


Chapter 18


Examining Instructor Behavioural Intention Towards E-Learning Adoption Using the TAM Model in Indonesian and Malaysian Universities: A Comparative Analysis of Instructor Engagement and Technology Acceptance in Higher Education

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ABSTRACT

This chapter examines factors influencing instructors' behavioral intention to adopt e-learning in higher education institutions in Indonesia and Malaysia. Using the Technology Acceptance Model (TAM), the study explores how perceived usefulness, ease of use, and attitude impact technology acceptance. Data was collected from 150 university instructors, with an 80.7% response rate. ANOVA and Pearson correlation analyses reveal that while the type of platform has little impact on instructors' perceptions, there are significant internal links between TAM constructs, particularly perceived ease of use, perceived usefulness, and intention to use. The results indicate that user experience and institutional support have a greater influence on digital adoption than the platform itself. This chapter offers recommendations for improving e-learning implementation and suggests further research into demographic and contextual factors that affect instructor attitudes and sustained engagement with educational technologies.

INTRODUCTION

The COVID-19 pandemic precipitated extensive disruption in education systems worldwide, necessitating a rapid transition from traditional classroom teaching to online learning platforms to maintain continuity amid lockdowns and social distancing measures (Bozkurt et al., 2023; UNESCO, 2023). This abrupt shift accelerated the digital transformation of education but simultaneously exposed persistent challenges, including uneven access to reliable internet infrastructure, disparities in digital literacy, and varying levels of pedagogical preparedness across regions. Southeast Asian countries such as Malaysia and Indonesia faced distinctive difficulties, attempting to balance accessibility and educational quality within resource-constrained environments shaped by diverse socio-cultural contexts.

In Malaysia, the digital divide remains a pressing concern, with internet penetration in rural areas at approximately 95%, trailing near-universal access in urban centres (Department of Statistics Malaysia, 2024). In Indonesia, around 77% of the population has internet access (Ministry of Communication and Information Technology, 2023), leaving a significant proportion digitally excluded, a problem compounded by infrastructural deficits affecting many educational institutions (Nugroho et al., 2024). Studies such as Pariyanto et al. (2025) indicate that while some

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