Factors Influencing Acceptance of ILMU E-Learning Among Lecturers: An Empirical Study Based on UTAUT Model

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Abstract*—E-learning is a form of innovation in technology used in educational field, including higher education. University of Pembangunan Nasional "Veteran" Jawa Timur is one of many universities that have implemented e-learning called ILMU to support the teaching-learning process. The application of ILMU as e-learning has yet to be utilised by lecturers, due to some challenges in implementation of ILMU regarding accessibility and features of ILMU. Meanwhile, successful implementation of a technology requires acceptance from its users. This research was acquited to define what acceptance factors that influence lecturers while accessing ILMU. This study is measured using UTAUT model. The research was carried on by quantitatively distributing questionnaires to 60 lecturers. Data were analyzed and processed using SEM-PLS technique and SMARTPLS 3.0 application. Factors that influence users to receive ILMU e-learning and significantly are effort expectancy, social influence, facilitating conditions, and behavioral intention. Meanwhile, performance expectancy does not influence users significantly to accept ILMU e-learning. These factors are key indicators to of the implementation and improvement of ILMU e-learning, thus it will develop a better implementation for the lecturers to use and accept it.

***Keywords*— E-Learning, Lecturer, User Acceptance, UTAUT**

I. INTRODUCTION

The rising growth of information and communication technology has led to numerous innovations in a variety of fields. This advancement allows online learning and education to take place. E-learning (electronic learning) is a recent innovation that aims to improve and simplify the educational process for students and teachers in higher-level education.

By definition, e-learning is a form of media that is integrated into an information system and is used for providing learning materials in text, audio, and video which can be produced through online discussions, tasks, quizzes, and email [1]. E-learning has emerged as an appealing complement to conventional methods of learning, as well as a tool to improving learning outcomes [2]. E-learning utilises applying of electronic devices such as computers and tablets to deliver educational and training materials [3]. E-learning is establishing itself as an innovative approach for learning and teaching [4]. E-learning, which is also becoming more popular, provides access, knowledge, easy scheduling, and personalised learning environment [5][6]. With the increasing awareness of the essence of e-learning, many higher-level education entities including University of Pembangunan Nasional "Veteran" Jawa Timur are adopting and implementing this interactive system.

University of Pembangunan Nasional "Veteran" Jawa Timur is one of many universities that uses e-learning in its learning and teaching programmes. The e-learning platform is called ILMU, which serves to improve the learning and teaching processes so that they can take place whenever and wherever they want. Implementation of e-learning at ILMU is emphasized as an alternative to the learning and teaching processes [7]. Students and lecturers both engage in ILMU e-learning that can be utilised by means through a smartphone, laptop, or computer. The use of ILMU e-learning is related to university courses such as material, tasks, or assignments. As one of the few people using ILMU e-learning, lecturer hopes to improve professionalism while carrying out the Three Pillars of Higher Education (Tri Dharma Perguruan Tinggi).

E-learning has gained popularity in the education sector due to its usefulness, adaptability, and low cost [8]. As it is exploring the acceptance of ILMU from lecturer perspective, relating to previous research with similar topic [9]. In this study, ILMU as a new technology, requires feedback from lecturers as user. This leads to also exploring challenges revolving ILMU.

Based on questionnaires answer as data, there are some challenges in accepting ILMU, especially in ILMU features and accesibility such as (1) too many menus, (2) slow access to ILMU when used simultaneously massive, (3) redundant class menus that are unable to be removed upon the semester ends, (4) file size is comparatively small, which limits lecturers' ability to share material or assignment files, and (6) it is yet to be used in all kinds of browser. Some of these feedback prompted lecturers to switch to other e-learning platforms, indicating that ILMU has yet to be utilised by lecturers.

In the development and application of a new technology, it is necessary to consider the user's perspective during its use. User acceptance is defined as the keen interest of a user to implement information technology to assist them in carrying out their duties [10]. As a result, when a user accept a

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technology, it can predicted the access to knowledge and information, as well as increase one's trust in the advancement of technology [11].

