ISBN 978-623-7054-43-6

PROCEEDINGS

The 4th International Conference on Sustainable Innovation (ICoSI) 2020

Cutting Edge Innovations for Sustainable Development Goals

Universitas Muhammadiyah Yogyakarta (Indonesia)
October 13 - 14 2020

https://icosi.umy.ac.id/

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- **(ICPU)** The 2nd International Conference on Pharmaceutical Updates
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- **(ICLAS)** The 9th International Conference on Law and Society
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ISBN 978-623-7054-43-6

Proceedings

4th International Conference on Sustainable Innovation

2020

Publisher UMYPress

Lembaga Penelitian, Pengabdian, dan Pengembangan Masyarakat (LP3M)

Universitas Muhammadiyah Yogyakarta

Address

Gedung D Lantai 2

Universitas Muhammadiyah Yogyakarta

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Preface by the Chairperson of the 4th ICoSI 2020

Dr. Yeni Rosilawati, S.IP. S.E., MM.

Assalamu'alaikum Wr. Wb.

All praise is due to Allah, the Almighty, on whom we depend for sustenance and guidance. Prayers and peace be upon our Prophet, Muhammad SAW, his family and all of his companions.

On behalf of the organizing committee, it is my pleasure and privilege to welcome the honourable guests, distinguished keynote & invited speakers, and all the participants.

With the main theme of "Cutting-Edge Innovations on Sustainable Development Goals (SDGs)", the 4th International Conference on Sustainable Innovation (ICoSI) 2020 serves as a forum to facilitate scholars, policy makers, practitioners, and other interested parties at all levels from Indonesia and abroad to present their novel ideas, promote cutting-edge research, and to expand collaboration network. The conference has about 1373 participants participating from more than 8 countries 4 continents all over the world, making this conference a truly international conference in spirit.

This multidisciplinary conference was first held in 2012 and has undertaken various changes and adopted to the current technological trends of our education system. From having this conference with just 175 participants back in 2012 we have come a long way in making the conference a huge success with more than 1373 participants participating in this two-day conference.

Formerly, this conference consisted of only 9 (nine) focal conferences. This year, there are 14 focal conferences from various disciplines, namely: 1) The 2nd International Conference on Pharmaceutical Updates (ICPU), 2) The 6th International Conference on Management Sciences

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(ICoMS), 3) The 9th International Conference on Law and Society (ICLAS), 4) The 4th International Conference Medical and Health Sciences (ICMHS), 5) The 6th International Conference for Accounting and Finance (ICAF), 6) The 2nd International Language and Education Conference (ILEC), 7) The 2nd International Conference on Nursing (ICONURS), 8) The International Conference on Information Technology, Advanced Mechanical and Electrical Engineering (ICITAMEE), 9) The 2nd International Conference of Agribusiness and Rural Development (IConARD), 10) The 10th International Conference on Public Organization (ICONPO), 11) The 2nd International Symposium on Social Humanities Education and Religious Sciences (ISHERSS), 12) The 5th Dental Research and Exhibition Meeting (DREAM), 13) The International Conference on Hospital Administration (ICHA), and 14) The 3rd International Conference on Sustainable Agriculture (ICoSA).

Accordingly, We are proud to announce that this year, the 4th ICoSI 2020 breaks the Museum Rekor-Dunia Indonesia (MURI) record as the Virtual Multidisciplinary Conference with the Largest Number of Area of Fields in Indonesia

In addition, this year, this conference holds special value since this is the first conference in the history of our university where the entire conference is taking place remotely on a digital platform through the use of advance technologies due to the Covid-19 Pandemic.

I would take this opportunity to express my highest respect to the Rector of Universitas Muhammadiyah Yogyakarta, Dr. Gunawan Budiyanto who gave approval and ensured the maximal support from all the faculty members of Universitas Muhammadiyah Yogyakarta (UMY) that made this event a big success. In addition, my appreciation goes to all the support teams who have provided their valuable support and advice from planning, designing and executing the program.

Let me conclude my speech by encouraging the delegates to participate with an increasing number in all the activities and discussions through the digital platforms for the next two days. I wish everyone a successful, safe, and fruitful conference.

Thank you!

Wassalamu'alaikum Wr. Wb.

Yogyakarta, Indonesia, 14 October 2020

ISBN 978-623-7054-43-6

Welcoming Remarks by the Rector of Universitas Muhammadiyah Yogyakarta

Assoc. Prof. Dr. Gunawan Budiyanto

Innovation is the beginning of the development of technology, and technology is a development machine that is expected to provide benefits to humans and provide the smallest possible impact on environmental quality. In the concept of sustainable development, development must improve the quality of human life without causing ecological damage and maintain the carrying capacity of natural resources.

