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ANALYSIS OF E-LEARNING IMPLEMENTATION IN PT.XYZ COMPANY USING UTAUT METHODHOLOGY

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ABSTRACT

PT XYZ has been using MyLearning e-learning for several years but has never evaluated the acceptance of the e-learning system. The use of e-Learning is very low and most of completion rate below 40% for training rolled out during year 2022. This research will examine the factors that influence the use of Mylearning application in PT XYZ company to find out the aspects of acceptance and use of e-Learning by employees. The results can be used as a planned evaluation material so that it can be used as a recommendation for the implementation of e-learning in the future. This research was conducted using quantitative method and analysis using modified UTAUT model by adding Work Overload variable and Management Effectiveness variable. Data collection was carried out using a questionnaire to all employees of PT XYZ. Data was analyzed using PLS-SEM obtained from survey results through questionnaires to 248 MyLearning application users at PT XYZ. From the results of the study, it was found that there were 6 hypotheses accepted and 1 hypothesis rejected from a total of 7 hypotheses tested. Effort Expectancy, Performance Expectancy, Management Effectiveness have a positive effect on Behavioral Intention, Work Overload variables, facilitating conditions are factors that influence the acceptance of technology use that can be taken into consideration in the implementation of eLearning in companies.

Keywords: *E-Learning Online learning, Learning Management Systems, Mylearning, Utaut*

1. INTRODUCTION

The development of e-learning has resulted in many changes to the organization, especially to improve employee performance. Nowadays, online learning through e-learning has been used in various educational institutions, as well as e-learning is used in many companies or organizations. Knowledge development is needed to improve employee capabilities, including through training. This is important to keep the company or organization competitive. Nowadays, shorter innovation cycles are needed to increase skilled and trained human resources with constant renewal of knowledge and expertise. In the fourth industrial revolution and knowledge-based economy, knowledge and learning systems play a very important role in organizational competitiveness and performance.

However, in the application of information technology in the field of e-learning in companies there are several challenges such as low user acceptance of the use of e-learning systems, so that the utilization of e-learning information technology is not optimal from the user's side. Low acceptance of eLearning in companies is a significant problem in adopting new technologies in the work environment. The obstacles faced can vary from technical aspects, human resources, to the mindset of employees. This can hinder the effectiveness and efficiency of the teaching and learning process in the company. Therefore, this topic is important to be researched in the field of information systems management to find out things related to user acceptance of information technology [1]. This is in line with research conducted [2] that many companies and universities around the world invest in e-learning, but the process of adoption and use is hampered by several factors including slow use of e-learning.

Organizations that fail to implement the use of information systems can be caused by internal and external factors [1]. The company's management may decide to implement an information system, but the success and success of the use of information

technology is highly dependent on the acceptance of users or individuals from users. Perceptions and attitudes of users of information technology will shape user behavior.

Therefore, it is necessary to study and examine the theoretical framework and model of acceptance of information technology as an effort to understand the behavior of information technology users.

In another study, there are many companies that decide to decide and use e-learning system, however the adoption rate is still low. This evidence raises questions about the factors that influence or motivate the use of technology in e-learning in companies. [3] E-Learning has an important role in helping companies improve employee skills. E-Learning used by PT XYZ is Mylearning which is a learning management system (LMS) application that provides more practical, flexible, and modern training methods for employees to use. E-learning can be accessed by employees via a web browser or an application from the Playstore.

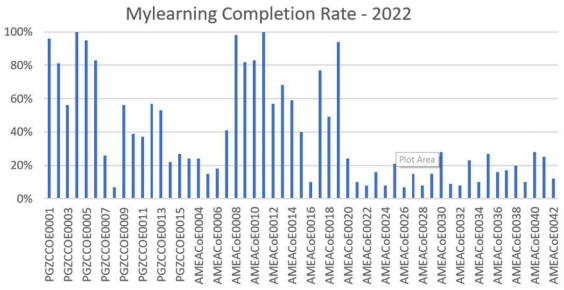

Figure 1:MyLearning Completion Rate

The aspect of MyLearning acceptance by employees is still quite low, most of compllletionrate below 40% as seen from the percentage of training completion rate which is still low for most of the training modules. Since the beginning of the implementation there has never been an evaluation of this e-learning, therefore it is necessary to carry out a planned evaluation so that the results can be used as recommendations in the future. This is an important step in measuring the quality of MyLearning e-learning services that have been implemented.

