



The Impact Explorative Study of Teachers' Perception on Online Learning Based on Technology Accepted Model

Rukminingsih¹, Hartia Novianti², Kiritkumar Bhatt³, Nala Sita Rukmi⁴

^{1,2} STKIP PGRI Jombang, Indonesia

³ Gandhinagar University, India

⁴ Yogyakarta State University, Yogyakarta, Indonesia

Corresponding Email: rukminingsih19@yahoo.co.id

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Abstract. This study aims to offer teachers' perspectives on the effects of integrating online learning, utilizing technology accepted models (TAM) by Davis, during the spread of the Corona virus. This study employed an exploratory case study to dig up further about English teachers' perception toward online learning based on TAM. The participants consisted of 20 SMPN teachers to respond the questioner and 5 SMPN teachers to answer the interview in Jombang region, East java, Indonesia. The data were obtained from questionnaires and interviews developed based on TAM. All participants completed online research questionnaires with Google Form application. And was followed by interviews to support the finding from questionnaire. The results indicated that participants held a favorable opinion about the perceived utility, convenience of use, and behavioral intention of online learning systems. The majority of teachers agreed on online learning. Although the teachers faced multiple challenges when conducting online classes, they remained optimistic about utilizing technology for remote instruction.

Keywords: *explorative case study; teachers' perception; technology accepted model*

Introduction

Covid-19 has caused a stir around the world. This virus has infected hundreds of countries, including Indonesia. Due to the rapid spread of this virus and the large number of victims, the Indonesian government immediately implemented a policy to halt its spread. From social restrictions (social distancing) to physical distancing restrictions (physical distancing) to an appeal to remain a citizen, at home and carry out all activities from home. Several cities have enacted Large-Scale Social Restrictions (PSBB), which significantly limit people' activities. As to UNESCO (2020a), numerous countries have closed schools as a result of a public health crisis.

The Indonesian Ministry of Education and Culture responds to the educational policies specified in the Ministry of Education and Indonesia Circular Letter No. 4, 2020. One regulation mandates that, within the Covid-19 pandemic, all levels of education should be conducted remotely through online learning. All Indonesian teachers are mandated to transition from in-person teaching to online teaching as per this law. Indonesia also highlighted a number of pressing issues that must be addressed right away: (1) technical gaps across schools in both large cities and rural areas, (2) inadequate teacher competence in using learning apps, and (3) a lack of funding for the development of educational

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technology like as the internet and quota (4) For integral online learning, the relationship between teachers, students, and parents.

In fact, the educational system in Indonesia has implemented IT learning over the last few years. The ongoing learning as a result of the Covid-19 Pandemic, on the other hand, has taken practically everyone by surprise, from districts/cities to provinces, centers, and even the international community. Changes in how learning is implemented in the classroom versus how learning is implemented in this network. Teachers and education professionals are the most important actors, as the controllers in the process of learning (Bao, 2020; Braisilai & Kvavadze, 2020). Online learning has shown that the industrial revolution 4.0 is not limited by access to technology, thus allowing on-line or distance learning to be implemented (Verawa et al., 2018).

This study aims to determine how English teachers of some junior high schools in Jombang during Covid outbreak perceive fully online learning during a pandemic. Several academics have lately undertaken studies on teachers' view of distance education. However, there is a lack of research on teachers' perception of online learning specifically during the Covid-19 pandemic, using the TAM model framework. While several studies have been undertaken in Indonesia about teachers' experiences with online teaching, particularly by researchers such as Byun & Slavin (2020), Nambiar (2020), Carrillo & Flores (2020), Giovannella (2020), and Bozkurt et al. (2020), there is a limited number of studies that specifically study teachers' perceptions based on the Technology Acceptance Model (TAM). This study aims to address the deficiencies identified in the previous study by examining the perceptions of Junior school English instructors in Indonesia regarding the policy of learning from home during the COVID-19 epidemic. The investigation will be conducted using Davis' technology acceptance model (TAM). This study aimed to investigate teachers' opinion of online learning during the Covid-19 pandemic, using the technology acceptance model as a framework. The first sub study question explores the correlation between teachers' perception of online learning and their perception of its effectiveness. (2) What is the correlation between teachers' assessment of ease and online learning? (3) How does teachers' view of behavior and intention affect online learning?