International Conference on Sustainable Innovation (ICoSI) is an international conference which is an annual conference held by the University of Muhammadiyah Yogyakarta (UMY), Indonesia. In 2020 this raises the issue of "Cutting-Edge Innovations on Sustainable Development Goals." Therefore, on behalf of all UMY academics, I would like to congratulate you on joining the conference, hoping that during the Covid-19 Pandemic, we can still provide suggestions and frameworks for achieving sustainable development goals.

ISBN 978-623-7054-43-6

About The 4th International Conference on Sustainable Innovation (ICoSI) 2020

Cutting Edge Innovations for Sustainable Development Goals

The 2030 Agenda for Sustainable Development is enacted by the United Nations as a shared blueprint for peace and prosperity for people and the planet, now and into the future. It consists of strategies to improve health and education, reduce inequality, and spur economic growth while also conserving natures by 2030.

This year, however, at the first one-third of its timeline, the SDG Reports shows that the outbreak of COVID-19 did hinder the achievement, or at least decelerate the progress of achieving the 17 goals. In fact, according to the report, "some number of people suffering from food insecurity was on the rise and dramatic levels of inequality persisted in all regions. Change was still not happening at the speed or scale required", accordingly.

Therefore, in this event of pandemic, the quantity and quality of research, innovation, and more importantly multi-disciplinary collaboration are indispensable. Furthermore, there needs to be clear ends of those works. That is how those research are applicable and benefits directly to the society. That is how those research is incorporated as the drivers of policy making, and used practically in the society. Hence, the stakeholders especially the triple helix of higher education institution, government, and industry must be re-comprehended and supported to reach the common goal of the SGD.

International Conference on Sustainable Innovation (ICoSI) has been essentially attempting to strengthen this regard since its first establishment. One of the goals of ICoSI is to provide primarily a platform where scholars, practitioners, and government could grasp the development and trends of research. Hopefully, meeting these actors altogether would result in stronger collaboration, sophisticated and advantageous research, and brighter ideas for further research. Based on these reasoning, this year, the 4th ICoSI 2020 UMY is themed 'Cutting-edge Innovations for Sustainable Development Goals".

Improving from last year conference which brought nine focal conference, this year ICoSI 2020 UMY brings 14 disciplines, from social sciences, natural sciences, and humanities. ICoSI 2020 received as much as 1005 papers. The paper works submitted in ICoSI 2020 UMY will be published in Atlantis Proceedings, IOP Proceedings, National/International Journals, and ICoSI ISBN-indexed Proceedings.

Nevertheless, ICoSI believes that publication is only the beginning of research dissemination. The publications will enhance the chance of the research known by wider audience, and then used, applied, and incorporated at either system, institutional, or personal level of human lives.

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TRACK ECONOMICS, LAW, EDUCATION, SOCIAL, AND HUMANITIES

ISBN 978-623-7054-43-6

Determining Factors for Success Use of E-Learning in Learning Process in College

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ABSTRACT
This research was conducted to determine the use of e-Learning that was conducted by students in College. The main purpose of this research was to find out the factors that make up e-learning successfully used in teaching learning in College. The variables in this study were e-Learning Quality, Information Quality, Use of e-Learning, User Satisfaction and Success of e-Learning. The respondents in this study were active students who used e-learning in their teaching and learning process. The number of respondents in this study were 206 respondents. The respondents in this study were students who use e-learning in teaching and learning processes in College around Pekalongan residency. The data processing in this study used the SmartPLS 3.0 tool. The results of this study showed that the quality of e-learning affects user's satisfaction and use of e-learning. Furthermore, the quality of information generated from e-Learning only affected user's satisfaction but it did not affect the use of e-learning. The successful use of e-learning was effect by user's satisfaction and use of e-learning.

Keywords: *e-Learning, College, Learning*

INTRODUCTION

The era of the Industrial Revolution 4.0 at this time has changed the existing order of life. Changes are very visible in trade, transportation and education system. This change was caused by the rapid development of Information and Communication Technology (ICT). The education world in Indonesia is affected by the industrial revolution 4.0. The impact of the industrial revolution 4.0 which emerged in the world of education is by utilizing e-learning in the existing educational process. The use of the term e-learning is because the learning process is carried out by using ICT [1]. An education system that utilizes e-learning is one form of distance teaching that already exists [2].

Education systems in college (PT) that utilize e-learning have been practiced in many countries, which is due to the development of electronic devices capable of accessing the internet [3]. There has been a real shift from traditional classes that do not use ICT to classes that apply e-learning [4]. The e-learning learning system is a flexible learning system where the learning system can be done anywhere and anytime [5]. E-learning is widely liked by students [6].

