The use of e-learning in universities during the Covid-19 pandemic: An institutional theory perspective

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ABSTRACT

The Covid-19 pandemic has forced universities to change learning methods from face-to-face learning to online learning. This study aims to determine the effect of institutional pressure (coercive, mimetic, and normative) on the use of online learning in universities. This study uses a quantitative approach with a total sample of 357 respondents consisting of 42 lecturers and 315 university students in Yogyakarta and Central Java. This research employs an online questionnaire as medium of data collection. The questionnaires were distributed and filled out by respondents from September 2020 to February 2021. The research shows interesting findings because pressure from regulators (coercive) is not a significant predictor of e-learning use. On the other hand, mimetic and normative pressures have a positive and significant effect on e-learning. This study also categorizes the findings into two groups i.e., lectures and students. Students assume that coercive, mimetic, and normative significantly pressure universities to use online learning. Whereas the lecturers think that the pressure from the regulator has no significant effect because health issues are the main priority. This study contributes to the literature by providing empirical evidence on the acceptance of e-learning technology during the Covid-19 pandemic.

Keywords: e-learning, institutional theory, university, Covid-19 pandemic

INTRODUCTION

The Corona Virus Disease 19 (Covid-19) pandemic thrust the government of Indonesia to issue the regulation to adapt learning the learning process during the pandemic era. The government instructed all educational institutions in Indonesia, universities, to change the learning method from face-to-face learning to online learning (Sukendro et al., 2020). It means that universities receive any pressures to implement e-learning process. Hence, the e-learning system ultimately becomes the important technology to make sure that online teaching and learning process can be properly conducted (Al-Okaily et al., 2020; Baber, 2021). This fact will lead to a radical change where the e-learning system is now not only complementary tool for learning process but it will substitute face-to-face learning. It means that learning activities will broadly use e-learning system that leaves the conventional learning procephysically meet in the class (Qazi et al., 2021). This encourages all members of university (teachers and learners) to accept the technology, such the as e-learning system, for learning process during the pandemic (Ho et al., 2021; Nikou & Maslov, 2021).

Theoretically, the Covid-19 pandemic has the potential to accept or reject various theories about technology acceptance that explore individual feelings to voluntarily use new technologies or systems (DeLone & McLean, 2003; Venkatesh & Bala, 2008; Venkatesh et al., 2003). According to technology acceptance theory, any individual is and independent to make judgments and decisions about whether to use or not to use a new technology including e-learning technology. In Indonesia, the most common learning method in universities is dominated by face-

to-face learning in class. The e-learning system is considered as a complementary tool that complements the face-to-face learning as the main learning method (Al-Fraihat et al., 2020; Arkorful & Abaidoo, 2015; Grabinski et. al., 2020). However, the statement may not prove pertinent for higher education institutions which offer a distance learning program..

These provide the insight that the use of e-learning in the Covid-19 pandemic neglects all the weaknesses and negative consequences of e-learning because the university is forced to use e-learning. To present the empirical evidence for this statement, it is necessary to conduct research that empirically tests the relationship between institutional pressure and the use of e-learning systems. Institutional theory is appropriate to underlie this investigation. The institutional theories explains that an organization is under pressure to undertake particular performance. One dimension of institutional theories is isomorphism which refers to the adaptation of institutional practices of an organization due to the pressure to change organizational practices (coercive), imitate the best models from uncertain conditions (mimetic), and meet professional expectations (normative) (Di Maggio & Powell, 1983).

In the case of the Covid-19 pandemic, the government was at the forefront of handling and preventing the spread of Covid-19. One of the mitigation strategies from the government is to shift face-to-face learning to online learning at all levels of education including higher education institutions. Higher education institutions are required to adjust and modify the learning process to be in line with the efforts to diminish virus spread (Favale et al., 2020). Hence, both teacher and learner were compulsory to have adequate infrastructure for online learning process. They experienced higher pressure to accept the technology because they do not have any reason to reject e-learning system in the pandemic era. Research finding has documented that formal and informal pressures affect the use of technology (Soares et al., 2020; Yigitbasioglu, 2015). said other words, the Covid-19 pandemic did not provide other options for teachers and learners except implementing e-learning technology.