Online learning during this pandemic, distance education, and online learning felt quite sudden and completely different from normal learning (Bozkurt, et al., 2020). This study provides a global picture of doctrinal perceptions during the COVID-19 pandemic, but the results of this study are based on perception of teachers from other countries that continue to teach and learn during the COVID-19 pandemic. Giovannella (2020) conducted a study on the Italian school system to investigate teachers' perceptions and implementation of online learning two months following the onset of the Covid-19 outbreak. The results indicate that the utilization of technology has a beneficial impact on teachers. Educators must enhance their professional competencies to enhance the process of digital literacy.

Nambiar (2020) identifies three primary challenges associated with online learning during a pandemic. To begin with, educators have time constraints when it comes to preparing and adjusting educational resources for the transition from offline to online learning. Furthermore, online learning lacks ample opportunities for direct and unrestricted interaction between teachers and students, thereby impeding the learning process. Furthermore, implementing a successful teaching method requires a heightened level of dedication to inspire and engage students in the context of online education. According to the findings of teacher interviews, in-person education is superior to online learning (Carrillo, 2020; Huang, 2020).

For state junior high school teachers who teach English subjects in a district, online learning is still a new thing in learning. Therefore, an overview of the perception of effective online learning, environmental conditions, benefits and obstacles in the learning process must be understood to determine alternative learning strategies used for learning in the new normal. According to Martinez, et al. (2021), the distance learning model chosen as a solution for disconnectedness does have an impact on students' academic performance and

there are effects on the students' interaction patterns and their levels of motivation for their training.

Perception is a process used by individuals to manage and interpret sensory messages from the environment in order to give meaning to the environment by organizing and interpreting so that it affects individual behavior with perception involving the senses and cognitive processes, namely receiving the stimulus, organizing the stimulus, and interpreting the stimulus, with the process, (Huang, 2020) according to the same definition Davis et al. (2009). Perception involves cognition in the interpretation of information. The events or information are processed in accordance with the individual's prior knowledge of the object of perception that is interpreted. according to Byun & Slavin (2020), perception is influenced by factors from within the individual, namely feelings, so that they can influence the individual's perception.

To explore whether teachers has positive or negative perceptions toward fully online learning, this study employed technology accepting model developed by Davis et al. (2009)Technology Accepted Model (TAM). TAM treats two main variables as precedents, perceived practicality and perceived ease of use. The definition of perception of usability is the confidence level a person with a specific system can increase their performance, meaning whether the technology is considered useful to their needs. However, Davis believes that the perception of ease of use is as important as the use of technology. Davis (1989) has stated that if technology is easy to use, we may avoid barriers, but if it is not easy to use the technology, people will not be positive. Use perceived utility perceived ease and behavior intention in determining attitudes towards technology users. This study used the theory of Davis (1989) on technology accepted model.

Theoretical Framework

The advent of the web has brought about a swift and distinct shift towards online learning, which is markedly dissimilar to traditional forms of education (Bozkurt, et al., 2020). This study offers a comprehensive overview of doctrinal perceptions throughout the COVID-19 epidemic. However, it is important to note that the findings are derived from the perspectives of instructors in different nations who are actively engaged in teaching and learning during the pandemic. Giovannella (2020) conducted a study on the Italian school system to investigate teachers' perceptions and implementation of online learning two months following the onset of the Covid-19 outbreak. The results indicate that the utilization of technology has a beneficial impact on teachers. Teachers must enhance their professional skills to enhance the process of digital literacy.

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Materials and Method

The study utilized an explanatory sequential mixed methods design, which aims to offer relevant information necessary for a better understanding of the research topic (Pardede, 2018). The study commenced by gathering quantitative data and thereafter proceeded to collect qualitative data in order to provide more clarification or elaboration on the previously obtained quantitative findings. This study examined the viewpoint of 20 educators regarding the utilization of an online learning platform for English instruction. This study conducted by Yin (2014) employed exploratory case study methodology, utilizing questionnaire and interview approaches. Exploratory case study aims to address inquiries that are commonly posed by the pronoun "what" (Yin, 2014). The purpose of employing these approaches is to acquire the perspectives of the teachers who took part in the study.