Several previous studies have highlighted the critical role of lecturer feedback in e-learning. The use of e-learning SHARE-ITS in Sepuluh November Institute of Technology (ITS) demonstrates the importance of using it and receiving feedback from lecturers in order for academic activities to progress [12]. In other study, SIMARI e-learning at University of Lambung Mangkurat involves lecturer feedback in order to be implemented and understand the success and failure factors of e-learning [1]. The implementation of Waskita e-learning at University of Amikom Yogyakarta demonstrates that its use has not been maximised despite the fact that it has been running for two years, and not all lecturers have made use of it, so opinions from lecturers are required to determine suitable regulations and improvements to Waskita e-learning [13].

Based on the former explanation, we conducted a research regarding user acceptance towards ILMU in order to understand how successful the implementation of ILMU e-learning is. User acceptance in this research is measured using UTAUT model, which is widely and commonly used to measured user acceptance on technology. UTAUT model has been famous for user acceptance research, including several studies regarding e-learning. The implementation of e-learning in Muhammadiyah University of Gorontalo is analyzed using UTAUT model shows that performance expectancy, effort expectancy, social influence, and facilitating condition variables are positively affecting the intention and use of e-learning [14]. The CeLOE e-learning in Telkom University also examined using UTAUT model in order to discover acceptance factors of e-learning, resulting that performance expectancy, effort expectancy, social influence, and facilitating condition are influencing it positively [15]. Other study examined e-learning acceptance of Postgraduate Program in State University of Makassar, lead to some findings that variables that influenced the e-learning acceptance are performance expectancy, effort expectancy, social influence, facilitating condition, and behavioral intention [16].

By examining previous studies related to ILMU e-learning and esploring suitable variables of UTAUT model, this study addresses lecturers' acceptance of e-learning systems, focusing on the factors influencing their behavioral intention and use behavior.

II. METHODOLOGY

A. Conceptual Model

It was mentioned in the introduction discussing previous research regarding the model for measuring e-learning acceptance, namely the UTAUT model, this research also uses the UTAUT model to examine e-learning acceptance. The UTAUT model itself is developed by Venkatesh [17]. This research model is a more widely used because it explicate 70% of the variance better in user acceptance by combining 8 previously existing acceptance models [17].

The UTAUT model used is the UTAUT model with 4 exogenous variables as used in several studies, mentioning e-learning from several universities [14][15][16]. Those variables are Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions, Behavioral Intention. It is also add endogenous variable which is Use Behavior. These variables were chosen regarding the relationship between e-learning as information technology and the lecturer' acceptance as user. The conceptual model used is depicted in Fig. 1.

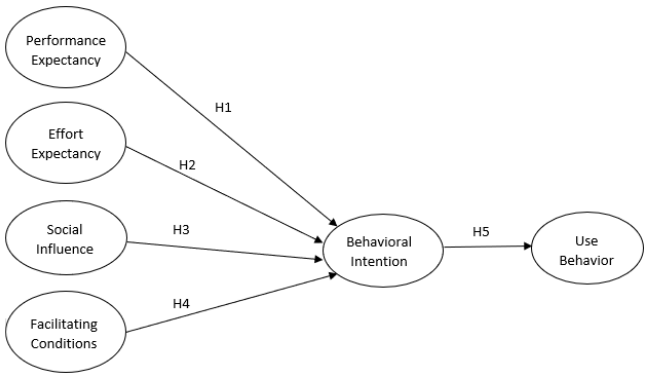

Fig. 1. UTAUT Conceptual Model

The view that utilising and leveraging technology will improve one's performance is termed to as Performance Expectation [17]. Users will be provided with a system that enhances their performance [3][18][19]. According to the UTAUT model, performance expectations for technology adoption are directly linked to behavioural intention [20]. In a comparable direction, previous studies used the UTAUT model to demonstrate a direct relationship between adoption of technology intentions and predicted outcomes [21]. Researchers have found that increasing users' expectations of how well a technology will perform increases its adoption, particularly on digital platforms [21]. The system's functionality has a significant impact on whether a user, specifically lecturers, will use it.

