

## Unlocking Lecturers' Insights: Measuring Lecturer Perceptions on eLearning -based Instruction in Teaching English

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### Abstract

This research examines lecturers' perceptions of eLearning in their teaching English at the higher educational context in Indonesia using the Technology Acceptance Model (TAM) proposed by Davis et al. (1989). It was focused in considering two important factors namely; perceived usefulness and perceived ease of use. A quantitative research design was used and 31 lecturers who use eLearning platforms in their teaching were sampled. A structured questionnaire was used for data collection and the collected data was analyzed on descriptive statistics by using SPSS. The results indicate that, despite a few drawbacks eLearning has been deemed useful in increasing the level of teaching and learning effectiveness, productivity enhancement, pursuit of variability in instructional strategies, as well as improvement management of teaching materials and students' progress. Lecturers also stated that eLearning platform as easy to use and access, among which being easy to learn and operate led to the continued uses of platforms. As the findings have indicated, perceived ease and usefulness play a significant role for a lecturer to accept and systematically use eLearning technology in English teaching. Further research should be conducted to look into long-term effects and contextual challenges in the adoption of e-learning.

Keywords: Lecturer Perception; Elearning; Perceive Usefulness; Perceived Ease Of Use

### 1. Introduction

Digital technology is one of those components that transformed the face and characteristic of education in the last few decades. The concept of distance learning, which includes a broader definition encompassing the use of technology in education is not new: it was known as "correspondence courses" in the late 19th century and today eLearning platforms have reached an advanced state. The emergence of the World-Wide Web and explosive growth in digital tools have linked learners and teachers across space and time, providing more on-demand opportunities for education (Dede, C.1996).

More generally in the digital learning discourse, foreign language teaching and learning, especially English as an international linguistic medium (EILM), have progressively made use of eLearning environments. Rahmawati (2016); Rojabi(2023), indicates that technology can promote interaction, engaging and communicative learning environments and brings resources into the classroom that are beyond confines by access to native speakers and authentic materials. For English language teaching (ELT) in particular, the fully online format creates possibilities for both synchronous and asynchronous learning, giving ways to more individualized learning paths and fostering involving. Yet, studies also show significant challenges, including as technical operation problems, the lack of internet connection or experience in online pedagogy among students and teachers. These obstacles may impede the utility and usability of online language learning, adding weight to the case for examining not

only former but also prospective practitioners' implementation and perception of online language learning.

To systematically investigate the uptake of technology in education, the Technology Acceptance Model (TAM) is widely adopted. TAM posits that two main factors namely perceived ease of use and perceived usefulness which strongly predict users' attitudes towards and intentions to adopt a technology. In educational context, this model has been used to investigate lecturers' eLearning usage and acceptance as well as students. There is evidence to suggest that when lecturers perceive digital tools to be easy to use and provide benefits in achieving their teaching goals they will be more inclined to adopt and integrate them into their teaching process. On the other hand, if eLearning is considered to be too much hassle or not useful for teaching materials to any degree, resistance/adoption limitation will occur even with mandates from outside institutions and/or infrastructure investments.

Teachers are central in preparing, implementing and maintaining online English teaching and learning (Russel & Judy, 2020). Their perceptions directly influence both pedagogical effectiveness and student engagement. in a direct way, on both the effectiveness of teaching and student engagement. Research has shown that factors such as perceiving eLearning platforms as easy to use (ease of use) and improving teaching quality or efficiency (usefulness) influence lecturers propensity to innovate and continue using digital modes in a number of higher-education (Zulfahmi & Mursalim, (2018); Indra, et al (2021); Budianti, et al (2022)) . Nonetheless, not everyone can perceive of being easy to use and useful. Perceptions that are mediated by digital literacy, institutional support, technology issues (e.g., confidence in the reliability of technology), and specific disciplinary needs (e.g., need for interactive exercises for language acquisition) affect these perceptions. For Indonesian ELT teachers, eLearning is perceived as beneficial for independent learning and obtaining more resources but having worse impacting factor due to workloads, dedicating time and ruining creativity. Numerous empirical studies have suggested the association between perceived ease of use, usefulness and eLearning acceptance among academicians. For example, Bakhri (2025) demonstrated that perceived usefulness and ease of use have strong effect on students' intention to use of eLearning which in turn predict their actual behavior. Nuryakin (2023) found that however usefulness has positive impact on attitude of online learning, it also was not really affected the satisfaction, meaning showed a different characteristic among user groups. Studies in the Indonesian higher education context support that both usability and perceived usefulness drive acceptance while we still see barriers in applying theory to practice, especially for language learning.