Most of the universities in Indonesia do not have any experience and infrastructure to conduct online learning (Garad et al., 2021). They, hence, look for the best practice from any organization to learn how to conduct the learning process in the online platform. In Indonesia, the institution of Universitas Terbuka (UT) is regarded as having extensive expertise with online learning since it provides the distant learning program. Universities replicated UT's online learning success when the Covid-19 virus outbreak occurs in Indonesia.. It is due to the lack of guidelines for the use of e-learning during the Covid-19 epidemic.that universities tend to imitate the online learning process presented by the UT. In order to ensure that their institution is institutionally comparable, Soares et al. (2020) discovered that institutions have a tendency to copy practices from other organizations when adopting technology. While face-to-face instruction in the classroom is forbidden because to the epidemic, regular learning procedures must be followed.. It indicates that in the face of the epidemic, the institution is under pressure to uphold its professionalism with regard to the educational process. University needs to immediately accept the technology in order to continue the teaching and learning process. The use of e-learning is considered as the best way to maintain professionalism from teachers during the pandemic. However, in order to effectively use the e-learning system, both the instructor and the student must develop their skills (Martins & Nunes, 2016). Both are under pressure to make the most of online learning by exploiting all of its advantages. For example, the teacher is expected to have the capability to engage in various learning modes such as synchronous and asynchronous to assure that professionalism is maintained (Manca & Ranieri, 2016; Moghavvemi et al., 2018).

In the literature, there are a lot of studies that investigate the determinants of the adoption of technology. According to the theory related to technology acceptance and research findings in previous studies, people will accept any technology if they have the perception that the technology is easy to use and useful for their tasks (Hubert et al., 2019; Park et al., 2021; Shaikh et al., 2020). The user, however, has the choice of whether or not to utilize the technology because academics primarily concentrate on individual opinions of the technology. In terms of the adoption of e-learning, previous studies found that social pressure and institutional branding are significantly influencing the use of e-learning (Dubey & Sahu, 2021; Tarhini et al., 2017). As the Covid-19 outbreak happened in most countries in the world, academics investigated the factor influencing

the adoption of e-learning and found that perceived usefulness and performance expectancy were the main driver of e-learning adoption (Chandra & Bagdi, 2021; Twum et al., 2021).

These earlier research solely concentrate on individual perceptions of online learning to ensure people may decide whether to utilize it or not.. On the other hand, the Covid-19 outbreak presents pressure on educational institution including universities to adopt virtual learning to mitigate the spread of the virus. However, there is no research investigating the relationship between institutional pressure and e-learning adoption. To fill the literature gap, this study employs the isomorphic institutional theory (Amran & Haniffa, 2011; Dillard et al., 2004) to explain the effect of pressure on the use of e-learning in universities in this pandemic Covid-19 era. Therefore, this research is conducted to understand 1) the effect of coercive pressure on the use of e-learning 2) the relationship between mimetic pressure and the use of e-learning 3) the role of normative pressure on the use of e-learning.

The framework of the study

This research uses the isomorphic institutional theory as a framework for understanding the effect of institutional pressure on e-learning adoin university. Isomorphism contains three elements of institutional pressure including coercive, mimetic, and normative elements. This study suggests that these three isomorphic elements is possible to drive e-learning adoption, particularly in the Covid-19 pandemic era. As such, this study develops three hypothesis as follows: 1) there is a positive association between coercive pressure and e-learning adoption in universities There is a positive association between mimetic pressure and e-learning adoption in universities 3) There is positive association between normative pressure and e-learning adoption in university. The conceptual framework is depicted in Figure 1.
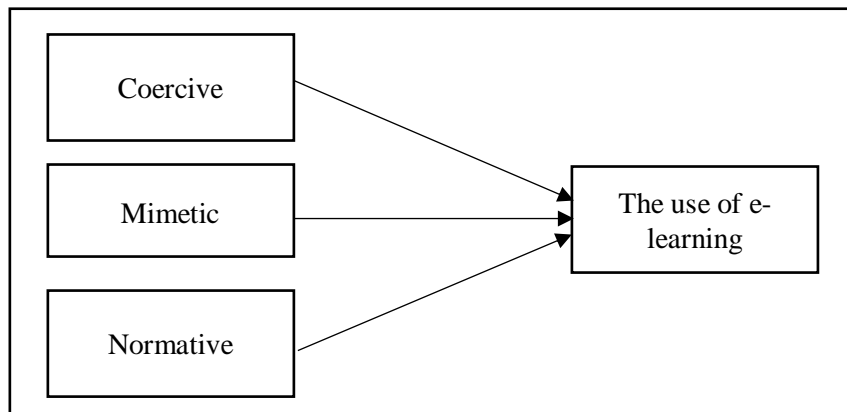