Meanwhile, Effort Expectancy is the extent or sense of at ease with which a user interacts with a system [16]. A research found that a teacher sample's effort expectation had a significant impact on its implementation of an e-learning [22]. The study also found that of all the UTAUT variables, effort expectation had the greatest influence on user acceptance, which is followed by facilitating conditions. Effort expectation is demonstrated to be a key predictor of technology implementation, which is in accordance with previous findings. Because, even if they lack the necessary facilities and assistance, people are more likely to adopt technology that they believe is simple to use. A person's level of devotion to acquiring and utilising a new technology relies strongly on their expectations of the amount of work involved. Several studies have found that users who recognise a system easy to use are willing to accept it [1][18][19][23].

Social Influence is the feeling that people they regard as important encourage them to use a new system [17]. Social pressure played a significant role in the acceptance of LMS among educators. According to previous studies, users are prone to embrace and acknowledge a system if their peers engage with it [1][18][19][23][24]. Another research discovered social influence was a strong predictive factors of e-learning adoption in the future [25]. Several social factors

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including lecturers have a significant impact on the intention and acceptability of using an e-learning, therefore stakeholders as well as lecturers must consider the impact of these factors.

The level at which someone believes that technical and operational facilities can maximise the use of technology described as facilitating conditions. Several studies highlighted that facility support was a significant predictor to implementing e-learning [1][3][18][24][26]. While introducing and implementing e-learning, stakeholders must understand and take considerations that technical support and training is a crucial in e-learning acceptance, as it is shown to be influential to intention to use e-learning.

Behavioral Intention can be summed up as the desire of certain person to operate a technology for a certain purpose [1]. User who has the desire to achieve something when using information technology can influence other users to accept this information technology [1][3][26]. User will use a certain information technology, if it meets their purpose and needs. It is important to provide such an environment where the technology could fulfill user needs, therefore the lecturer grow to operate the technology more.

Use Behavior is defined as as usage behaviour, measured by the frequency with which e-learning is used [27]. Users who already perceive that their needs are fulfilled, will frequently use information technology. Therefore, it is important to maintain and improve the information technology that can fulfill the user needs, as it will encourage users to use it more frequently.

Based on the conceptual model and operational definition of each variable, therefore we proposed hypotheses as listed below:

H1: Performance Expectancy significantly impact Behavioral Intention

H2: Effort Expectancy significantly impact Behavioral Intention

H3: Social Influence significantly impact Behavioral Intention

H4: Facilitating Conditions significantly impact Behavioal Intention

H5: Behavioral Intention significantly impact Use Behavior

B. Research Methodology

The research stages are conducted through several steps, which presented in Fig. 2 below.

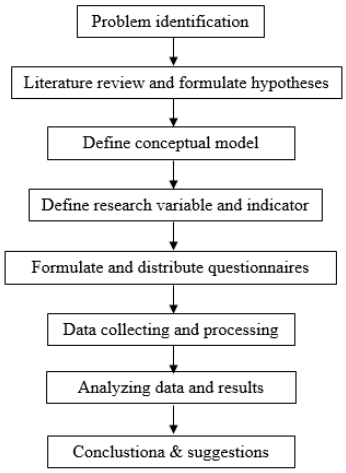

Fig. 2. Research stages

The research began by identifying problem related to implementation of e-learning and the acceptance of the system. To strengthen the research, literature study is conducted to explore existing theories. By doing the literature study, it is feasible to figure out which variables and indicatoes to add in conceptual model that are linked to the problem, and possibly define some hypotheses. It is also to determine which technique will be used later. Then, we formulate & distributing questionnaires based on the variables. The questionnaires that are filled in by the respondents are being collected and processed as data, using SMART-PLS software. Then, the data as the results will be analyzed through analyzing techniques needed. To wrap it, the author point out conclusion and suggestions for future research based on the research results.