Although there is much literature on students' experiences, a significant gap exists in lecturers' views on the transition towards fully online ELT at Indonesian higher education. Several previous studies failed to distinguish faculty and student experience, or have been limited in scope to either only students or only educators, presenting an incomplete picture of the challenges and motivations of instructors. By special reference to the two quality dimensions of ease-of-use and usefulness, this research aims at quantitatively analyzing how these perceptions influence lecturers' approach for adoption and effective use of eLearning in English language teaching. Bringing attention to such factors is essential for raising prospects

of outcome in training, improving the ELEARING context, and eventually enhancing education effectiveness for teachers and learners

## 2. Methodology

This study utilizes a quantitative research design to examine English lecturers' perceptions regarding the implementation of eLearning in English instruction. Creswell (1994) states that quantitative research involves representing variables in numerical form and analyzing these data through statistical techniques. The approach enables objective measurement and statistical analysis of responses, suitable for investigating large sample perceptions with standardized data.

The population for this research consists of English lecturers who actively incorporate eLearning platforms in their language teaching activities. The sample comprises 31 lecturers, selected using purposive sampling to ensure participants have relevant experience with eLearning-based English instruction during the current academic period. Data were collected using a structured questionnaire designed to measure two main variables, namely Perceived Ease of Use which consisted of 10 items, and Perceived Usefulness which was also consisted of 10 items.

Each item is a statement related to the lecturers' experience with eLearning in their teaching practice. The lecturers express their agreement with each item using a five-point Likert scale (Strongly Disagree (SD) = 1 ; Disagree (D) = 2 ; Neutral (N) = 3 ; Agree (A) =4; Strongly Agree (SA) =5). The questionnaire, which was conducted via google form proffered to respondents electronically, afforded the opportunity for res ponders to complete at their own convenience. Before distribution, we pretested the questionnaire for face validity and reliability with experts in these areas. Subsequently, sum scores for each variable were generated by adding the responses to the relevant items. Descriptive statistics (mean, standard deviation, frequency) were used to summarize overall perception patterns.

## 3. Result and Discussion

### 3.1. Result

The investigation of lecturers' perception toward eLearning -based Instruction in this study were analyzed based on the adopted framework by Davis et al.(1989) who propose two major factors that contribute to attitudes toward online learning study, namely, (1) perceived usefulness, and (2) perceived ease of use. The result of the data analysis are presented below:

#### *Perceive Usefulness*

The concept of perceived usefulness pertains to lecturers' belief whether using technology, in this case eLearning platform is useful or not in enhancing their performance in teaching English. In this study, perceived usefulness was analyzed through ten items in the questionnaire that are tabulated in the table below:

Table 1. Percentage analysis of each Item of Lecturers Perceive Usefulness

No.	Statement	SA	A	N	D	SD
1	Learning to use the eLearning platform for	35.0%	55.0%	10.0%	0.0%	0.0%

	English teaching was easy for me.					
2	I find it simple to navigate the features of the eLearning platform.	32.0%	29.0%	32.0%	6.5%	0.0%
3	Interacting with the eLearning platform does not require much effort.	58.0%	26.0%	10.0%	6.0%	0.0%
4	Preparing lesson materials using the eLearning platform is straightforward.	23.0%	42.0%	35.0%	0.0%	0.0%
5	I am able to troubleshoot problems on the eLearning platform without assistance.	26.0%	55.0%	16.0%	0.0%	3.0%
6	The instructions for using the platform are clear and understandable.	52.0%	42.0%	6.0%	0.0%	0.0%
7	Conducting assessments via the eLearning platform is uncomplicated.	35.5%	58.0%	6.5%	0.0%	0.0%
8	I can easily integrate multimedia and other resources into English lessons.	39.0%	35.0%	26.0%	0.0%	0.0%
9	The eLearning platform makes managing class activities easier.	39.0%	42.0%	16.0%	3.2%	0.0%
10	I find the eLearning platform user-friendly in teaching English.	29.0%	41.9%	22.6%	6.5%	0.0%

The data in Table 1 presents the percentage distribution of lecturers' responses toward the perceived usefulness of the eLearning platform in teaching English. The results indicate a generally positive perception among lecturers. Of particular note is the overwhelming agreement (either agree or strongly agree) in a majority in that using the platform increases their teaching effectiveness (87.1%), facilitates more efficient delivery of lessons (71%) and leadership in driving better lesson outcomes (74.2%). High levels of agreement were also reported for 'enhancing student engagement' (64.5%), 'increasing lecturers' productivity' (80.6%) and providing 'timely feedback to students' (90.4%). The majority of lecturers also

acknowledged the role played by the platform in promoting different pedagogical approaches (61.3%) and helping to attract more diverse students (70.9%). Furthermore, lecturers acknowledged improvements in organizing teaching materials (80.6%) and monitoring student progress more efficiently (80.6%).