2. LITERATURE REVIEWS

E-learning is an inevitable trend of internet information technology development.[4, p. 59]. Higher education sector has a stake in investing in e-learning technology to support the learning process which is a means to improve workforce performance, Performance will reflect better products and services, lower costs, more competitive posture in the market, more innovation, better productivity, increased market share, and so on.

Research [5] has shown that e-Learning can affect Organizational Performance in many ways and has also demonstrated the importance of matching learning modules with appropriate organizational needs to achieve the desired performance. Performance in the company is one measure to determine whether a job is done well or not. Employee performance is an outcome related to the success or failure of an organization [6, p. 335]. Performance is an important mechanism for management to explain future performance goals and standards for the sustainability of an organization, Shafini et al., 2016 in [6]. Effective e-learning plays an important role in improving employee performance and will ultimately lead to the success of an organization. [7]

Online learning during COVID-19 is proving to be a major obstacle for companies and educational institutions. This situation encourages the adoption of new technologies to respond to unique learning needs. At the beginning of the pandemic, trends in e-learning software have continued to revolutionize the way companies and education can deliver and ensure immersive learning. This is because the world of education and organizations cannot delay the development of capabilities. and there must be a way out for the learning process to take place. [8]. Learning management systems facilitate the rapid growth of this sector, other technological tools are also developing to meet the needs of learners.

One of the challenges in implementing e-learning information technology in companies is the low acceptance of users, this has an impact on not optimal usage of e-learning system, while the successful implementation of information systems is dependent on technology acceptance. Sometimes there is also employee resistance to change behavior, employees may feel uncomfortable with new technology and do not want to leave traditional learning methodologies. Technology problems, such as slow internet connection or lack of technology skills, motivation and discipline problems, employees may be less interested in learning and less disciplined in doing e-learning assignments, Flexibility issues, employees may need flexibility to choose the time and place of learning that suits them their schedule. There can also be quality issues, employees may feel that e-learning is less interactive

and enjoyable than traditional learning methodologies, limited technology used, lack of motivation and support from superiors, employees' perception that e-learning is ineffective or not suitable for their learning style, Lack of collaboration and interaction between employees in the learning process, there is no valid and objective assessment system.

A study conducted by [9] and [10] shows that the lack of support from management and bad experiences in using e-learning platforms are the main factors affecting the acceptance of e-learning in companies. The references provide insight into other factors that can influence e-learning acceptance in companies, such as employee motivation and the quality of e-learning materials, as well as provide practical suggestions for increasing e-learning acceptance among employees.

The UTAUT model developed by [11] is used to measure conditions related to individual acceptance of an information technology. There are four main variables in UTAUT, namely Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), Facilitation Condition (FC) which are used to measure the level of acceptance of information technology users. There are four latent variants as moderation, namely gender, age, volunteerism, and experience.

Performance Expectations (PE), According to [11], performance expectation is the level at which a person's beliefs about the use of a system will help him improve work performance.

Effort Expectations (EE), Effort expectancy is a measure of the ease of use of the system According to [11], effort expectations are formed from: perceptions of ease of use, complexity, and ease of use.

Social Influence (SI) are factors of the surrounding social environment and humans that can affect the use of the system. According to [11] the constructs that shape social influence are: subjective norms, social factors, and image.

Facilitating Conditions (FC) are factors that determine whether there is an obstacle related to suitability that can affect the use of a system. According to [11], there are constructs that form facilitating conditions including: perceptions of behavior control, facilitating conditions, and compatibility.

Behavioral Intention is the degree to which an individual has planned to do something or will not do something in the future. Behavioral intention (BI) is defined as the extent to which an individual has formulated a plan to perform or not perform certain behaviors in the future. In the basic concept of the user acceptance model that has been developed, behavioral intention becomes an intermediary construct of perceptions of information technology use and actual use (use behavior).

3. RESEARCH MODEL

The basic UTAUT modeling was used in the design of this study to analyze and obtain the relationship between constructs of performance expectation, effort expectation, social influence, facilitation condition, usage behavior, and behavioral intention. With reference to UTAUT modeling, performance expectations, effort expectations, and social influences have an indirect relationship with usage behavior because they are through behavioral intentions.

In this study, the latent variables of gender, age, volunteerism, and experience were ruled out as moderators to assess the acceptance of an information system while still using the four main factors in this study. Variable Top Management Effectiveness (ME) and Work Overload (WO) will be added as the part of organizational dimension and environment dimension to research model.