Figure 1. Conceptual Framewotk

METHOD

Sampling and data collection

The quantitative research method was chosen since this study is an explanatory study that looks at the connection between variables. To collect the data, this study employed a survey method by distributing a questionnaire to respondents. Because of the pandemic of Covid-19, the questionnaire was distributed electronically to all potential respondents. Respondents in this study were lecturers and students from Accounting study program at universities in Yogyakarta and Central Java as accounting learning process might be disrupted, at least less effective, if it was carried out using e-learning. Because accounting materials involve both mathematical and technology concepts, doing the learning process electronically was actually not the best option. The questionnaires were filled out by 357 respondents in the period of September 2020 to February 2021. All the collected data from respondents are examined to investigate proposed hypotheses. This study, then, used smarts 3.0 to analyze the data.

Table 1. Sample characteristics

Demographic of Sample	Number of Sample	Percentage
Total	357	100
Status:		
Lecturer	42	11,76
Student	315	88,24
Gender:		
Male	167	46,78
Female	190	53,22

To obtain the data, this study used an instrument questionnaire with an interval scale ranging from 1 to 6. A score of 1 to 3 strongly disagrees to slightly disagree which indicates the level of disapproval of the questionnaire statement. A score of 4 to 6 means slightly agree to totally agree. The value indicates the level of agreement among respondents to the questionnaire statement. This paper use coercive, mimetic, and normative as an independent variables, while the use of e-learning is a dependent variable.

In terms of operational definition and variable measurement, coercive element explains the pressure that comes from various parties to use e-learning such as the government. The government encourages all educational institutions including higher education to eliminate physical learning. In this case, the university is required to use e-learning because the teaching and learning process is expected to continue although face-to-face learning in class is prohibited. The instrument for the coercive variable is adopted from Yigitbasioglu (2015) as it is adjusted to the conditions of the Covid-19 pandemic in Indonesia.

Mimetic element explains that an institution will imitate the behavior of other organizations in an uncertain environment. In this pandemic era, an university is required to shift the learning process from face-to-face classes to virtual classes. Though face-to-face instruction in a classroom is the primary way of teaching and learning, it lacks the expertise necessary to undertake online education. Therefore, the university needs to learn and copy online learning practice from educational institution which has better infrastructure and learning method for virtual classes. Te instrument for measuring mimetic variables is developed by following an instrument from Yigitbasioglu (2015).

Normative element describes how an institution meets the demands for professionalism. The use of e-learning during the pandemic is to maintain the professionalism of teachers and students. Due to the flexibility of the learning process, e-learning allows a continuous exchange that elevates the professionalism of both the instructor and the student. In addition, the adoption of technology, such as e-learning, will result in a competitive advantage for universities because the learning process in the future extremely depends on technology even when the pandemic situation is over (Chiu & Yang, 2019). To measure normative variables, this study adopts and modifies items developed by Chiu & Yang (2019) and Yigitbasioglu (2015)

In terms of measuring the use of e-learning, literature in association with technology acceptance and technology adoption measures this variable with the frequency of a person using this technology and future usage. This study follows the previous studies that define and measures technology usage with the frequency of the person using technology in the past and his/her plan to use the technology in the future (DeLone & McLean (2003); Venkatesh & Bala (2008); Venkatesh et al. (2003).