The participants of the study to be investigated were English Junior High School teachers in Indonesia, especially in a region, East Java, Indonesia. The participants were chosen by using purposive sampling. There were 20 teachers as the participants. The study was undertaken to address inquiries using structured questionnaires. In order to obtain a comprehensive explanation, the researcher conducted interviews with five English teachers who were selected from the pool of five participants. All participants have utilized online teaching through one or many platforms. The teacher has employed remote instruction from April to June 2021, and its potential will persist. The demographics of the participants encompass age, gender, education level, teaching experience, and the platform utilized.

Table 1.
Variable Labels and Descriptive Statistics of Research Participants

No	Variable Label	Percentage	Total Participant
1	Gender	60% Female 40 % Male	20
2	Level of Education	5% Diploma 85% graduate 10% Post Graduate	20
3	Teaching Experiences	15% 0-5 years 30% 6-10 years 45% 11-15 years	20

		10% 16 up years	
		10% Ruang Guru	
4	Platform Used	5 % Google Classroom	20
		25 % Zoom Meeting	
		60 % Whatsapp Group	

The majority of participants have a Bachelor's degree, accounting for 85%. Meanwhile, just 5% attained a D3 level of education, while 10% successfully completed master's degrees. between 10% of individuals have been engaged in teaching for over 16 years, whereas 45% have been teaching for a duration of between 11-15 years. Meanwhile, 30% of the individuals have been teaching for 6-10 years, while only 15% have been teaching for 0-5 years.

The data indicates that the Whatsapp group is the preferred option for online teaching. The percentage exceeds 60%. Currently, Google Classroom is utilized by a mere 5%. Zoom cloud meeting is utilized by 25% of users, whereas Google Classroom is only utilized by 5%. In addition, a total of 5 English teachers were selected from the participants of the questionnaire. They originated from separate educational institutions in Jombang, Indonesia. Each of them has been instructing for over 5 years. The participants have varying ages: participant 1 is 37 years old, participant 2 is 44 years old, participant 3 is 46 years old, participant 4 is 52 years old, and participant 5 is 56 years old.

The data collection instruments consist of a close-ended questionnaire and an interview aimed at gathering the teachers' perception. All of the instruments were tested during the previous semester. The attributes of the trial pupils closely resemble those of the genuine English instructors at the junior high school in Jombang. The validity and reliability were assessed using SPSS. To ascertain the educators' perspective on online learning, a close-ended questionnaire derived from Davis (1989) was employed, based on the Technology Acceptance Model (TAM). The teacher was given a close-ended questionnaire through Google Form. The questionnaire comprises 20 questions that assess the aspects of usefulness, ease of use, behavioral patterns, attention, and system utilization. Data on the perception of English teachers was collected via an online questionnaire that utilized online collaboration platforms. The questionnaire is derived from Davis' technology acceptance model (TAM) with minimal adjustments, specifically excluding external elements such as internet availability and administrative support.

The TAM framework is often regarded as the most prevalent method for measuring acceptability. The questionnaire was derived from Davis (1989), Ramírez et al. (2015), and Basri & Paramma (2019). It assessed three dimensions: usefulness, ease of use, and behavioral intention. Each dimension was measured using five questions. The questions were developed with a Likert Scale consisting of five items: The questions were formulated on a Likert Scale consisting of five items: Strongly disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly agree (SA).

The second method employed to gather data pertaining to the subject under investigation in this research is the interview. The unstructured interviews were included in this study to complement the data obtained from the questionnaire. Davis (1989), Basri & Paramma, 2019 and Ramírez et al. (2015). It was given to some English teachers of junior high school in Jombang, East Java region. The interview was given to confirm the questionnaire of teachers' perception which was included the aspects of usefulness, ease of use, and behavioral attention. There were two phases to collect the data in this research to answer the research question. Phase one was dealing with quantitative data taken from close ended questionnaire, the researchers distributed to the English teachers of junior high school in Jombang region , East Java, Indonesia. There were 20 English teacher were given the questionnaire. It took one week to have the data.