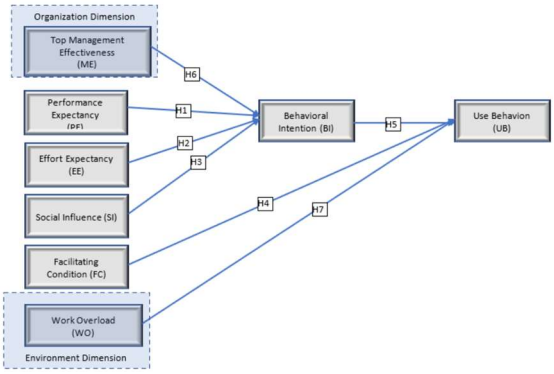

Figure 2: Proposed model

[11] Learned from previous models/theories and formed the Unified Theory of Acceptance and Use of Technology (UTAUT). UTAUT has four

predictors of user behavioral intentions and there are performance expectations, effort expectations, social influences, and facilitating conditions. By using UTAUT modeling, the tendency of system users is analyzed. The test uses the UTAUT model to determine whether behavioral intentions and user behavior in using a system or technology are influenced by Performance Expectations, Business Expectations, Social Influences, and Facilitation Conditions.

Organizational Dimension:

Organizational dimensions include factors within the organization itself and are directly related to organizational policies in managing its resources and running the work environment to fulfill the organization's mission and targets [12]. According to Gagne's theory [13], effectiveness management has a significant influence on the acceptance and effectiveness of learning. Gagne stated that there are several basic principles that must be applied in the management of learning effectiveness, including:

- Defining clear and specific learning objectives is very important to ensure that learning is effective.

- Learning conditions should be created to ensure that participants can learn effectively.

- Appropriate stimulation should be provided to ensure that participants are well informed and understand the material.

- Feedback should be provided continuously throughout the learning process to ensure that participants understand the material and can measure their progress.

- Learning must be applied and generalized to ensure that participants can practice what they learn in different situations.

Good effectiveness management is essential to ensure that e-learning is effective and produces the desired results. Commitment from Top Management is one of the organizational factors and refers to the level of support, commitment, and active involvement shown by top management with respect to the planning and implementation of technology systems within the organization that ensures the implementation of these systems by staff [12]. [14] stated that management's belief in the potential of HIS and the level of support it shows will certainly influence the adoption of the system by healthcare staff. Without management's important role to motivate and convince individuals in the organization about the potential of HIS, the adoption and use of such systems may become a challenging issue [15].

Other researchers report that management who is disoriented and does not have a complete strategic plan can lead to selecting an HIS system that is not right for their organization and consequently does not meet realistic needs and requirements for their staff and job duties [16], [17]. As a result, the following studies incorporate the TMC variable into the UTAUT model as part of the organizational dimension and the hypotheses for this construct are

Environmental Dimension:

Factors such as Work Overload (WO) that can affect the phenomenon of technology adoption because it refers to employees' perceptions of a busy work environment with many tasks, close deadlines and tiring working hours [18]. In another study concluded that lack of time and heavy workload in the health sector are considered as important factors that negatively affect HIS adoption[19]

The hypothesis for this construct and to be tested are as follows:

- H1: Performance expectations have a positive effect on user intentions to use MyLearning.
- H2: Effort Expectation has a positive effect on the user's intention (Behavioral Intention) to use MyLearning.
- H3: Social influence has a positive effect on the user's intention (Behavioral Intention) to use MyLearning.
- H4: Conditions that facilitate MyLearning E-learning have a positive effect on User Behavior to use MyLearning.
- H5: User Behavioral Intention to use MyLearning E-learning positively influences User Behavior to use MyLearning.
- H6: Top management commitment will have a significant effect on behavioral intentions to use Mylearning.
- H7: Work overload will have a significant negative effect on the use behavior of My-learning.

Variable measurement, the variables used in this study refer to the Unified Theory of Acceptance and Use of Technology (UTAUT) research model. Appropriate indicators are needed in measuring variables. Each indicator is part of a questionnaire that will be sent to respondents. With reference to the background of the problems and hypotheses, the research variables to be tested and examined are: Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), Facilitating Conditions (FC), Behavioral Intention (BI), Management Effectiveness (ME), Work overloaded (WO) and Use Behavior (UB).