All the obtained data are analyzed using the smarts 3.0 statistical tool. This research consists of 3 parts of analysis, namely measurement model or outer model, structural model or inner model, and hypothesis testing. First, the measurement model is used to measure the validity and reliability of the model. The validity test is measured by calculating convergent and discriminant validity. In terms of reliability testing, the value of composite reliability is used to check the reliability of variables. Second, the structural model is evaluated using the value of R-square. Finally, the hypotheses are tested by calculating the coefficient and significance value to determine the relationship between the independent variable and the dependent variable.

FINDING AND DISCUSSION
Finding
Descriptive statistics

Table 2 presents the descriptive statistics for all examined variables. First, the value of the mean of coercive is 4.72 from a minimum score of 2.25 to a maximum score of 6. The mean value indicates that respondents recognize pressure from the government to diminish the spread of the Covid-19 virus by changing the learning method from traditional face-to-face to virtual. Mimetic has a mean value of 4.95 with a minimum value of 3.75 and a maximum value of 6. It implies that there is pressure on the university to imitate online learning method from educational institution that has higher experience in conducting virtual learning. Normative ranged from a minimum score of 1 to a maximum score of 6, with an average score of 4.04. It shows that participants have the positive perception that e-learning is important to maintain professionalism in the pandemic era. Finally, the mean value for e-learning usage is 5.15 which describes participants who use e-learning technology more often in this pandemic situation.

Table 2. Descriptive statistics

Variable	Mean	St. Deviation	Min	Max
Coercive	4.72	0.74	2.25	6
Mimetic	4.95	0.61	3.75	6
Normative	4.04	1.10	1	6
The Use of E-learning	5.15	0.66	3.67	6

Evaluation of measurement model

To test the validity of the variable and its instruments, this study uses convergent validity and discriminant validity. Based on the rule of thumb for convergent validity, the loading score for each instrument and the value of the Average Variance Extracted (AVE) of the variable must be more than 0.50 (Hair et. al., 2018). A discriminant validity test is conducted by comparing the square root of the AVE value of a variable with the correlation score of this variable to variable another variable. If the square root value of AVE for a variable is greater than the correlation value between the variable and other variables in the model, it can be concluded concluded concluded that discremen validity is met. To test the reliability of the variable, a composite reliability is calculated. A variable is considered reliable if the composite reliability value of the variable exceeds the value of 0.7.

Table 3. Convergent validity and reliability

Variable	Instrument	Code	Loading	AVE	Composite Reliability
Coercive	Government regulations force the use of e-learning	C1	0,902		
	The use of e-learning in used to reduce the impact of Covid-19 in universities	C2	0,620	0,560	0.788
	E-learning is used to conform to the new normal	C4	0,694		
Mimetic	The use of e-learning should imitate other universities with established e-learning	M1	0,669		
	Observing the implementation of e-learning from other universities that organize distance learning is necessary	M2	0,813	0,512	0.754
	Imitating the use of e-learning from other universities is the right step	M3	0,582		
Normative	E-learning is used to increase interaction in the learning activities	N2	0,865		
	E-learning is used to increase creativity in learning activities	N3	0,859	0,783	0.915
	Utilization of e-learning aims to gain a competitive advantage	N4	0,929		
The use of E-learning	I predict that I will use e-learning for the next few months	P2	0,867	0,584	0.733
	I plan to use e-learning soon after now	P3	0,646		

Table 4. Discriminant Validity Test

	Coercive	E-learning	Mimetic	Normative
Coercive	0.748			
E-learning	0.516	0.764		
Mimetic	0.227	0.500	0.715	
Normative	0.551	0.603	0.316	0.885

As presented in Table 3, all question items of all variables have a loading value above 0.5 while the AVE value of all variables exceeds a value of 0.5. It can be concluded that all items and variables have met the minimum requirement for a convergent validity test. Table 4 shows that the square root value of the AVE of the variable is greater than the correlation coefficient between the variable and another variable. The discriminant validity test appears to have been successful. According to the composite reliability (CR) values shown in Table 3, each variable has a CR score more than 0.7. As a result, all variables are reliable for investigation.

Evaluation of structural model

After evaluating the measurement model, the next step is to test the structural model. This model consists of causal dependencies between independent and dependent variables. The structural model is evaluated based on the value of coefficient determination determination (R^2) and path coefficient (Hair et. al., 2018). The value of R^2 is 0.482 which means the coercive, mimetic, normative variable explains 48.2% of the use of e-learning.