Based on preliminary observations made by researchers, e-learning is one of the efforts made by the main educational institutions in this case, is college (PT) to make it easier for students to improve their abilities and knowledge which do not have to be done directly face-to-face with educators.

Researchers found that educational institutions were not successful yet in implementing their e-learning. Implementation of a system is said to be successful if [7]: (1) the system can be used and users of the system are satisfied, (2) a system can be used when the quality of the system and the quality of information produced is good (3) the level of users satisfaction of information systems influenced by the quality of the system and the quality of the information produced as well.

Based on the description above, this research was conducted to find what factors which determine the success of e-learning implementation in the learning system. Given the large benefits obtained by e-learning users, it is hoped that in implementing e-learning it is expected to use the right model in order to get the expected result. Based on this background, the researcher conducted a study entitled "Determining Factors For Successful Use Of E-Learning In Learning Process In College"

LITERATURE REVIEW

A successful model in implementation of information system is a framework that can explain and predict the success of system implementation, system use, and system user satisfaction [8]. There are 4 (four) theories or models that are often used in predicting or measuring the successful implementation of information systems, these theories are as follows: (1) Delone and McLean IS success model (D&M IS Success Model), (2) Technology Acceptance Model (TAM), (3) Task-Technology Fit Model (TTF), (4) End User Computing

ISBN 978-623-7054-43-6

Satisfaction Model (EUCS). Delone and McLean in 1992 proposed a model that can be used in measuring and predicting success in the implementation of information systems [9]. In 2003 Delone and McLean made an update on the model [10].

The model proposed by Delone and McLean has been widely used in assessing the success of the implementation of education management, e-commers, and ERP [11]. When e-learning is an information system, the perceptions of users in this study are the perceptions of students about the system and the quality of the information produced whether it can affect their learning outcomes or not. Student learning outcomes using e-learning are influenced by student satisfaction in using e-learning [12].

The quality of information obtained by using e-learning is the same as the quality of information obtained in the classroom, this can illustrate the success of e-learning in conveying information that should be obtained with face-to-face method in class, but this can be done without having to do it face to face in class [5]. The quality of e-learning can be measured from students' experiences in using e-learning to meet their needs in obtaining the information and knowledge needed, this can be seen from the various levels of students' abilities and skills [5].

Hypothesis

This research was conducted with the aim to find out how e-learning can facilitate the delivery of information needed by students in their learning process. In many information systems research, respondents used the e-learning information system voluntarily, while students at college institutions are required to use e-learning as determined by the college institution where the student is studying. This study used e-learning which is different from one used by university students to learn to solve cases without coercion on respondents to use the e-learning. This study used a web-based e-learning. The success of e-learning increases when students believe that e-learning is a medium that can be utilize in their learning process [5]. The hypothesis in this study was as follows:

1. User Satisfaction

User satisfaction used as an indication to measure the interactions that occur between users and the information system. User satisfaction of e learning can also be defined as the level of student confidence in using e-learning to fulfill their study needs [5]. When e-learning is able to meet student needs, student satisfaction in using e-learning will be high, and vice versa. Earlier research of e learning system indicated that the user was satisfied with the system [13]. Based on this, the following hypothesis can be drawn:

H1: The level of user satisfaction has a positive effect on the success of e-learning.

2. Use of e-Learning

System users are the most important factor in determining the success of system implementation. The intensity of using the system can be tipped as a reference for a successful implementation of information systems [5]. System users tend to increase in numbers when the system is considered useful, but when the system is considered useless, system users will decrease [13]. Based on this, the following hypothesis can be drawn:

H2: The use of e-learning has a positive effect on the success of e-learning.

3. Quality of e-learning

The quality of e-learning in this case refers to the user's perception of a system. The quality in this case is the quality of a combination between hardware, software and the internet all together to provide services to users. When the user does not know the requirements or criteria needed in the system, the user cannot use the system [5]. A good e-learning must be easy to use and provide benefits for students [8]. When users find it easy to operate an information system, the users will increase their usage of the information system and will feel satisfied [14]. Based on this, the following hypothesis can be drawn:

H3: The quality of e-learning has a positive effect on e-learning users.

H4: The quality of e-learning has a positive effect on User Satisfaction.