In conducting the analysis, the bootstrap method was used using the Smart Pls 4 software. Bootstrapping is a method that is based on re-sampling of sample data with the condition that the return of data is complete with sample size statistics in the hope that the sample represents the actual population data [20]

Data collection

Data collection was formulated to find out the results of the research studied and obtain information to achieve research objectives. The population used in this study were all employees of PT XYZ company, with total 248 people who were users of the e-learning system at PT XYZ company.

The Likert scale is used to measure a person's attitude or opinion towards a social phenomenon related to research. By using a Likert scale, the variables to be measured are translated into indicator variables and used as a reference for compiling statements or questions [21, p. 93]

Research Limitations

In the current research is limited to the scope of MyLearning application at PT XYZ company. Respondents are employees of PT. XYZ. This research is limited to the UTAUT model which is used as a reference research model to analyze the factors that influence the acceptance of e-learning technology in companies with addition variables Management Effectiveness (ME) and Work Overloaded (WO). The discussion is limited to the factors that influence the use of e-learning in companies. with the intention that it can be used as a reference for further research related to the implementation of e-learning in companies

4. RESULT AND DISCUSSION

4.1. Demographics

Descriptive Analysis. From a total of 248 questionnaires sent, 134 responses were obtained for further analysis. 35 responses are invalid and cannot be processed. After eliminating missing and irrelevant data, the remaining 98 respondents. The questionnaire consists of profiles of respondents based on the type of work, length of service at PT. XYZ company, and age. Following are the profiles of respondents based on the results of the questionnaires obtained:

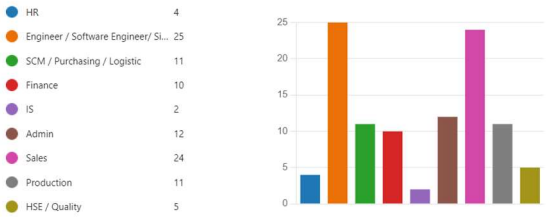

Figure 3: Profile of respondents by field of work

Demographics based on Respondents Length of Service; the top respondent is employee with length of service 5-10 years with 35 respondents.

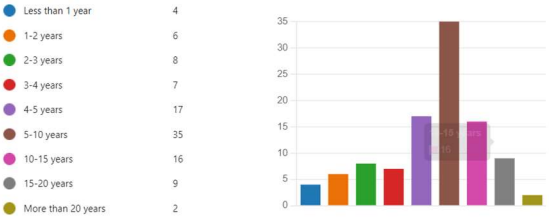

Figure 3: Demographics based on Respondents Length of Service

Demographics of respondents by age can be seen in the graph below. There are dominant respondents aged 31-40 years with a total of 55%, followed by respondents aged 41-50 years as much as 30%.

Figure 4: Profile of respondents by age

4.2. Outer Model

Evaluation of the Measurement Model (Outer Model) is carried out by testing convergent validity, testing discriminant validity and testing reliability. The following is a path diagram of the proposed model.

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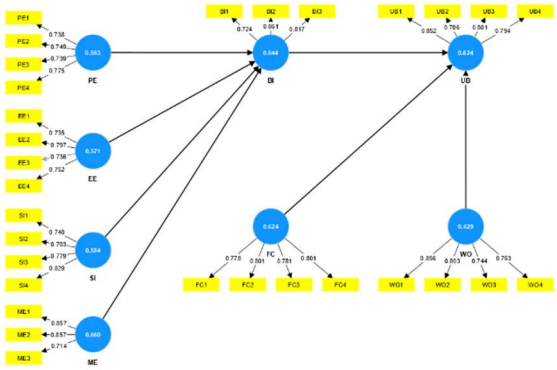

Figure 5. Path Diagram PLS Algorithm

4.2.1. Validity Test.

Validity test is indicated by the AVE value > 0.5 [22]. Based on the AVE table, all variables have an AVE value > 0.5 so that all variables are declared valid.

Table 1: Initial Ave

Variabel	Average variance extracted (AVE)	Note
BI	0.644	Valid
EE	0.571	Valid
FC	0.624	Valid
ME	0.66	Valid
PE	0.563	Valid
SI	0.584	Valid
UB	0.624	Valid
WO	0.629	Valid

4.2.2. Reliability Test

Evaluation of measurement reliability and validity models is important to ensure the quality and feasibility of the final results [23], [24].