The second phase, the researchers provided an interview to the five English teachers who also participated as a respondent in filling the questionnaire. The researchers came to

the interviewees in their schools and took the interview. It took two weeks because the researchers had to adjust their free time to have an interview. There were 4 questions dealing with the interview which focused on TAM theory.

The data underwent a series of procedures for analysis, including scoring the questionnaire, determining the percentage, calculating the central tendency (CT), interpreting the data analysis, and formulating the conclusion. Simultaneously, the data obtained from the interview were transcribed. Subsequently, the crucial information obtained from the interview was utilized to corroborate the data derived from the questionnaire results.

Results and Discussion

Results

These results answered the main research question and three sub research questions. To find out how teachers' perception toward online learning based on technology accepted mode, there are three sub findings as the following.

Teachers' Perception toward Online Learning Based on Perceived Usefulness

Table 2.
The Calculation of Central Tendency of Perceive Usefulness

No	Perceived Usefulness	Strongly Disagree	Disagree	Neutral	agree	Strongly agree	Central Tendency
		f (%)	f (%)	f (%)	f (%)	f (%)	(%)
1	Online learning platforms make my teaching performance improves	0	2	0	10	8	90
2	Online learning platforms make learning	2	2	0	12	4	80
3	Online learning	0	2	0	10	8	90
4	Online learning platforms is useful	0	2	0	10	8	90
5	Online learning platform makes me convenient in teaching	3	2	0	10	5	75

Average

85 %

Positive

Based on the table above it could be seen that the teachers' perception was strong or positive. It can be proved from the average was 85% agree. Item number 1 was categorized as positive perception it can be proved from the average was 90% from 20 participants totally that 10 participants agreed and 8 participants strongly agreed however 2 participants answered disagreed. Item number 2 was categorized as positive perception it can be proved from the average was 90% from 20 participants totally that 12 participants agreed and 4 participants strongly agreed however 2 participants answered disagreed and 2 other participants answered strongly disagree. Item number 3 was categorized as positive perception it can be proved from the average was 90% from 20 participants totally that 10 participants agreed and 8 participants strongly agreed however 2 participants answered disagreed. Item number 4 was categorized as positive perception, it can be proved from the average was 90% from 20 participants totally that 10 participants agreed and 8 participants strongly agreed however 2 participants answered disagreed. Item number 5 was categorized as positive perception it can be proved from the average was 75% from 20 participants totally that 10 participants agreed and 5 participants strongly agreed however 3 participants answered strongly disagreed and 2 other participants answered disagree.

The interview findings indicate that the online learning system has a positive impact on improving teachers' effectiveness and is widely seen as such. Throughout the deployment of online learning, the teachers were inseparable from ICT. This circumstance compels them to get a deeper understanding of ICT. In addition, the participants were provided with increased opportunities to acquire knowledge regarding online learning, as stated by participant 1:

"I think online learning spend my time much, I have to be ready in 7 days and 24 hours. For examples begin from 7 am I have to open my class in WhatsApp group, then share the material and task from about three teachers to my class. It will offer until 1 pm. During the beginning until late night the students randomly submit their task or they ask me anything about the task without limit time".(Participant 1).

"The students' problems with on-line learning are certain the students are not motivated, some of the students couldn't give quota on a daily basis, some participants did not have their phone or laptop. Most decided to encourage students to learn online in order to face this challenge: (Participant 2).

'The outbreak of Covid 19 pandemic, I think make us to learn more about the online platform. Although for the first time, teachers and students need to learn much about how to operate learning management system , but the end, now we become technology literate"(Participant 3).

"By using online learning, I think teachers are more creative in constructing the materials because they have learned more about the methods to search the various materials from internet, such as from Youtube, article, TED live etc" (Participant 4).

"By using online learning during Covid 19 pandemic which forced teachers and students learn in fully online although for the previous, they felt difficulty, but now after pandemic of Covid 19, teachers have been ready to teach with technology" (Participant 5).

The participants asserted that the pandemic struck unexpectedly, disrupting Indonesia's educational system. It left the teachers perplexed as to how to educate. They have a lot of issues to deal with. They struggled with creating engaging material, explaining it, assessing it, providing feedback, and ensuring that the students enjoyed the course. They also cited various problems that students face while learning online, such as a lack of infrastructure and an internet quota, as participant 1 in the following clip points out.

