technique is a sample determination with certain consideration that the students are the only who take Indonesian language class at ITB STIKOM Bali using e-learning. The data of the present study consisted of 50 students' experience in using e-learning. The findings of the analysis are presented in the form of tables and further elaborations. There are three categories that define students' academic performance. They are students' learning motivation, students' learning achievement, and students' engagement.

III. RESULT AND DISCUSSION
3.1. The Impact of Using E-Learning on Students' Academic Performance in Indonesian Language Subject

The questionnaires collected and used in this study were from 50 respondents. The result of the questionnaire reveals that online learning has positive impact on the students' academic performance. Three categories that define students' academic performance such as students' learning motivation, students' learning achievement, and students' engagement are explained below.

Table 1. Average Score of Students' Questionnaire of Learning Motivation

No.	Questionnaire Items	Percentage (%)			
		Strongly Agree	Agree	Disagree	Strongly Disagree
Learning Motivation					
1.	I enjoy learning Indonesian language through e-learning.	44%	34%	6%	16%
2.	Materials of Indonesian language presented on slide enables me to understand the materials easily.	44%	30%	10%	16%
3.	I can get more sources for learning through internet can support the learning process.	42%	34%	8%	16%
4.	I always take a part in discussion forum.	24%	40%	22%	14%
5.	I am challenged to learn Indonesian language through online learning.	28%	38%	22%	12%

6.	I get new experience in learning Indonesian language by online.	46,9%	22,4%	16,3%	14,3%
7.	I study seriously for Indonesian language subject.	48%	32%	10%	10%
8.	I try to practice writing without copy paste from internet. I want to see how far I understand the material.	34%	42%	12%	12%
	Average	38,8%	34%	13,2%	13,7%

The table above showed that most of the students do agree with the statements presented on the table. It can be seen from the average score of the questionnaire. 38,8% of the respondents strongly agree that online learning has impact on their learning motivation. Meanwhile 34% of the total respondents agree with the statements given. The students do believe that online learning have positive impact on their learning motivation. On the other side, only 13,2% of the total respondents disagree and 13.7% of the total respondents strongly disagree that online learning has impact on students' learning motivation.

Through the use of e-learning, students can enjoy learning more with the material presented through slides. Most students also agree that with e-learning, they can more easily find learning resources on the internet. Online learning, according to students, is a new experience for them and allows them to be actively involved in the classroom to discuss with their friends.

Students also agree that although the internet allows them to copy and paste anything they find on the internet, they prefer to believe in their own abilities and study independently without such copy paste.

Strategies for using e-learning to support the implementation of the process learning is expected to increase the absorption of students on the material being taught; increase the active participation of students; increase students' independent learning abilities; improve material quality education and training, improve the ability to display information with information technology devices, expanding the scope of the teaching and learning process using the internet, not limited to space and time. The learner-centered learning approach, also known as resource-based learning, is emphasized in the e-learning learning model. Students can obtain instructional materials using this paradigm from their local locations (via personal computers at home or anywhere).

Table 2. Average Score of Students' Questionnaire of Learning Motivation

No.	Questionnaire Items	Percentage (%)			
		Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
Students' Learning Achievement					
9.	I get A or B on my assignments.	36%	38%	16%	10%
10.	I always submit assignments.	60%	16%	4%	20%
11.	I always complete quizzes, mid test and final test.	62%	16%	2%	20%
12.	I understand how to write text in Indonesian language correctly.	38%	36%	14%	12%
13.	Given 24 hours access on the material, I can get more time to read and practice writing.	48%	26%	10%	16%
14.	E-learning ITB STIKOM Bali enables me comprehend the material easily.	44%	30%	10%	16%
15.	E-learning ITB STIKOM Bali provides PowerPoint slide, video, discussion forum and test.	38%	34%	6%	22%
	Average	40,7%	24,5%	7,7%	14,5%

When it comes to students' learning motivation, most of them are motivated by the use of e-learning as a learning medium. Meanwhile, there are only a small number of students who feel unmotivated in using e-learning. This can be influenced by several factors, one of which may be that students find it difficult to accept the concept of e-learning because they are not accustomed to communicating using computers as a medium of communication.