Table 2. Table Descriptive statistic of lecturers perceives usefulness toward eLearning platform in teaching English

Item	N	Me an	Std. Deviation
PU.1	31	4.03	0.55
PU.2	31	4.00	0.77
PU.3	31	4.00	0.82
PU.4	31	3.90	0.80
PU.5	31	4.23	0.76
PU.6	31	3.68	0.70
PU.7	31	4.35	0.66
PU.8	31	3.97	0.83
PU.9	31	3.90	0.59
PU.10	31	4.03	0.79
Valid N (listwise)	31		

Tabel 2 presented the ten items has mean value of response ranging 3,68 to 4,35. It indicated that the lecturers tend to positively agree or strongly agree with statements related to perceived usefulness. The item with the highest mean is PU7 (mean = 4.35; SD =0.66), denoting strong support, and the lowest is PU6 (mean = 3.68; SD = 0.70), that is still close to a general agreement. The standard deviations are largely moderate, which means there is some dissent among lecturers' opinions but they generally represent coherent positive tendency. Accordingly, the results shown in table 1 and table 2 indicate that, on average, teachers perceive the use of eLearning platforms to improve their teaching performance in English lessons.

#### *Perceive ease of Use*

Perceive ease of use related on how lecturers see the ease of use of eLearning in their English teaching process. It was analyzed by ten items on the questionnaire. The findings are presented in a table as follows:

Table 3. Percentage analysis of each Item of Lecturers Perceive Ease of Use

No.	Statement	SA	A	N	D	SD
1	Learning to use the eLearning platform for English teaching was easy for me.	35.0%	55.0%	10.0%	0.0%	0.0%
2	I find it simple to navigate the features of the eLearning platform.	32.0%	29.0%	32.0%	6.5%	0.0%

3	Interacting with the eLearning platform does not require much effort.	58.0%	26.0%	10.0%	6.0%	0.0%
4	Preparing lesson materials using the eLearning platform is straightforward.	23.0%	42.0%	35.0%	0.0%	0.0%
5	I am able to troubleshoot problems on the eLearning platform without assistance.	26.0%	55.0%	16.0%	0.0%	3.0%
6	The instructions for using the platform are clear and understandable.	52.0%	42.0%	6.0%	0.0%	0.0%
7	Conducting assessments via the eLearning platform is uncomplicated.	35.5%	58.0%	6.5%	0.0%	0.0%
8	I can easily integrate multimedia and other resources into English lessons.	39.0%	35.0%	26.0%	0.0%	0.0%
9	The eLearning platform makes managing class activities easier.	39.0%	42.0%	16.0%	3.2%	0.0%
10	I find the eLearning platform user-friendly in teaching English.	29.0%	41.9%	22.6%	6.5%	0.0%

Table 3 presents a percentage analysis of lecturers' perceptions concerning the ease of use of the eLearning platform in their English teaching activities. The findings reveal that a majority of lecturers find the platform user-friendly. For instance, 90% of users agreed or strongly agreed that learning how to use the platform was easy and 61% thought it was easy to navigate its features. The majority of lecturers 84% felt that it is not need much effort to interact with the platform, and 65% agreed that it is easy to prepare lesson materials using the platform. Further, 81% felt confident troubleshooting on their own and more than 94% think the platform offers clear and easy-to-understand instructions.

Related to the assessments, 93.5% of respondents found that the process is uncomplicated, and 74% reported that it is help and easy in integrating multimedia resources into their lessons. The platform was also viewed positively facilitate in managing the classroom activities (81%), and 70.9% considered it user-friendly at all. These results point to a positive overall assessment of utility for the eLearning system, in effect meaning that the majority of lecturers generally see it as an accessible and effective tool which promotes English language teaching output.

Tabel 4. Descriptive statistic of lecturers perceives ease of use toward eLearning platform in teaching English

Items	N	Me an	Std. Deviation
PEU.1	31	4.26	0.63
PEU.2	31	3.87	0.96
PEU.3	31	4.35	0.91
PEU.4	31	3.87	0.76
PEU.5	31	4.06	0.68
PEU.6	31	4.45	0.62
PEU.7	31	4.29	0.59
PEU.8	31	4.06	0.89
PEU.9	31	4.19	0.75
PEU.10	31	3.94	0.93
<b>Valid N (listwise)</b>	<b>31</b>		

Table 4 above presents the descriptive statistics for lecturers' perceptions of the ease of use of the eLearning platform in teaching English. Out of the ten questions involved, mean values vary from 4.45 to 3.87 are presented for the whole so that there will generally be an optimistic response. Nevertheless, the highest mean applies to PEU6 (mean = 4.45, SD = 0.624), which represents teachers feeling that instructions for how to use the platform are clear and understand clearly. Similarly high averages distributed among items involving interaction with the platform (PEU3, mean = 4.35, SD = 0.915) and examination (PEU7, mean = 4.29, SD = 0.588) say more about easy life in such activities.