Table 2: Cronbach's alpha

	Cronbach's alpha	Note
BI	0.722	Reliable
EE	0.75	Reliable
FC	0.8	Reliable
ME	0.754	Reliable
PE	0.743	Reliable
SI	0.766	Reliable
UB	0.8	Reliable
WO	0.81	Reliable

Cronbach Alpha use to indicate whether a test is reliable. Cronbach's Alpha use for measure absolute raw loading. As the result in this study variables have a Cronbach alpha > 0.7

4.2.3. Construct reliability and validity.

From the test results obtained composite reliability > 0.70 and variance extracted > 0.50 which shows that all the variables of this study have shown to be fit gauges, and all question items used to measure variables are reliable [22], [25].

Table 3:Construct reliability and validity

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
BI	0.722	0.736	0.844	0.644
EE	0.75	0.755	0.842	0.571
FC	0.8	0.8	0.869	0.624
ME	0.754	0.817	0.852	0.66
PE	0.743	0.744	0.837	0.563
SI	0.766	0.791	0.848	0.584
UB	0.8	0.814	0.869	0.624
WO	0.81	0.872	0.871	0.629

From the results of the reliability test by analyzing the Cronbach's Alpha value, the Cronbach's Alpha value was > 0.6 and the Composite Reliability value > 0.7 for all variables indicating that the variable is reliable [22], [25]

The following are the results of measurements that have been carried out using Smartpls 4:

Table 4:Loading Factor

Variabel	Indicator	Outer loadings	Note
BI	BI1 <- BI	0.724	Valid
	BI2 <- BI	0.861	Valid
	BI3 <- BI	0.817	Valid
EE	EE1 <- EE	0.735	Valid
	EE2 <- EE	0.797	Valid
	EE3 <- EE	0.736	Valid
	EE4 <- EE	0.752	Valid
FC	FC1 <- FC	0.778	Valid
	FC2 <- FC	0.801	Valid
	FC3 <- FC	0.781	Valid
	FC4 <- FC	0.801	Valid
ME	ME1 <- ME	0.857	Valid
	ME2 <- ME	0.857	Valid
	ME3 <- ME	0.714	Valid
PE	PE1 <- PE	0.738	Valid

	PE2 <- PE	0.749	Valid
	PE3 <- PE	0.739	Valid
	PE4 <- PE	0.775	Valid
SI	SI1 <- SI	0.74	Valid
	SI2 <- SI	0.703	Valid
	SI3 <- SI	0.779	Valid
	SI4 <- SI	0.829	Valid
UB	UB1 <- UB	0.852	Valid
	UB2 <- UB	0.706	Valid
	UB3 <- UB	0.801	Valid
	UB4 <- UB	0.794	Valid
WO	WO1 <- WO	0.856	Valid
	WO2 <- WO	0.803	Valid
	WO3 <- WO	0.744	Valid
	WO4 <- WO	0.763	Valid

The loading factor convergent validity test is said to be valid if the loading factor > 0.7 [22], [25]. All loading factors have values > 0.7 Therefore, the convergent indicators used seem to meet the convergent validity requirements.

4.3. Hypothesis Test

Bootstrap calculations were performed using the SmartPLS 4 application before testing the path coefficients. The program was run with a significance threshold (α) = 0.05, sample = 98.

Bootstrap:

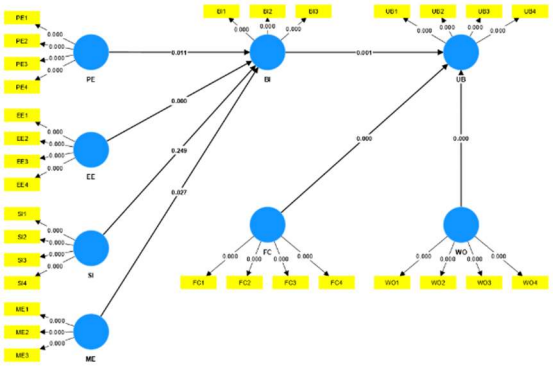

Figure 6. Path Diagram PLS Algorithm

if the results of the bootstrap calculation show a value of p = 0.05, the association between variables may be stated to be significant, and the hypothesis can be received. Furthermore, it can be seen using the t statistic; if the t-statistic value is greater than 1.96, the relationship between variables is considered important. The result of the calculation of the path coefficient shown in Table below:

Table 5: T-Statistics and p-values

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	Pvalues
BI -> UB	0.335	0.331	0.1	3.343	0.001
EE-> BI	0.401	0.397	0.096	4.168	0
FC-> UB	0.431	0.439	0.094	4.575	0
ME-> BI	0.194	0.197	0.088	2.21	0.027
PE -> BI	0.25	0.26	0.098	2.54	0.011
SI -> BI	0.126	0.127	0.109	1.153	0.249
WO -> UB	-0.246	-0.252	0.07	3.514	0

The following are the findings obtained from hypothesis testing based on the measurement results and the structural evaluation model.