As it is using UTAUT model which has been widely used as concpetual model and proposed hypotheses beforehand, this study use confirmatory analysis. This research is using quantitative methods. This method employs numerical data to measure objective outcomes while conducting statistical analysis [28]. Data was generated from the discoveries of handing out questionnaires to lecturers at UPN "Veteran" Jawa Timur. Questionnaires were distributed to lecturers, as ILMU e-learning users and research objects. Questionnaires are circulated both through online and offline. Online questionnaires are passed around via a Google Form link, while offline questionnaires are handed out directly to lecturers. The questionnaire includes question items according to the variables in the conceptual model. This question was graded on a scale based on five Likert points, with values that vary from firmly opposed (1) to firmly concur (5).

The outcome of the questionnaire distribution are then tested and looked into using a type of Structural Equation Modelling (SEM) technique, namely Structural Equation Modeling-Partial Least Square (SEM-PLS). The SEM technique is a statistical technique for creating and testing causal statistical models [29]. The SEM-PLS method was chosen because it emphasises explaining variance in a research model's dependent variable [30]. A measurement model and a structural model are used in SEM-PLS test analysis. The measurement model points out the association throughout each constructs and the indicators of each construct, as well as how latent constructs can be measured [31]. Meanwhile, the

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structural model demonstrates how latent constructs are correlated with to one another [31].

III. Result And Analysis

The testing results recorded to the data of 60 respondents. These respondents are divided into each faculty proportionally by using purposive sampling technique. This sampling technique was decided upon with the criteria of selecting merely a few lecturers from each department in order to evenly distribute the perspectives of several lecturers from each department.

The amount of male and female respondents are quite balanced, with 51.7% of male lecturers and 48.7% female lecturers as disclosed in Table 1. While in terms of age, the large proportion of the respondents are in the aged of 31-40 years old with 50% percentage. In other age categories, it is shown that lecturers between 22-30 years old have 18.3% percentage, lecturers ranging from 41-50 years old have a percentage of 5%, lecturers between the ages of 51-60 years old have a 16.7% percentage, and lecturers aged over 60 years have a percentage of 10%.

TABLE I. Respondents Data

Category	Type	Total	Percentage (%)
Gender	Male	31	51.7%
	Female	29	48.3%
Age	22-30	11	18.3%
	31-40	30	50%
	41-50	3	5%
	51-60	10	16.7%
	>60	6	10%

A. Measurement Model

We conduct measurement model in SEM-PLS method, which includes validity and reliability testing. Validity testing determines whether an instrument can be said to be valid when it is capable to reveal the data of a variable from the actual situation correctly [32]. Meanwhile, reliability testing implies that measurements with similar objects will yield comparable results [33].

Validity testing consists of convergent validity and discriminant validity. Convergent validity is being examined through the outer loading test. While Fornell-Larcker, Cross Loading, and Average Variance Extracted (AVE) are the components of discriminant validity testing. In the other hand, cronbach alpha and composite reliability testing are included in reliability testing. Each validity and reliability test has its own requirements that must be met.

The outer loading value criteria that must be met in the convergent validity test is that the value of each indicator is greater than 0.7 [34]. The results of convergent validity testing in the outer loading test are depicted in Table 2.

TABLE II. Preliminary Results of Convergent Validity Test

	PE	EE	SI	FC	BI	UB
PE1	0.700					
PE2	0.909					
PE3	0.895					
PE4	0.900					
PE5	0.650					
EE1		0.541				
EE2		0.734				
EE3		0.823				
EE4		0.834				
EE5		0.748				
EE6		0.829				
SI1			0.718			
SI2			0.831			
SI3			0.733			
SI4			0.809			
SI5			0.709			
FC1				0.833		
FC2				0.789		
FC3				0.906		
FC4				0.920		
FC5				0.749		
FC6				0.698		
BI1					0.926	
BI2					0.946	
BI3					0.926	
BI4					0.907	
UB1						0.874
UB2						0.923
UB3						0.944
UB4						0.958
UB5						0.956

Table 2 shows that several indicators have a value less than 0.7 based on the criteria that must be met for convergent validity. The PE1, PE5, and EE1 indicators are examples of these indicators. Indicators with values less than 0.7 must be excluded from the research model in order for it to fulfill the convergent validity criteria.