The majority of students do agree with the claims in the table above. In other words, the benefits of online learning improve students' academic success by having a positive impact on their learning outcomes. It can be seen from the average score of the questionnaire. 40,7% of total respondents strongly agree that online learning have impact on their achievement. Followed by 24,5% of the total respondents agree with the

statements given. Meanwhile, only 22,2 of total respondents disagree that online learning has impact on students' learning achievement. The most important use of learning media is helping the process of interaction between teachers and students in the learning process so that learning becomes more effective, efficient and attracts students to study. The use of the learning media must also be adjusted with other educational components in order to support each other.

Students can more readily access and accomplish the assignments given to them with the help of e-learning. This enables them to receive the highest grades possible in the subject to improve academic performance. The majority of students admit that the ITB STIKOM Bali e-learning platform makes it simple for them to access the material for 24 hours anywhere, which helps them better understand the lesson. Students are motivated to work harder in their studies by this.

If learning is carried out optimally independently with the help of e-learning, the best academic performance can be achieved easily. Most students agree that the use of e-learning has helped a lot to learn independently. This is also recognized by the increasing value that has been achieved while being assisted by e-learning. Meanwhile, there are a small number of students who may not feel a significant difference when learning through e-learning or conventional.

Table 3. Average Score of Students' Questionnaire of Students' Engagement

No.	Questionnaire Items	Percentage (%)			
		Strongly Agree	Agree	Disagree	Strongly Disagree
	Students' Engagement				
16.	I always discuss the material to my friends.	38%	32%	20%	10%
17.	I always text my lecturer whenever I get difficulty in understanding the material.	40%	30%	20%	10%
18.	I can access E-learning ITB STIKOM Bali from both personal computer and mobile phones.	68%	14%	2%	16%
19.	Sometimes, I cannot access E-learning ITB STIKOM Bali for no reason. So, I text my lecturer asking for extended time for assignment submission.	26%	20%	22%	32%
20.	E-learning ITB STIKOM Bali can be access anytime and anywhere.	60%	36%	2%	2%
21	Financial issue does not matter during online learning.	28%	36%	18%	18%
22.	Online learning enables me to learn autonomously.	46%	22%	20%	12%
	Average	38,2%	23,7%	13%	14,75%

The table above shows that the majority of students do concur with the statements listed there. In other words, the beneficial effects of online learning on student engagement ultimately help the students' academic achievement. It is evident from the questionnaire's average score. 38,2% of the respondents strongly agree that online learning affects their commitment to learning. The majority of respondents do agree that online learning has a beneficial effect on their commitment to learning. Followed by 23,7% of respondents agree that online learning affects their engagement in class.

Most students agree that e-learning makes it simpler for them to discuss about something and ask the lecturers questions when they run into difficulties while learning. They fully agree that supported devices like laptops and smartphones can be used to access e-learning. In fact, most students do not experience financial stress when taking class online because they are able to manage money that was before allocated for transportation and is now being utilized to improve internet access through Wi-Fi subscriptions. On the other hand, 13,7% of all respondents disagree the idea that online learning affects students in any way. 14,75% of respondents even strongly disagree that online learning affecting their engagement in class. This is understandable because maybe its use is less intensive and the use of e-learning has not been implemented properly. Students depend on explanations when in class with the teacher, they don't want to be active again in e-learning. Even though the teacher has uploaded all the material in e-learning so that students can learn independently. This is very unfortunate and should be fixed again. Some students are also still struggling to pay for Wi-Fi subscriptions that would give them more internet access. This makes sense considering that the cost of a Wi-Fi connection varies based on where one is located in each area. To receive help with a data package and to study online, this can be discussed in

advance with the university.

5.2 The Challenges Experienced by Students in Using E-Learning

The following is an analysis of factors that influence student perceptions based on the results questionnaire conducted by the author. Perceived factor, students' perception to the challenges of using ITB STIKOM Bali e-learning platform during the Covid-19 pandemic influenced by the innate characteristics of the students themselves.