Hypothesis 1: Performance Expectancy have a positive effect on users' intentions to use MyLearning. The results of hypothesis testing obtained P value < 0.05 which is 0.011 and T-Statistic value > 1.96 which is 2.54 which indicates that performance expectations have a positive effect on users' intentions to use MyLearning. It can be concluded that the higher performance expectations will provide confidence to employees that using MyLearning will improve work results, work motivation, and work performance and useful for their daily work, and this will affect the user's intention to use the MyLearning application.

Hypothesis 2: Effort Expectancy have a positive effect on user intentions (Behavioral Intention) to use MyLearning. P value < 0.05 which is 0 and T-Statistic value > 1.96 which is 4,168 indicates that Effort Expectation has a positive effect on user intention (Behavioral Intention) to use MyLearning. So it can be concluded that with the ease of use of the system, users will find it easy to become skilled in using MyLearning, and proficient in using MyLearning.

Hypothesis 3: Social influence don't have a positive effect on user intentions (Behavioral Intention) to use MyLearning. P value> 0.05 is 0.249 and the T-Statistic value < 1.96 is 1.153 indicating that social influence does not have a significant positive effect on user intentions (Behavioral Intention) to use MyLearning.

Hypothesis 4: Conditions that facilitate MyLearning E-learning have a positive effect on User Behavior in using MyLearning. P value < 0.05 which is 0 and T-Statistic value < 1.96 which is 4.575 indicates that the conditions that facilitate MyLearning have a positive effect on User Behavior in using MyLearning but do not have a significant positive effect on user intention (Behavioral Intention) to use MyLearning.

Hypothesis 5: Behavior Intentions has a positive effect on User Behavior using MyLearning. P value < 0.05, which is 0.001 and T-Statistic value > 1.96, which is 3.343, indicating that user behavioral intention to use MyLearning has a positive effect on user behavior to use MyLearning. There is a behavioral intention of users to use MyLearning in the future to improve their abilities, so it can be concluded that user behavioral intentions to use MyLearning has a positive effect on user behavior to use MyLearning.

Hypothesis 6: Management Effectiveness have a significant effect on behavioral intentions to use Mylearning. P value < 0.05 which is 0.027 and T-Statistic value > 1.96 which is 2.21 indicates that top management commitment will have a significant effect on behavioral intention to use. It can be concluded that with the support, commitment and accommodation related to the use of the MyLearning system from the company's management will have a significant effect on behavioral intentions to use MyLearning.

Hypothesis 7: Work overload will have a significant negative effect on the behavior of using My-learning. The P value < 0.05, which is 0 and the T-Statistic value > 1.96, which is 3.514, indicates that work overload will have a significant negative effect on the behavior of using My-learning, such as too much workload and tiring for employees. It can be concluded that work overload will have a significant negative effect on the behavior of using My-learning.

Table 6:Hypothesis and Test result

No	Hypothesis	Final Result
PE -> BI	H1: Performance expectations have a positive effect on user intentions to use MyLearning.	Accepted
EE -> BI	H2: Effort Expectation has a positive effect on the user's intention (Behavioral Intention) to use MyLearning.	Accepted
SI -> BI	H3: Social influence has a positive effect on the user's intention (Behavioral Intention) to use MyLearning.	Rejected
FC -> BI	H4: Conditions that facilitate MyLearning Elearning have a positive effect on User Behavior to use MyLearning.	Accepted
BI -> UB	H5: User Behavioral Intention to use MyLearning Elearning positively influences User Behavior to use MyLearning.	Accepted
ME -> BI	H6: Top management commitment will have a significant effect on behavioral intentions to use Mylearning.	Accepted
WO -> UB	H7: Work overload will have a significant negative effect on the use behavior of Mylearning.	Accepted

Rejection of the social influence hypothesis and facilitating conditions that have a positive effect on user intentions or behavioral intentions can be caused by several things such as the results of data analysis that do not support the hypothesis, inadequate research methodology, or variables that are not considered. In this case, it is necessary to carry out further research with different methodologies and variables to ensure more accurate results.