Actually, it depends on the teacher and the student. If the teacher is capable of providing engaging material, clearly explaining material, designing appropriate assessments, and providing meaningful feedback, and the students have no problems, the cellphone or laptop is adequate, and they always have quota, I believe it can be effective. However, these are impossible to do in practice, making online learning ineffective. She also mentioned some suggestions for the better online learning as mentioned below. In actual fact, it is up to the teacher and student if the teacher is competent to provide interesting materials, clearly explain the material, design an accurate assessment and a feedback on the significance of the material and the students do not have problems, the cellphone or laptop are adequate. But they're hard in reality, and on-line learning doesn't work.

Teachers' Perception toward Online Learning Based on Perceived Ease to Use

Table 3.

The Calculation of Central Tendency of Perceive Easy to Use

No	Perceived Eayy to Use	Strongly Disagree	Disagree	Neutral	agree	Strongly agree	Central Tendency
		f (%)	f (%)	f (%)	f (%)	f (%)	(%)
1	It is easy to operate an online learning platforms	0	4	1	10	5	75
2	The interaction with the online learning platforms is clear and understandable.	0	5	0	11	4	75
3	The online learning platforms is flexible to interact with.	0	3	0	11	6	85
4	It would be easy to be competent in the use of the online learning platforms.	0	4	1	10	5	75

5	I consider online learning platforms is easy to use.	0	2	0	11	7	85
Average						79	Positive

Based on the table above it could be seen that the teachers' perception was strong or positive. It can be proved from the average was 79% agree. Item number 1 was categorized as positive perception it can be proved from the average was 75% from 20 participants totally that 10 participants agreed, 5 participants strongly agreed and 1 participant answered neutral however 4 participants answered disagreed. Item number 2 was categorized as positive perception, it can be proved from the average was 75% from 20 participants totally that 11 participants agreed and 4 participants strongly agreed however 4 participants answered disagreed. Item number 3 was categorized as positive perception, it can be proved from the average was 85% from 20 participants totally that 11 participants agreed and 6 participants strongly agreed however 3 participants answered disagreed. Item number 4 was categorized as positive perception it can be proved from the average was 75 % from 20 participants totally that 10 participants agreed and 5 participants strongly agreed and 1 participant answered neutral however 4 participants answered disagreed. Item number 5 was categorized as positive perception it can be proved from the average was 85% from 20 participants totally that 11 participants agreed and 7 participants strongly agreed however participants answered disagree.

According to table 3, the central tendency of the Perceive Ease of Use items is 79%, indicating a significant positive perception. According to the demographic data of the participants, 60% of teachers utilize WhatsApp for online learning. The participant had the option to select multiple applications or platforms in this quiz. Several individuals utilized multiple mediums for the data, however, the primary platform employed was WhatsApp.

"WhatsApp, Google Classroom, Ruang Guru, and the Zoom Meeting were used as English instruction in the interview. She said she would like to try several platforms to avoid boredom for the students. She also said that her use of multiple types of media faced no difficulty"(participant 1).

Participant 5, who falls into the older age group, expressed difficulty in acquiring ICT skills and utilizing learning platforms. Thus, his sole means of conducting online instruction is through the utilization of WhatsApp. The study revealed that younger teachers perceive online learning platforms such as WhatsApp, Google Classroom, Zoom, etc., as user-friendly, enabling them to engage with the system effectively and adaptably. They believed that a significant amount of time was not necessary to acquire proficiency in the new platform, thus assuming that using an online learning system would be effortless. 50% of them perceive the online learning system as user-friendly.

The more experienced teacher, however, observed that the online learning system is not user-friendly; he perceived it as lacking ease of use, comprehensibility, and flexibility. The new platform has a steep learning curve, making it challenging to navigate the online learning system. Every participant unanimously concurs that utilizing WhatsApp is effortless and uncomplicated. It could serve as an alternative tool for a teacher who lacks the ability to

use another online platform. The role of technology in online teaching encompasses several functions such as instruction, communication, content sharing, attendance monitoring, assignment distribution, examination administration, and feedback provision. Rukminingsih and Sita (2021) found that integrating synchronous and asynchronous methods in online learning instruction elicits a favorable opinion among students regarding the learning process amidst the Covid-19 pandemic. Participant 3 demonstrated the application of technology in online education in the provided extract.