Based on the data in the table above, it is known that 77% of respondents agree with the statement that students enjoy learning Indonesian language subject using ITB STIKOM Bali e-learning platform during online classes. Although many students are used to learning in the classroom, learning that does not require physical space or online learning is new for some students and it takes time to get used to it. But based on the data collected, students feel that they have no difficulty when taking online classes using ITB STIKOM Bali e-learning platform. The traditional teaching model allows students and teachers to interact freely. One of the main aspects influencing the transition to online learning is communication. Teachers should do their best to ensure the same effective communication in online learning. One of the challenges in using ITB STIKOM Bali e-learning is the attitude shown by students when using it is the gap in the information obtained, seeing the percentage results this can indicate that the communication obtained makes students' attitudes positive towards the use of the ITB STIKOM Bali e-learning platform. Although students find it difficult to adapt to this approach, in reality the e-learning method is more effective in improving students' learning abilities and facilitating the teaching and learning process. This indicates that students feel that ITB STIKOM Bali e-learning has many benefits to continue to be used.

Interest in learning is a behavior that arises from students which can increase the intensity study habits based on the triggers that influence them. Statement with both questions above has an index range of 33,3% where students are challenged to learn Indonesian language through online learning. Followed by 34,7% of students who get new experience in learning Indonesian language by online. Interest in learning is formed through the latest learning innovations, namely e-learning. ITB STIKOM Bali e-learning platform in linked with the priority given by students to

interests for self-improvement in achieving learning objectives. ITB STIKOM Bali e-learning platform can increase capacity learning because it is easier and more flexible than conventional learning plus the complementary features of learning media. There are several reasons students have an interest in the use of the ITB STIKOM Bali e-learning platform. If in the presentation of learning materials in the form of e-books, and learning modules are easily accessible, this will attract students' interest in the use of ITB STIKOM Bali e-learning platform, the presence of online tutors in this case are lecturers who are ready to manage and direct learning activities using ITB STIKOM Bali e-learning platform both when learning takes place and outside learning activities, tasks that can be well organized and campus administrative things that can be done without face to face.

As seen on the question on the table, teachers or lecturers and students are directed to learn online using a system that has been set. Automatically makes teachers and even students take advantage of information technology more deeply. Good mastery of information technology will facilitate the online learning process and will facilitate the teaching and learning process. So that learning competencies can be achieved to the maximum. Since many online learning models have been implemented in all universities in Indonesia during the pandemic, lecturers and students are required to be technology literate. Students who have high creativity will certainly not experience obstacles in accessing information and knowledge and can even self-taught how to use e-learning. It can be proven that lecturers always provide direction when things are unclear about ITB STIKOM Bali e-learning platform during class. It is proven by 61,1% of students agree with the statement above. In line with this, the index range of results in the statement in table above is 80,6%, which means students agree with the statement that ITB STIKOM Bali e-learning platform can be used easily anywhere and anytime using any device, this indicates that the variable proximity of students to the ITB STIKOM Bali e-learning platform is considered good.

Although e-learning has become a learning method that can reach a wide reach, this method also has the most challenging drawback, namely the network. Online learning and access to e-learning can only be carried out in areas that have a fast and stable internet connection. In reality, there are still many locations with very limited

internet access. Students who are lucky to live in locations with adequate connections will be able to follow the lessons well. This is a challenge for students in their area of network difficulties. In the first table statement the index range obtained is 61,1% which states students sometimes cannot access the e-learning platform. From observation in class, that the author collects some of the students who return to their hometown said that they often had problems with the network, despite facing a very crucial challenge in online learning, students show seriousness to find a more secure location to take online classes and to access ITB STIKOM Bali e-learning platform. Sometimes there also might be server problems that it cannot be accessed few times, these kinds of difficulties are experienced by students.

Technology Acceptance Model (TAM)

By employing a behavioral method to investigate the acceptance process of an information technology, TAM is used to evaluate the level of acceptability of information systems. Perceived usefulness and perceived ease of use are the two primary determinants of acceptability of an information technology according to TAM theory proposed by Davis in 1989 (Ashkanani et al., 2017)

1.Perceived usefulness

Perceived usefulness occurs when a person believes that the system can boost work performance or system user performance. Another assumption is that if people believe the information system employed is beneficial, it will be used; conversely, if an information system is thought to be useless, it will not be used. So if the user believes that the information system is useful, the system will automatically benefit the work, as is the case with the use of the ITB STIKOM Bali learning platform which can be useful for its users. The indicators used in the perception of usefulness are: speed up work (work more quickly), improve performance (improve job performance), increase productivity (increase productivity), effectiveness (effectiveness), make work easier (make job easier), useful (useful). The description of indicators in this study is be explained as follows:

a. Speed up student work

In the creation of an information technology one of the goals is to shorten the time it takes users to complete a job so as to save the time needed. Utilization of ITB STIKOM Bali e-

learning platform is expected to be able to cut time to perform a task or search for materials contained in the ITB STIKOM Bali e-learning platform, of course, making work or finding information faster. This is in accordance with the student's statement, *"Obviously this e-learning helps. I can search for material that has been studied in the previous weeks to prepare for the exam. Everything is there and easy to access."*