Table 5. Hypothesis Testing Results

Hypothesis	Path	Path Coefficient	p-value	Result
H1	CO→EL	0,238	0,142	Not Supported
H2	MI→EL	0,329	0,005*	Supported
H3	NO→EL	0,367	0,004*	Supported

Note: CO=coercive pressure, MI=mimetic pressure, NO=Normative pressure, EL=the use of e-learning. *, **, ***, represent signifcance at 10%, 5%, and 1%, respectively.

The outcome of the hypothesis assessment is displayed in Table 5. First, this study discovers that coercive coercion has a marginally favorable effect (= 0.238, p > 0.1) on the use of e-learning. H1 is thus not supported. This finding implies that the pressure from government or regulators is not the main driver for university members to use e-learning in this pandemic era. Table 5 documents the positive and significant association between mimetics and the use of e-learning. Hence, H2 is supported. This can be aligned with the finding of Perera & Abeysekera (2022), where social influence is found to be a factor that affects the use of e-learning during the pandemic situation. It means that organization tends to imitate other higher education institution in terms of virtual learning process to anticipate distance learning in the Covid-19 outbreak. Last, this study reports that there is a positive and significant relationship between normative pressure and e-learning. As such, H3 is supported. This finding explains that the use of e-learning is an efficient tool that substitutes face-to-face learning for the virtual learning process when learning in a classroom is prohibited by government authorities due to Covid-19. This argument is supported by Patra et al. (2021) that find teaching and learning performance orientation is a driver of the adoption of e-learning during the Covid outbreak.

Discussion

As depicted in Table 5, coercion has an insignificant effect on the use of e-learning during the pandemic situation. It implies that the pressure from the government is not the main driver of e-learning implementation. Before the pandemic, a university might not consider e-learning infrastructure for teaching and learning learning processes. If the university had this technology, it was still considered as a complement to the face-to-face

learning method in the classroom (Mailizar et al., 2020; Sukendro et al., 2020). On the other hand, e-learning offered unlimited interaction between teacher and learner in the learning process than it is conducted only in the physical class (Cantabella et. al., 2019; Cheng & Yuen, 2018). However, since the occurrence of the first case of Covid-19 in Indonesia on March 2020, the government prohibited traditional face-to-face learning and change it to virtual learning. Interestingly, this study finds that the use of e-learning in universities was not significantly affected by coercive pressure from the government. This finding presented new knowledge that personal perception related to technology is still a main driver for technology adoption although coercive pressure exists during this Covid-19 outbreak (Chandra & Bagdi, 2021; Garad et al., 2021; Twum et al., 2021).

This study assumes that there was another reason that underlies the insignificant influence of coercion on e-learning usage. A possible reason wass the use of e-learning is part of the awareness from all university members to reduce health risks and the spread of the Covid-19 virus. Despite government recommendations that universities employed e-learning for the educational process, the government does not initiate the purpose to use e-learning in higher education. When conventional teaching methods were still used, university students concerned about their health. Since the first case of Covid-19 occurred in Wuhan, China, there was a lot of information in mass media that this virus has a significant impact on human health. In extreme cases, this virus impacted to the increasing number of death. When the first case happened in Indonesia on March 2020, people began to show some preventive efforts such as implementing a lockdown system to mitigate the spread of the virus. This lockdown system was also implemented in universities by eliminating face-to-face learning and office operations on campus. University also quickly implemented virtual learning and decided to create a "work from home" system for all university members. The fundamental justification for colleges using e-learning technologies, it may be inferred, is health-related.

The occurrence of the Covid-19 pandemic in most countries in the world, including Indonesia, has changed human activities in daily life. The institution was also impacted by this circumstance as all business operations, including teaching and learning activities, cannot be operationalized on campus. However, due to a lack of infrastructure and experience, some colleges might not be prepared to undertake virtual learning. It sought out the finest practices from other educational institutions to discover how to develop respectable virtual learning for the learning process. The university then made the decision to employ the virtual learning methods used by other universities.