This study employed WhatsApp for both synchronous and asynchronous communication due of its user-friendly interface and widespread familiarity among students. However, when it comes to teaching, exchanging materials, and assigning tasks, I prefer to utilize Google Classroom due of its superior organization and administration capabilities within the classroom.

Teachers' Perception toward Online Learning Based on Behavior Intention

Table 4.

The Calculation of Central Tendency of Behavioral Intention Items

No	Behavioral Intention	Strongly Disagree	Disagree	Neutral	agree	Strongly agree	Central Tendency
		f (%)	f (%)	f (%)	f (%)	f (%)	(%)
1	I will use the online learning system in my English subject even after the pandemic of Covid-19.	0	3	1	10	6	80
2	It is important to use the online learning system and I would recommend its use. system is flexible to interact with.	0	5		11	4	75
3	I will modify the teaching activities of my English subjects to take advantage of	0	3	0	11	6	85

the capabilities of the online learning system							
4	I will encourage my students in the online learning system.	0	4	0	10	6	80
5	I would like to use the online Learning system in the future if I had the	0	2	0	11	7	90
Average						82	Positive

Based on the table above it could be seen that the teachers' perception was strong or positive. It can be proved from the average was 82% agree. Item number 1 was categorized as positive perception it can be proved from the average was 80% from 20 participants totally that 10 participants agreed, 6 participants strongly agreed and 1 participant answered neutral however 3 participants answered disagreed. Item number 2 was categorized as positive perception it can be proved from the average was 75% from 20 participants totally that 11 participants agreed and 4 participants strongly agreed however 5 participants answered disagreed. Item number 3 was categorized as positive perception it can be proved from the average was 85% from 20 participants totally that 11 participants agreed and 6 participants strongly agreed however 3 participants answered disagreed. Number 4 was categorized as positive perception can be proved from the average was 80 % from 20 participants totally that 10 participants agreed and 6 participants strongly agreed however 5 participants answered disagreed. Item number 5 was categorized as positive perception it can be proved from the average was 90% from 20 participants totally that 11 participants agreed and 7 strongly agreed and 2 participants strongly disagreed.

Behavioral Intention is a component of one's attitude towards utilizing the system. The determination is based on the perception of utility and the perception of ease of use. Behavioral intention refers to the disposition and determination of teachers to utilize technology in online teaching. Table 4 provides an overview of the average tendency of the behavioral intention item. There are five items, and their average central tendency is 74%, indicating a strong positive perception. The results of the interview conducted between the researcher and five English teachers are as follows:

"I think online learning spend my time much, I have to be ready in 7 days and 24 hours. For examples begin from 7 am I have to open my class in WhatsApp group, then share the material and task from about three teachers to my class. It will offer

until 1 pm. During the beginning until late night the students randomly submit their task or they ask me anything about the task without limit time” (Participant, 1,2,3,4 &5)

The teachers had no other way to teach except online during the pandemic of Covid 19. They've been learning online for a long time every day. Students are welcomed, materials are shared, the assignments were given, and so on. In working hours, online learning means that teachers stand at their fingers, because they must share the teacher's task or assignment with them every time school announcements occur. Teachers were constantly involved in the online learning system.

Teachers are often present online and it is important to know the degree and progress of the students. The students' problems with on-line learning are such as (1) the students are not motivated, (2) some of the students couldn't give quota on a daily basis, and some did not have their phone or laptop. Most participants decided to encourage students to learn online in order to face this challenge. That's part of the teacher's role.

Discussion

The research questions in this study were concerned with how the teachers' perception toward online learning based on technology accepted model which was divided into three sub research questions as the following: (1) How is the teachers' perception in online learning based on perceived of the usefulness, (2) How is the teachers' perception in online learning based on perceived of the ease (3) How is the teachers' perception in online learning based on behavior and intention? The study examined teacher perceptions across four dimensions: perceived utility, perceived simplicity, behavioral focus, and system utilization. Perceived usefulness refers to the extent to which an individual believes that utilizing a specific system would enhance their job performance. The term "perceived usefulness" refers to an individual's assessment of whether an online system is beneficial for a specific task (Davis, 1989).

