Instructional design for the adoption of e-learning in vocational schools

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ABSTRACT

This research aims to ascertain whether instructional design influences e-learning adoption and what characteristics of instructional design are dominant in e-learning adoption in vocational schools in Yogyakarta, Indonesia. This research uses an explanatory sequential mixed methods design. Quantitative and qualitative approaches were used for data collection and analysis to produce research findings. In the first stage, a structured questionnaire was used to obtain stakeholders' views on instructional design and e-learning adoption. In the second stage, a qualitative approach was chosen using informant interviews. The results of the quantitative approach show that there is an influence between instructional design and e-learning adoption. The adoption rate of e-learning in vocational schools reached 65.61% because most respondents agreed they were satisfied with the e-learning program. They considered e-learning as an option for distance learning. Apart from that, this research found three dominant instructional design indicators in e-learning adoption, including 1) e-learning has a feedback feature that is stored so that it can be reaccessed; 2) users are allowed to provide feedback on e-learning content; and 3) the user has the authority to access all learning content in e-learning. Meanwhile, the results of the qualitative approach clarify the quantitative findings that these three indicators are determining indicators of e-learning adoption in vocational schools.

Kata Kunci: *e-learning, instructional design, feedback, distance learning*