4. Quality of Information

The quality of information in this case is the quality of the information generated by the system. Characteristics of information desired by users are accuracy, precision, validity, reliability, properness and clarity [5]. E-learning has the characteristics of the information needed, it can convey the required information quickly and precisely [15]. The benefits provided by e-learning can affect student satisfaction [12]. A system or application must be able to provide information that can be used as material for decision making by users [16]. Based on this, the following hypothesis can be drawn:

H5: Information quality has a positive effect on e-learning users.

H6: Information Quality has a positive effect on User Satisfaction.

RESEARCH METHODOLOGY

The research was a research that based on hypothesis testing. A research which conducted by using hypothesis testing is a quantitative research where the research is based on a specific population or sample using certain instruments in order to obtain hypothesis test results [17].

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This research was conducted at a college in the former Karisidenan Pekalongan which provided a sample of 206 respondents. The choice of higher education institutions in the former Pekalongan Karisidenan was because in the former Pekalongan Karisidenan area there are various types of tertiary institutions in the former Pekalongan Karisidenan.

The type of data used in this study is primary data, where the data is directly obtained from information sources [18]. The tool used to obtain information from this study was a questionnaire. The measurement scale in this study used a Likert scale which the opinion ranges from 1-5 for each question. This study used a Partial Least Square (PLS) analysis model which used the SmartPLS 3 tool.

RESULT

The research was conducted using the SmartPLS 3 tool with the Partial Least Square (PLS) analysis method. Respondents in this study were 206 respondents. The method for selecting respondents was using the random sampling. The Partial Least Square (PLS) method goes through 3 stages in data analysis. The initial stage is carried out to look at the validity and reliability of the existing indicators, the second stage is to determine the fit model that will be used in the hypothesis testing, and the last stage is to test the hypothesis.

Evaluation of The Measurement Model (Outer Model – Measurement Model)

Outer Model analysis is performed to describe the relationship between indicators and their latent variables. This stage is used to determine the validity and reliability of the indicators connecting the latent variables. The indicators in this study were reflective because the latent variable indicators affect the indicators, so that three measurement stages were used, namely as follows.

1. *Convergent validity*

Convergent validity measures the amount of correlation between constructs and latent variables. Convergent validity evaluation of individual examinations can be seen from the Loading or Outer Loading Factors. Outer loading informed the amount of correlation between each measurement item (indicator) and its construct. The measurement can be said to be valid if the outer loading value > 0,5 for each indicator in the explanatory research. Table 1 shows all indicators with a value > 0,6 so that it can be able to represent the construct well. Meanwhile, the value < 0,6 was deleted because it was not in accordance with the applicable regulations.

Average Variance Extracted (AVE) was also used to measure convergent validity where the value > 0,50 for both confirmatory and explanatory research. As a result, items whose values do not comply with these rules were deleted. Based on Table 1, it shows that the indicator item has a value > 0,5

Table 1 Variable Indicator Measurement Results.

Construct	Measurement items	Loadings	AVE
Success use of e-learning	KBE 1	0,802	0,791
	KBE 2	0,924	
	KBE 3	0,909	
	KBE 4	0,922	
	KBE 5	0,885	
E-learning user satisfaction	KPE1	0,857	0,780
	KPE2	0,892	
	KPE3	0,842	
	KPE4	0,921	
	KPE5	0,902	
Quality of e-learning	KE1	0,822	0,642
	KE2	0,800	
	KE3	0,833	
	KE4	0,830	
	KE5	0,716	
Information quality	KI1	0,861	0,726
	KI2	0,812	
	KI3	0,856	
	KI4	0,877	
	KI5	0,854	
Use of e-learning Learning	PE1	0,931	0,848
	PE2	0,910	

2. *Discriminant Validity*

The next evaluation was to see the relationship between the indicator and its construct compared to the relationship between the indicator and other constructs. The measurement model was assessed based on the measurement of the cross loading indicator with its construct compared to the indicator with other constructs.

The correlation of the construct with each indicator was greater than the size of the other constructs, so the latent construct predicted the indicator was better than the other constructs. The cross loading value was greater than 0,6 for the indicator value of the construct can be called valid. Based on Table 2, it was found that the Cross

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Loading value for all indicators of the construct values > 0.6 and the value was greater than the other constructs, so that it can meet the convergent validity requirements. By fulfilling the convergent validation requirements, all variables were declared valid for testing.