TABLE III. Final Results Of Convergent Validity Test

	PE	EE	SI	FC	BI	UB
PE2	0.937					
PE3	0.948					

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PE4	0.959					
EE2		0.703				
EE3		0.806				
EE4		0.849				
EE5		0.781				
EE6		0.859				
SI1			0.718			
SI2			0.831			
SI3			0.733			
SI4			0.809			
SI5			0.779			
FC1				0.847		
FC2				0.837		
FC3				0.938		
FC4				0.955		
FC5				0.739		
BI1					0.926	
BI2					0.946	
BI3					0.926	
BI4					0.907	
UB1						0.874
UB2						0.923
UB3						0.944
UB4						0.958
UB5						0.956

Table 3 displays that PE1, PE5, and EE1 indicators were all removed. After the indicators were eliminated, the final results indicate that each indicator turned out to well above 0.7, thus fulfilling the convergent validity test.

The Fornell-Larcker test, cross loading, and average variance extracted (AVE) are all required for discriminant validity testing. In the Fornell-Larcker test, each variable is deemed valid if its correlation value with its own construct is exceeding than its correlation value with different constructs.

TABLE IV. PRELIMINARY RESULTS OF FORNELL-LARCKER TEST

	PE	**EE**	**SI**	**FC**	**BI**	**UB**
PE	0.948					
EE	0.730	0.801				
SI	0.688	0.697	0.775			
FC	0.275	0.333	0.388	0.866		
BI	0.699	0.672	0.807	0.573	0.927	
UB	0.727	0.670	0.852	0.537	0.915	0.932

The result of the discriminant validity test using the Fornell-Larcker is included in Table 4. The results reveal that correlation between SI and SI is lower than correlation between SI and BI and SI and UB. This demands the removal of construct variables from the correlations between SI and BI and SI and UBThe variable is eradicated by figuring out the biggest average figure between SI and BI, as well as the greatest average figure between SI and UB. The construct variables that must be eliminated based on the calculations are SI4 (0.755), SI5 (0.644), BI2 (0.600), BI3 (0.574), UB1 (0.615), UB3 (0.636), and UB5 (0.608).

TABLE V. FINAL RESULTS OF FORNELL-LARCKER TEST

	PE	**EE**	**SI**	**FC**	**BI**	**UB**
PE	0.948					
EE	0.728	0.802				
SI	0.564	0.583	0.821			
FC	0.276	0.332	0.321	0.866		
BI	0.640	0.657	0.644	0.558	0.946	
UB	0.736	0.681	0.633	0.506	0.847	0.964

The outcomes of the final test of discriminant validity using the Fornell-Larcker test are presented in Table 5. After eliminating the variables SI4, SI5, BI2, BI3, UB1, UB3, and UB5, the Fornell-Larcker test met the criteria where the correlation of the variable with its own variable is above than the association of the construct with other constructs. Dicriminant validity is considered to meet the criteria so that the research model is said to be valid.

TABLE VI. PRELIMINARY RESULTS OF CROSS LOADING TEST

	PE	**EE**	**SI**	**FC**	**BI**	**UB**
PE2	**0.936**	0.685	0.586	0.283	0.609	0.702
PE3	**0.949**	0.689	0.493	0.269	0.623	0.719
PE4	**0.958**	0.696	0.526	0.231	0.587	0.671
EE2	0.398	**0.693**	0.333	0.381	0.365	0.416
EE3	0.536	**0.810**	0.450	0.416	0.649	0.642
EE4	0.789	**0.844**	0.542	0.254	0.620	0.608
EE5	0.566	**0.787**	0.474	0.072	0.434	0.487
EE6	0.560	**0.863**	0.506	0.175	0.467	0.507
SI1	0.322	0.391	**0.830**	0.295	0.472	0.412
SI2	0.540	0.479	**0.894**	0.188	0.640	0.563
SI3	0.516	0.585	**0.731**	0.346	0.445	0.587
FC1	0.180	0.202	0.217	**0.845**	0.436	0.402
FC2	0.264	0.198	0.161	**0.837**	0.330	0.266
FC3	0.254	0.310	0.282	**0.936**	0.534	0.475
FC4	0.251	0.317	0.279	**0.954**	0.519	0.459