According to students, with ITB STIKOM Bali e-learning platform, the learning system becomes faster and more efficient and can be done anytime and anywhere. To repeat the material can be done independently without having to ask the lecturer again. This certainly makes it easier for students to improve academic performance in class.

b. Improving Academic Performance

The goal of using information technology for usefulness is to improve work performance. If performance improves, the work produced will be maximized and satisfy the objectives. The use of ITB STIKOM Bali e-learning platform in online learning has a positive impact on improving performance. This is reinforced by student statements. *"Since learning online, I don't need to take notes too much in class like conventional learning. I can focus more on the teacher's explanation in class. For material notes, I can download anytime from ITB STIKOM Bali e-learning platform. I can make good use of my time by studying anytime and anywhere. In terms of academic performance, I think there is an improvement, because with this e-learning, students can more freely find whatever material they want to learn."*

According to students, the ITB STIKOM Bali e-learning platform is able to improve their academic performance so that it becomes more effective and efficient. Overall, when viewed from student statements, it can be concluded that the ITB STIKOM Bali e-learning platform can provide improved academic performance for students and allow users of the ITB STIKOM Bali e-learning platform to get complete materials freely.

c. Increase Productivity

Increasing productivity can be interpreted by someone producing more work than the usual size in general. There are several ways to increase productivity, including improving operations and research and developing supporting facilities so that work can be more effective.

In using STIKOM Bali e-learning platform, it is hoped that students can feel that after the e-learning platform is used, their academic abilities will further increase. This is in accordance with the following information statement *"Actually the answer is the same as the previous question, because with ITB STIKOM Bali the e-learning platform can store more material to be given to students"*.

From the statements of students as respondents, it is known that after the operation of the STIKOM Bali e-learning platform, the learning becomes more productive due to the ease of accessing existing materials. This shows that the STIKOM Bali e-learning platform can increase student productivity in accessing learning materials.

d. Effectiveness

Effectiveness is the relationship between the output and the goal, the greater the impact or contribution of the output to the goal, the more effective the results of the activities obtained. So, effectiveness is an output relationship with a goal so that it affects the outcome of an activity. So, effectiveness is an output relationship with a goal so that it affects the outcome of an activity. The use of ITB STIKOM Bali learning platform in student learning must be more effective. The effectiveness of using the ITB STIKOM Bali learning platform can be seen from the complete features to help the student learning process displayed on the learning platform page. *"This system is very effective, because we can study material anytime and anywhere. Access is unlimited,"* From the student's statement, it is known that the use of the ITB STIKOM Bali learning platform makes learning more effective. This shows that ITB STIKOM Bali learning platform can make learning more effective to improve students' academic performance.

e. Beneficial

Factors of a technological system can be accepted or not can be seen from its usefulness. The purpose of the information system is to produce data that is processed into a form that is useful for its users. ITB STIKOM Bali learning platform was created to be used by students and users of ITB STIKOM Bali learning platform. *"Yes, it is useful, we are good enough in terms of learning. Finding any material is easy."* From student statements, it is known that the use of ITB STIKOM Bali learning platform is beneficial for the independent learning process. The impact of the usefulness of ITB STIKOM Bali learning platform is not only felt by students but also other users of ITB STIKOM Bali learning platform such as lecturers. ITB STIKOM Bali learning platform is useful for the learning process, this is felt by users who use ITB STIKOM Bali learning platform for a smooth online teaching and learning process. *"Yes, it is very useful, especially for a flexible learning process for doing lectures that are often given by lecturers. Meanwhile, for daily life, this application really helps me to re-study independently, so I can quickly understand the material that has just been given,"* Overall, when viewed from student statements, it can be concluded broadly that ITB STIKOM Bali learning platform is useful for online learning for students and lecturers.