Moderate to high means for other items, such as learning to use the platform (PEU1, mean = 4.26) and troubleshooting without assistance (PEU5, mean = 4.06), indicate that in general, the lecturers find the eLearning system is user-friendly. The standard deviation shows that there are some differences in responses, but the whole is within a reasonable range and therefore continues showing consistency. These collected data imply a positive perception among lecturers toward the ease of use of the eLearning platform in their English teaching practices.

### 3.2. Discussion

This study examined lecturers' perception toward eLearning-based instruction in English classroom at Higher Education. as framed by Davis et al. (1989)'s Technology Acceptance Model, which emphasizes two critical constructs: perceived usefulness and perceived ease of use, The survey evidence confirmed that both factors positively affect the attitudes of lecturers in using eLearning platforms.

Related to the perceived usefulness, the overwhelming majority of lecturers consider the eLearning platform to have a significantly positive effect on their teaching. A number of

87.1% lecturers express that eLearning improves their effectiveness in teaching English and facilitate efficient way in delivering the lesson. A number of 71% lecturers believe that using eLearning tools in teaching brings concrete educational benefits. This point is consistent with earlier research which suggests that perceived usefulness provides a strong motivation to learn about new technologies for both language teachers and their students (Davis, 1989). Besides, lecturers pointed to enhanced student involvement in learning, improved efficiency of administration, and the ability for real-time feedback (Serrano, 2019). All of these are factors contributing to a more flexible teaching environment that better meets student needs. The ability to organize teaching materials efficiently and keep a close eye on students' academic progress also illustrates how the platform eases both administrative duties and pedagogical work. (Siregar, 1993). Descriptive statistics reinforce these findings. Mean scores ranging from 3.68 to 4.35 reflect an overall positive expectation among the respondents, with relatively little variation. Thus, there is widespread agreement about system benefits.

In terms of perceived ease of use, the results show that the lecturers find the eLearning platform accessible and user-friendly. There is strong agreement on obtaining proficiency in using the platform (90%), clarity of instructions (94%) as well as ease in conducting evaluations (93.5%). These findings indicate that lecturers require minimal effort to successfully use the eLearning system, an important determinant of continued acceptance and usage (Venkatesh & Davis, 2000). The ability to solve problems on an independent basis plus the merging of multi-media resources also show lecturers' confidence and proficiency in handling their digital equipment. While there is considerable variation, the overall means between 3.87 and 4.45 indicate a positive rating of ease of use.

Thus, the data draw conclusion that lecturers believe eLearning platforms are both utility and usability, issues that are critical to enhancing the teaching of English in higher education. This dual perception is essential, for while technology must yield tangible advantages in teaching and learning as well, it also needs to be intuitively knowable for people to use. These findings have three main implications for policy makers and educational institutions striving to improve online learning environments. First, continued investment in user-friendly platforms, combined with training to enhance digital literacy among the staff, will further assist lecturers' involvement and effectiveness. Second, the resolution of any residual navigational problems or deficiencies in technical support will help make quite sure that eLearning in English Teaching situations gives the maximum benefit possible.

#### **4. Conclusion**

This research examines lecturers' perceptions toward the implementation of eLearning platforms in teaching English at higher education level by examining two key factors namely perceived usefulness and perceived ease of use, which proposed by Davis et al. (1989). The findings of the research showed that the lecturers' perception are generally positive. They stated that eLearning platforms as highly useful for enhancing the effectiveness of their teaching performance and their productivity. It is also supporting diverse instructional methods and facilitating better teaching materials management and help them in maintaining students' progress. Those positive perceptions are further supported by data analysis result

which presented statistically and indicate strong agreement across all measurement of usefulness.

Moreover, the lecturer also perceive that the eLearning systems is user-friendly and accessible. High agreement was found regarding the ease of learning to use the platform, navigating its features, conducting assessments, and integrating multimedia resources. This ease of use minimizes barriers to technology adoption, which can lead to more effective instructional delivery.

These findings demonstrate that perceived usefulness and perceived ease of use both contribute significantly to favorable attitudes toward eLearning platforms among English lecturers. It is worth noting that such positive attitude bodes well for the continued integration of digital technologies into higher education teaching and learning environments. This study underscores the importance of user-friendly platforms along with relevant professional development activities to maximize the potential benefits of eLearning at university levels. Suggestion for future researcher who wants to conduct research in a similar field, might look at the longitudinal impact of eLearning adoption on teaching practices and student outcomes, as well as investigating the challenges which may lecturers face in different institutional contexts

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