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FC5	0.243	0.362	0.396	**0.743**	0.529	0.515
BI1	0.605	0.626	0.584	0.472	**0.943**	0.797
BI4	0.605	0.617	0.634	0.581	**0.948**	0.804
UB2	0.733	0.648	0.587	0.459	0.746	**0.958**
UB4	0.690	0.664	0.630	0.512	0.877	**0.970**

The cross loading value, which implies the association of the indicator with its own construct needed to be more than the relation with different constructs, is discovered during discriminant validity testing. This demonstrates an indicator's ability to explain the associated construct when compared to other constructs. The cross loading indicator test results are displayed in Table 6. There are some indicators that don't fulfil the criteria, thus it must be removed. That indicator is EE2.

TABLE VII. FINAL RESULTS OF CROSS LOADING TEST

	PE	**EE**	**SI**	**FC**	**BI**	**UB**
PE2	**0.936**	0.693	0.586	0.375	0.609	0.702
PE3	**0.949**	0.714	0.493	0.364	0.623	0.719
PE4	**0.958**	0.702	0.526	0.346	0.587	0.671
EE3	0.536	**0.786**	0.450	0.451	0.648	0.642
EE4	0.789	**0.853**	0.542	0.362	0.620	0.608
EE5	0.566	**0.828**	0.474	0.147	0.434	0.487
EE6	0.560	**0.887**	0.506	0.253	0.468	0.507
SI1	0.322	0.409	**0.830**	0.349	0.472	0.412
SI2	0.540	0.491	**0.893**	0.279	0.640	0.563
SI3	0.516	0.570	**0.731**	0.454	0.445	0.587
FC1	0.180	0.158	0.217	**0.825**	0.435	0.402
FC2	0.264	0.159	0.161	**0.773**	0.330	0.266
FC3	0.254	0.272	0.282	**0.895**	0.533	0.475
FC4	0.251	0.279	0.279	**0.909**	0.518	0.459
FC5	0.243	0.367	0.396	**0.760**	0.529	0.515
FC6	0.540	0.478	0.540	**0.718**	0.612	0.650
BI1	0.605	0.630	0.584	0.574	**0.945**	0.797
BI4	0.605	0.635	0.634	0.629	**0.947**	0.804
UB2	0.733	0.655	0.587	0.559	0.745	**0.958**
UB4	0.690	0.665	0.630	0.606	0.877	**0.970**

Table 7 depicts the cross loading test results after the EE2 indicator was removed. As a result, the cross loading value of each indicator exceeds than that of the other constructs, indicating that the Fornell-Larcker and cross loading values comply with the discriminant validity criteria.

TABLE VIII. AVERAGE VARIANCE EXTRACTED TEST RESULTS

Contruct Variable	**Average Variance Extracted (AVE)**
PE	0.899
EE	0.705
SI	0.706
FC	0.750
BI	0.894
UB	0.929

The Average Variance Extracted (AVE) test is applied in the next discriminant validity test. If the AVE value surpasses or equivalent to 0.5, it complies with the validity criteria [35]. Table 8 shows the AVE value for each construct variable that has a value crosses over 0.5 and is thus proclaimed valid. This means that validity testing, which includes outer loading, Fornell-Larcker, cross loading, and AVE, meets the criteria to qualify as valid.

TABLE IX. RELIABILITY TEST RESULTS

Construct Variable	**Cronbach alpha**	**Composite reliability**
PE	0.944	0.964
EE	0.863	0.905
SI	0.793	0.878
FC	0.915	0.937
BI	0.882	0.944
UB	0.924	0.963

Cronbach alpha and composite reliability are two ways to prove reliability testing. The construct variable value must be greater than 0.7 for both to be declared reliable [36]. Table 9 shows that the Cronbach alpha and composite reliability values for every single construct surpassed 0.7, implies that the model reliable. The research model passes validity and reliability testing, indicating that it is both valid and reliable.