Rejection of the hypothesis can be caused by other factors such as individual perceptions and views of e-learning, technological limitations, or environmental and organizational factors. Individual perceptions and views on e-learning vary between individuals. Some individuals may see e-learning as an efficient and flexible solution to enhance their knowledge and skills, while others may see e-learning as an ineffective and non-interactive alternative to traditional learning. There are also individuals who have a positive perception of e-

learning because of the ease of access and time flexibility but have a negative view of the quality of the learning experience and social interaction. Other factors that influence individual perceptions and views about e-learning include education level, level of technological skills, age, cultural background, and previous learning experiences.

Therefore, it is important to understand individual perceptions and views of e-learning before implementing e-learning programs in organizations or institutions. According to the author's analysis, the following are several environmental and organizational factors that can influence individual perceptions and views of e-learning:

- Organizational Culture: Culture and values within an organization can influence individual views and actions towards e-learning.
- Technology: The accessibility and availability of technology can affect the level of acceptance of e-learning by individuals.
- Human resources: The availability of human resources who are experienced and competent in terms of technology and learning can influence the acceptance of e-learning.
- Work patterns: Flexibility of time and ability to work remotely can influence the acceptance of e-learning.
- Infrastructure: The facilities and infrastructure needed to carry out e-learning, such as computers and a stable internet network, can affect acceptance of e-learning.
- Education: A person's level of education and technology skills can affect acceptance of e-learning.

5. CONCLUSION

In this research, an analysis has been carried out using the UTAUT modeling by modifying and adding the variables of top management commitment and work overload to analyze and find out the extent of employee acceptance of PT. XYZ towards the MyLearning application. The result of all hypotheses is that 5 hypotheses are accepted, and 2 hypotheses are rejected. The accepted hypothesis: Effort Expectation, Performance Expectation, Top management commitment will significantly influence behavioral intention to use Mylearning. Behavioral intention has a positive effect on User Behavior to use MyLearning. And Work Overload will have a significant negative effect on the behavior of using Mylearning.

Based on the research results, companies can make various efforts to improve things related to Effort Expectancy by providing a system with an easy-to-understand interface, related to performance expectancy, can provide training materials that are really needed by employees to improve their performance so that the intention to use the MyLearning system can be increase. Commitment and support from top management are also needed to increase user intention to use MyLearning, for example by issuing rules for employees to complete certain training targets that must be achieved within a certain period and associated with employee appraisal.

Regarding with work overload will have a significant negative effect on the use behavior of Mylearning, company management must consider the workload of employees have so that they can be given appropriate training targets and not burden employees. Work overload or excessive workload can affect the adoption of information technology. Excessive workload can make workers feel they have less time and energy to learn and use new technology. This can slow down the process of technology adoption and make workers feel less comfortable and efficient in using technology.

In addition, excessive workload can also affect the level of motivation and commitment of workers to learn and use new technology. Workers who feel stressed and stressed due to excessive workload may not have the incentive to learn and use new technologies, thereby slowing down the adoption process.

To overcome this, companies can gradually introduce information technology and ensure that workers have the necessary time and support to learn and use the technology. Companies must also ensure that workers have the necessary resources to cope with the workload, such as software or tools that help them do their jobs more efficiently.

It is better to involve employee participation in the process of planning and implementing e-learning to ensure that they feel comfortable and understand the benefits of e-learning. After implementation it is also necessary to provide training and technical support to employees to ensure that they can use the e-learning platform effectively. Companies must also provide interesting and quality content by ensuring that training meets the needs of employees and helps them achieve training goals.

Apart from that, efforts are also needed to integrate e-learning with the daily tasks of employees to ensure that training is easy to carry out and does not affect their work.

6. LIMITATION AND FUTURE RESEARCH DIRECTION

This study has limitations, namely the questionnaire returned only 104 responses. Therefore, the researcher provides suggestions for further research which is to develop this research by improving the questionnaire distribution system, giving more time to respondents so that more questionnaires can be returned, and distributed to all employees, and the data obtained is more evenly distributed. Furthermore, it is interesting to study whether the Technology Acceptance Model combined with other research models (such as the DeLone and McLean Models) can influence the acceptance of e-learning systems in the training process in companies.

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