2. Perception of Ease of Use

Ease to use perceived is defined as the degree to which a person believes that using a particular system would be free of effort. Therefore, when used in reference to an archival information system, it refers to the degree to which users anticipate that the system will be simple to use, requiring little effort and being devoid of any obstacles. In this situation, it is hoped that if the user thinks that the system will be simple to use and will save them time and energy when finishing a task, they will do so. Users' motives for using a system and their willingness to embrace a new one can both be explained by their perception of convenience. The convenience offered ITB STIKOM Bali learning platform is not only easy to use but also easy to learn, controllable, clear and understandable, flexible, easy to become skillful, and easy to use. The following is an explanation of each of these indicators.

a. Easy to learn

A good use of an application can be seen when managers and users easily understand and learn information, as well as what is in ITB STIKOM Bali e-learning platform. There are several ways to learn ITB STIKOM Bali e-learning platform, students learn it with special training directed by the creators of ITB STIKOM Bali e-learning platform. While students can learn it in several ways. Among them is using it frequently. The ease of studying using ITB STIKOM Bali e-learning platform can be identified through the difficulty of learning the application, the following is a statement from an informant *"In my opinion, as a student, the e-*

learning platform is not difficult for me to learn independently." From the respondent's statement, it is known that operating the ITB STIKOM Bali e-learning is not difficult and could be learned independently.

b. Controllable

Implementing information technology requires a control system for the convenience of the system itself. One of its components is in the information technology system, namely control. The use of ITB STIKOM e-learning platform in its operation must be easy to control. This facility is used so that users can find what they want to do with ITB STIKOM e-learning platform. The following is the respondent's statement about whether it is difficult to find what the user wants. *"I have no difficulty in determining what I want, for example in the assignment section, being able to do assignments independently quickly and on time."*

c. Clear and Understandable

ITB STIKOM Bali e-learning platform must be simple enough, so that it is structured and its use can be easily understood and the procedure is easy to follow. The definition above explains that the system, especially ITB STIKOM Bali e-learning platform system, must be easily accepted and understood by its users. The clarity of the e-learning platform can be seen in the simple display, menu and features in it.

ITB STIKOM Bali learning platform menus are not confusing, if users have difficulty, they can use the help menu found on ITB STIKOM Bali learning platform. The appearance and menus of ITB STIKOM Bali learning platform which are quite clear and easy to understand are very useful for users in learning activities, along with the statement *"Yes, with the display and menus that are quite simple, users will not be confused in using ITB STIKOM Bali learning platform, with a simple menu, making downloading files and uploading tasks easy and fast."* According to students as users of the ITB STIKOM Bali learning platform, the display and menus in the application are clear and not confusing, this is useful for facilitating the distance learning process.

d. Flexible

The system must be flexible enough, to deal with changes that occur, its importance is justified in the conditions in which a system operates or in the requirements required by the organization. Not only the organization, the flexibility of a system is important to note so that it is easily adjusted to the needs of its users. As perceived by students, the following statement is *"In my opinion, as a student, e-learning is quite flexible."* From the respondent's statement that ITB STIKOM Bali learning platform is flexible enough, but if the campus wants to improve, it will be even better. The use of ITB STIKOM Bali learning platform is flexible or can be easily adapted to user needs. This e-learning platform can be accessed either through laptops or mobile phones.

Based on the results of the ITB STIKOM Bali e-learning platform analysis using the Technology Acceptance Model (TAM) theory, it can be concluded that the ITB STIKOM Bali e-learning platform has fulfilled two aspects of the Technology Acceptance Model theory, the perception of usefulness and the perception of user convenience. ITB STIKOM Bali e-learning platform is able to make online learning easier and faster. This is felt by students and lecturers when doing assignments and tests. ITB STIKOM Bali e-learning platform is able to improve student performance and productivity in learning.

IV. CONCLUSION

The analysis leads to the conclusion that ITB STIKOM Bali's e-learning platform has successfully helped students in improving their academic standing. The results of the questionnaire revealed that the majority of students' responses were positive. Students agree that the ITB STIKOM Bali e-learning platform benefits them when teaching and learning activities are conducted, according to the questionnaire. Students typically adjust to the online learning paradigm quickly when using the ITB STIKOM Bali e-learning platform. Students do confront some difficulties when using e-learning, though. Frequently, when online lectures are taking place, the internet network may be down, the signal may be poor, or even the internet date may have been used up. Additionally, some students claimed that the pricey internet allowance was enough to put a strain on their finances.

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