B. Structural Model

The analysis of structural model is aims to examine hypotheses. For hypothesis testing, there is certain value for it to be accepted, which the p-value ought to be lower than 0.05 [31]. Table 10 conveys the results of hypothesis testing in which four hypotheses are accepted.

TABLE X. HYPOTHESIS TEST RESULTS

Construct Variable	**Path Coefficient**	**P-value**	**Results**
PE–BI	0.099	0.473	Not Accepted
EE–BI	0.239	0.036	Accepted
SI–BI	0.415	0.000	Accepted
FC–BI	0.355	0.004	Accepted
BI–UB	0.847	0.000	Accepted

The use and acceptance of ILMU as e-learning are unaffected by Performance Expectancy. The existence of ILMU e-learning does not improve overall performance as a

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lecturer. There are other applications that are more helpful and complementary to the learning process, both in terms of communication, distribution of materials, and student discussions. Other capable applications' performance can undoubtedly support lecturers' performance in teaching, which ILMU e-learning does not provide. As a result, users prefer to use other platforms to support and assist their performance in terms of teaching, assigning, and grading assignments and exams. Previous research also compiled comparable results [24].

Effort Expectancy has a substantial impact on Behavioural Intention in e-learning. As a results of the ease of use of ILMU, users can use e-learning even if they have never utilised a technology platform that helps the teaching process before. Lecturers of various ages prefer e-learning that is simple for them to learn and apply in the learning process. E-learning that is easy to grasp and use will increase the likelihood of using it. A number of prior research studies investigated the effects of e-learning ease of use on usage intentions [1][18][19][23].

Social Influence influences Behavioural Intention as well. One of the reasons for someone using technology is social influence, considering that seeing people in one's social environment, such as friends, family, and relatives, using a particular technology can make one intend to use that technology as well. Users feel the need or desire to use ILMU in the context of ILMU e-learning because their superiors and fellow workers do. These findings correlate with previous research. [1][18][19][23][24].

It has also been demonstrated that Facilitating Conditions affect Behavioural Intention. A person wishes to make use of a new technology due to the fact it is supported both internally and even externally. Internal facilities may include devices such as laptops, cellphones, and internet access for lecturers. Meanwhile, external facilities can take the form of a helpdesk or technicians who can assist lecturers as users in answering questions or resolving problems with technology. Users will use and accept ILMU because there are both internal and external facilities that support it. Several findings are consistent with this research [1][3][18][24][26].

Use Behaviour is also contributed by Behavioural Intention. As lecturers believe that their needs are met with ILMU existence, lecturers who implement ILMU e-learning in for its convenience and features obtained will use it extensively in the future. The prolonged and maintained use of ILMU e-learning will lead to lecturers accepting ILMU e-learning as a technology. These outcomes concur with preceding studies [1][3][26].

IV. CONCLUSION

The research of analyzing acceptance factor of ILMU is to discover what factors are influencing the user to accept it, specifically from the lecturer perspective. Exploring acceptance factors of ILMU e-learning as a performing information technology for lecturer, it is important to understand it. Several factors that proven to be influential to lecturer acceptance of ILMU are Effort Expectancy, Social Influence, Facilitating Conditions, and Behavioural Intention.

As an information technology that assists lecturer activities in teaching process which also fulfill lecturer needs in teaching, these influential factors will take into consideration in the improvement and implementation of ILMU. The use of ILMU as e-learning, the current condition of the user's social environment, supporting internal and external facilities, and the intention to use ILMU continuously are several factors that needs to be maintained. On the other hand, Performance Expectancy variable which may have no effect on users who accept ILMU e-learning, interpreting that the use of ILMU as e-learning is still not able to accommodate overall user performance with just one e-learning system, which needs to take into consideration to develop ILMU e-learning better.

This research adds another perspective on lecturers' acceptance of e-learning as users. Additional research can be conducted in the future, by including the perspectives of students as well as other parties who use e-learning in the surroundings of learning. Other variables that may influence the acceptance of e-learning in higher education could be studied further.

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