Teachers' Perception toward Online Learning Based on Perceived of Use

Table 2 displays the mean central tendency of perceived usefulness, which is 85%, indicating a sufficiently positive assessment. Ultimately, the teacher's competence in delivering engaging content, effectively explaining concepts, creating accurate assessments, and providing meaningful feedback is crucial for a successful learning experience. As long as the students do not encounter any difficulties, using a cellphone or laptop should suffice. However, in actuality, they are challenging, and online learning is ineffective. Giovannella (2020) and Verawa et al. (2018) assert that the adoption of technology by instructors yields favorable outcomes. As per the Technology Acceptance Model (TAM), the Perceived Usefulness (PU) of a technological system has a significant and direct impact on the users' attitude towards the system, as well as their intention to use it (Ansong-Gyimah, 2020). Technology-driven e-learning utilizes internet and other essential technologies to develop educational resources, instruct students, and manage the curriculum of an organization. Educators must enhance their abilities to enhance the digital literacy process. They believed that their proficiency in digital abilities should also be enhanced. This indicates that educators acknowledge the significance of technology in their instructional practices.

Teachers' Perception toward Online Learning Based on Ease of Use

Table 3 displays the mean central tendency of perceived usefulness, which is 79%, indicating a sufficiently positive assessment. Davis (1989) defined perceived ease of use as

the extent to which an individual perceives using a specific system to be effortless. The technology employed in online learning is the focal point here. Hardware and software encompass many technological devices such as mobile phones, laptops, and iPads. The program simultaneously features a learning app and learning platform. Enhanced usability can effectively impact intentions and lead to a favorable perception and attitude.

The older teacher, however, saw that the online learning system is not easy to work; he thought it wasn't an easy, comprehensible and flexible approach. The new platform takes a long time to learn so that the use of an online learning system isn't easy. It is in line with Tarigan et al. (2022) found that the English teachers' perceptions on teaching speaking through online engagement fall into the "negative" group. Their negative assessment of the challenges are divided into three categories: 1) creating the lesson plan, 2) carrying out the lesson, and 3) evaluating. Speaking is a problem for teachers when students are involved in teaching and learning English.

Nevertheless, every participant concurs that utilizing WhatsApp is effortless and uncomplicated. It could serve as an alternative tool for a teacher who lacks the ability to use another online platform. However, in order to effectively teach writing and speaking abilities, an additional platform is required that may be utilized synchronously for these particular skills. Nevertheless, certain language abilities can be effectively developed through complete online implementation. The role of technology in online teaching encompasses several functions such as instruction, communication, content sharing, attendance tracking, assignment distribution, examination administration, and feedback provision. Rukminingsih & Sita (2021) and Hidayati et al. (2022) have asserted that incorporating both synchronous and asynchronous methods in online learning instruction elicits a favorable opinion among students regarding the online learning process.

Teachers' Perception toward Online Learning Based on Behavior Intention

Table 4 displays the mean central tendency of perceived usefulness, which is 82%, indicating a sufficiently positive assessment. An obstacle that teachers face is maintaining students' motivation to engage in online learning. Students who lack enthusiasm for online learning tend to generate subpar work or hand in assignments after the deadline. On the other hand, the study reveals that students who achieve success typically possess more robust convictions, a greater sense of personal accountability, enhanced abilities to organize themselves, and superior technical skills and resources. Hence, it is imperative for the teacher to closely observe pupils in order to identify their driving elements, as this will significantly impact the duration of their learning journey. Students who experience a decline in their motivation, whether it is driven by internal factors or external factors, are prone to rapidly losing sight of their objectives and accomplishments. Davis, et al. (2009), Bao (2020), and Braisilai and Kvavadze (2020) assert that teachers play a pivotal role as the primary agents in the learning process.