This research finds that mimetics has a positive and significant relationship to the use of e-learning. It implies that respondents agree that university needs to imitate virtual learning from other organization to assure the quality of teaching and learning during the pandemic era. This phenomenon supports the theory that explainsexplains the use of technology is influenced by subjective norms (Venkatesh & Bala, 2008; Venkatesh et al., 2003). Subjective norm is defined as the degree to which an individual perceives that important people think he/she should or should not use the technology. University tends to use and imitate e-learning system when other instructions have success story regarding the use of e-learning. However, this data could disprove the idea that system quality affects how people utilize technology (DeLone & McLean, 2003). The reason is because despite the e-learning system's mediocre quality, the university still wants to utilize it.

Prior to pandemic Covid-19, teaching and learning process was traditionally conducted where teacher and learner were in the class. Although some universities had learning management system (LMS) that support online learning, the use of LMS technology was still optional. This was used to complement traditional learning method where face-to-face learning. Hence, university and its members did not have sufficient experience using e-learning technology. When the Covid-19 outbreak was coming, university did not have a good form and infrastructure for virtual learning. University was in under pressure to have the infrastructure to change face-to-face learning processes to virtual learning processes. LMS in university might only support an asynchronous learning approach so this system does not fully support virtual teaching and learning.

This paper indicates that the adoption and the use of e-learning during the pandemic is affected by success story from other organization which has better infrastructure and experience in e-learning. This mimetic pressure is a response from the university to uncertain environment and condition. When an organization is faced with an ambiguous situation and has no solution, it may create an organization to be similar to other organizations. It can be asserted that most colleges lack expertise with virtual learning because they don't provide distant learning programs. As a result, they often mimic the virtual learning that takes place in institutions of higher learning that provide distance learning, like UT. The faster way to adjust to the need for e-learning systems is to abandon the conventional approach.

It is possible that this epidemic made students and teachers less professional due to the challenge to transfer information from instructor to student when in-person instruction was not allowed in the classroom. Because of this limitation, learners may not achieve learning competency as presented in the curriculum. The use of e-learning, in the Covid-19 pandemic, is expected to solve the professionalism problem for both learner and teachers. This research reports that the use of e-learning was significantly influenced by normative pressure. It means technology is a solution to address the issue related to professionalism although teacher and learners must have the infrastructure for online learning and improve their ability to use this technology. This finding supports the research finding that person will use any technology if he/she perceives that it is useful for his/her activities (Hubert et al., 2019; Park et al., 2021; Shaikh et al., 2020). In terms of the use of e-learning, the teacher can continue to teach the students so that they can receive their right to be teacher (Maldonado et al., 2011; Sun et al., 2008). Because it allows for contact at any time and from any location, e-learning may raise the professionalism of both teachers and students. E-learning makes the information transmission from instructor to student more intensive, which speeds up the development of learner competencies. However, both teachers and learners must enhance their skills and attributes to use e-learning successfully (Martins & Nunes, 2016).

This research makes the assumption that e-learning will never be abandoned even when the epidemic age is over and learning can now be done in a physical classroom (Cocquyt et al., 2019; Yao, 2019). This is because using e-learning has a favorable influence on teaching and learning processes. The reason is that e-learning is something that both the instructor and the student are comfortable with and skilled enough to utilize. Technology could be utilized in education in the future. E-learning can break the limitation of traditional learning method in the classroom that offers more flexible teaching and learning methods. In addition, e-learning has the potential to provide a competitive advantage for the university to compete in the market (Chiu & Yang, 2019) where student candidate considers the facilities including technology before he/she decides to choose a university for the study. Additionally, the university can provide a distant learning program to increase its market share provided it has a suitable e-learning infrastructure.

Further Analysis

This study conducts further analysis by testing the effect of the independent variable on the dependent variable for lecturers and student. The results of this test are presented in Table 6. This table reports there is a different finding regarding the relationship between coercive and the use of e-learning for the lecturer and student. This study shows that coercive pressure is a significant driver of the use of e-learning for students. The students have perceptions that the use of e-learning in the Covid-19 pandemic was the result of the pressure from the government/regulator that prohibited face-to-face learning in physical classroom. On the other hand, there is an insignificant relationship between coercive and the use of e-learning for lecturers. This finding explains that the lecturer has other reason that stimulate the use of e-learning in this pandemic era. This paper also finds that mimetic and normative pressure have a positive and significant effect on the use of e-learning for both lecturer and student. It is consistent with the results presented in Table 5.

Table 6. Hypothesis Testing Results Based on Groups

Hypothesis	Path	Coefficient	p-value	Result
Panel A: Student				
H1	CO→EL	0,292	0,040	Supported
H2	MI→EL	0,266	0,039	Supported
H3	NO→EL	0,395	0,001	Supported
Panel B: Lecturer				
H1	CO→EL	0,210	0,220	Not Supported
H2	MI→EL	0,340	0,016	Supported
H3	NO→EL	0,371	0,027	Supported

This study looks for possible explanations to explain the findings from the insignificant result of coercive pressure in the lecturer group. The possible reason is that the health issue was a main concern for lecturers in the pandemic situation. The lecturer might feel discomfort when face-to-face learning in a classroom was still conducted in this situation. They are aware that Covid-19 poses a serious threat to human health if a verified case of the virus is discovered. The fact that this virus is among the deadliest in the world despite the lack of a treatment for Covid-19 is due to the abundance of information in the media. In addition, the World Health Organization (WHO) statement stated that this virus has a greater impact on older people. It means that there is a higher health risk for older people if they are affected by this virus (WHO, 2020) although this statement is debatable (Ningthoujam & Khomdram, 2020). However, there is the fact that older people have a higher risk than youngster and this risk will be higher when the affected person has a comorbid (Alam et al., 2021).

Lecturers have a higher chance of becoming impacted since they are older than pupils. Thus, lecturers will pay more attention to maintaining their health and protecting themselves from the virus. Since the virus had been in Indonesia, lecturers thought that face-to-face learning in class must be stopped because this contributed to the spread of the virus. Thus, the lecturer group wanted to change the traditional learning method to the virtual learning method. Although the movement from lecturers tends to support social distancing programs and health protocols regulated by the government, the lecturers 'perception to use e-learning is not strongly influenced by government decisions. However, the motivation for the lecturers to employ virtual learning technology is based on the health danger when a person was verified to have the virus. Until the Covid-19 pandemic is gone, lecturers confirmed that they allegedly continue to use e-learning platforms.

CONCLUSION

Since Covid-19 entered Indonesia on March 2020, it was not possible for all education institutions including university to conduct face-to-face teaching and learning in physical classrooms. Hence, the university was institutionally pressed to change this traditional method to a virtual learning method by adopting an e-learning system. Using the isomorphic institutional theory, this study finds that the use of e-learning in the pandemic era was not strongly triggered by the recommendation of the government. It means that the organization automatically adopted e-learning when face-to-face learning was prohibited to mitigate the spread of the virus coronavirus. Further analysis indicates that students have perceptions that the decision to implement e-learning was influenced by the government. However, the lecturer group has different reasons as e-learning adoption was addressed to reduce the risk of virus infection. Under the influence of mimetic pressure, universities often replicated the e-learning strategies used by other educational institutions that have superior infrastructure and more expertise in running online courses. This study also finds that normative pressure has a positive and significant effect on the use of e-learning. The use of e-learning in university was considered as an effort to maintain the professionalism of lecturers and student. Based on the research findings, there is a possibility that universities continue to use e-learning although the pandemic situation is over. It is because the universities have better experience and infrastructure to present virtual learning in post-pandemic situations.

This study contributes to the literature by providing empirical evidence of the effect of institutional pressure on the use of e-learning during the Covid-19 pandemic. Previous studies in the literature examined the acceptance of technology based on a person's perception to voluntarily use the technology. During the Covid-19 pandemic, the use of e-learning technology was mandatory to mitigate the spread of Covid-19 so universities were under pressure to implement the technology. Although this paper has investigated the relationship between institutional pressure and the use of e-learning, individual perception, and capability to use e-learning and infrastructure were not examined. Further research is suggested to investigate these factors because it is the main driver for people to accept the technology as presented in many theories of technology acceptance. In terms of research implication, this study recommends university continue using e-learning after the pandemic because the use of e-learning can increase the competitive advantage.

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