As stated in the study conducted by Byun and Slavin (2020). The utilization of technology to facilitate online learning relies on three pedagogical criteria in the execution of online classes. The initial aspect encompasses a pedagogical strategy that incorporates student-centered learning, the teacher's role as a facilitator, and the integration of knowledge. The second aspect is learning design, encompassing learning adaptability, personalized learning tailored to individual student needs, contextual and social learning, and the utilization of suitable tools and technology. According to Cadamuro et al. (2021), instructors' attitudes towards ICTs serve as a significant predictor of their perception of distance learning. This emphasizes the importance of disseminating positive perspectives on information and communication technology (ICT) in order to motivate teachers to engage in online learning.

Based on the main research question dealing with the teachers' perception in online learning based on technology accepted model during Covid 19 Pandemic which was also supported with the teachers' interview as the qualitative data showed that the government

regulations are in keeping with all participants. If the administration requests the instructor to continue online study, they will comply. They expressed the need for additional training to enhance their digital competencies in order to establish effective online learning. Sita, et al. (2021) asserted that online learning platforms enhance teachers' digital literacy, enabling them to effortlessly develop and share materials to promote students' learning. These platforms also offer learning tasks that facilitate language practice. This discovery demonstrates the extent and essential attributes of online sessions required by schools to ensure readiness and preparedness during a pandemic. It also explores the potential of utilizing technology in education to foster behavioral intention. It aligns with the findings of Makhdam & Khanam (2021). Furthermore, it offers a thorough comprehension of the responsibilities of students and teachers, as well as the experiences of parents, in online sessions.

The teachers evaluated the effectiveness of online learning during the Covid-19 epidemic by assessing their capacity to innovate in the creation and gathering of resources, instructional approaches, and the choice of optimal applications based on the materials and methodologies. In order to effectively motivate students and maintain their enthusiasm for online learning, a teacher's success hinges on their ability to foster creativity. Teachers must possess the ability to create and implement instructional models and learning strategies that align with the unique characteristics of their school. The utilization of several online learning tools is advantageous for educators during the learning process. Teachers must be familiar with the perceived usefulness, simplicity of use, and behavioral intention towards online learning based on the approved technological model.

According to Carrillo & Flores (2020), positive perception refers to an individual's evaluation of an object or information in a favorable manner, either based on their expectations or in line with established norms. Negative perception refers to an individual's unfavorable impression of specific things or information, which goes against the expected perception of the object or established norms. An individual's negative impression might arise from their discontent with the thing that is the source of their perception, their lack of knowledge, and their lack of personal experience with the perceived object, and vice versa. An individual's good perception can arise from their own contentment with the object that is the basis of their perception.

The first advantage of online learning, according to Byun & Slavin (2020), it allows for very quick contact and discussion between instructors and students. Second, instead of going through the teacher, students communicate and discuss with one another. Third, it can help children, teachers, and parents communicate more effectively. Fourth, the most appropriate methods for tests and quizzes. Fifth, educators may simply supply students with material in the form of photographs and videos, as well as the ability to download the instructional materials. Sixth, it can make it easier for instructors to ask inquiries anywhere and at any time without being constrained by time constraints. It is crucial to identify the challenges that teachers face in online learning, especially in the context of the Jombang Regency State Junior High School in Indonesia during the COVID-19 pandemic. This is important for ensuring the quality and sustainability of the online learning process, considering the earlier described facts, theoretical foundations, and empirical evidence. The impression of teachers regarding the learning from home policy during the COVID-19 pandemic is also influenced by how they address and overcome problems.

Conclusion

The finding revealed that teachers had a positive perception that the online system was useful and simple to use during the Covid-19 pandemic. However, during the Covid-19 pandemic, there are a few teachers did not agree on the effectiveness of online learning. The online learning system was considered less effective because teachers and students were inappropriate for communication and interaction. Some students lacked technological facilities, a lack of Internet quota, fewer students with motivation and less support from

parents. In addition, teachers have demonstrated a good attitude towards technology use in online pandemic teaching Covid-19. Teachers are very committed to the use and involvement of technology in online teaching. For an instant, not only ICT but also online learning management should be capable of being provided for teachers. Teachers therefore need more professionals to improve their skills to make online learning effective. In addition, the point of online learning has been determined by the support of all parties involved, including the government, schools, teachers, parents and the community.

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