Table 2 Results of Discriminant Validity

Konstruk	KBE	KPE	KE	KI	PE
Keberhasilan Penggunaan E-Learning	**0,889**				
Kepuasan Pengguna E-Learning	0,829	**0,883**			
Kualitas E-Learning	0,759	0,798	**0,801**		
Kualitas Informasi	0,783	0,803	0,784	**0,852**	
Penggunaan E-Learning	0,626	0,567	0,620	0,559	**0,921**

3. *Composite Reliability*

Determination of composite reliability is done if the value of composite reliability values > 0,8, it can be said that the construct has high or reliable reliability values > 0,6 is said to be quite reliable. The composite Reliability value in table 3 shows a value > 0,70, so that all indicators can be said to be reliable. The reliability test on the PLS method was strengthened by the presence of Cronbach alpha aimed at testing the consistency of each tested answer. Cronbach alpha is said to be good if it is 0.5 and it is sufficient if it is 0.3. The Cronbach alpha value produced by all constructs in table 3 can be said to be very good, it's > 0,6 so that it can be concluded that all reflective construct indicators were reliable or meet the reliability test.

Table 3 Variable Reliability Measurement Results.

Konstruk	Item Pengukuran	*composite reliability*	*cronbach alpha*
Success use of e-learning	KBE 1	0,950	0,933
	KBE 2		
	KBE 3		
	KBE 4		
	KBE 5		
	KPE1	0,947	0,929
E-learning user satisfaction	KPE2		
	KPE3		
	KPE4		
	KPE5		
Quality of e-learning	KE1	0,900	0,860
	KE2		
	KE3		
	KE4		
	KE5		
Information quality	KI1	0,930	0,905
	KI2		
	KI3		
	KI4		
	KI5		
Use of e-learning Learning	PE1	0,918	0,821
	PE2		

Evaluation of the Measurement Model (Iner Model - Structural Model)

The structural model was evaluated using the R square (R^2) for the dependent construct with its independent, R^2 can be used to assess the effect of the independent latent variable on the dependent latent variable whether it has a substantive effect. The criteria for limiting the value of R^2 are in three classifications, namely 0.67, 0.33, and 0.19.

Goodness of fit was used to evaluate measurement models and structural models and simple measures for the overall prediction of the model. The GoF index value was obtained from the root of the average communalities index value multiplied by the average value of R2. GoF values range between 1 - 0 with interpreted values of 0.1 (GoF small), 0.25 (moderate GoF), and 0.36 (GoF large).

Table 4 *Goodness of Fit* (GoF)

Variabel	**Nilai Communality**	**Nilai R^2**
Success use of e-learning	0,791	0,723
E-learning user satisfaction	0,780	0,719
Quality of e-learning	0,642	
Information quality	0,726	
Use of e-learning Learning	0,848	0,398
Average	0,757	0,613

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Goodness of Fit (GoF)	0,533

Based on table 4, it produced a Goodness of Fit (GoF) of 0.533. The model's Goodness of Fit (GoF) was classified as large because the Goodness of Fit (GoF) value was 0.533. The following is Figure 1 which shows the Structural Model or Construction of the Research Path Diagram.

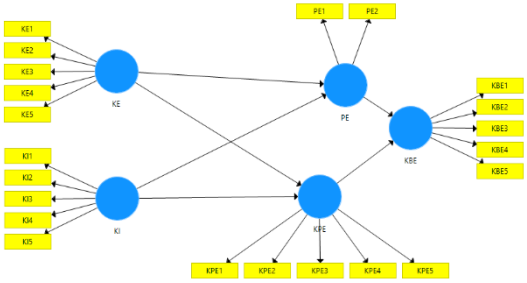

Figure 1 FIT Model of Research

Hypothesis Testing

Hypothesis testing in this research used full model of SEM analysis with SmartPLS tools. In addition to predicting the model, this research model also explains whether or not there was a relationship between latent variables. Decision making on acceptance of the hypothesis in this study was carried out with the provision that the two-tailed test t-table value was set at 1,96 for the P value < 0,05. The limit of the t-table value of 1,96 and P values < 0,05 was used as the determining value in determining the following proposed hypothesis:

a. The hypothesis is accepted if the weight relation value shows the direction with the t-statistic value above the t-table value of 1,96 and the P values less than 0,05.

b. The hypothesis is rejected if the weight realation value shows the direction with the t-statistic value below the t-table value of 1,96 and the P value of more than 0,05.

Table 5 Path Coefficient dan Pengujian Hipotesis

Variabel		**Variabel**	**Hipotesis**	**t-value**	**P Values**	**Hasil**
E-learning user satisfaction	→	Success use of e-learning	H_1	16,426	0,000	Accepted
Use of e-learning	→	Success use of e-learning	H_2	4,714	0,000	Accepted
Quality of e-learning	→	Use of e-learning Learning	H_3	4,627	0,000	Accepted
Quality of e-learning	→	E-learning user satisfaction	H_4	6,046	0,000	Accepted
Information quality	→	Use of e-learning Learning	H_5	1,774	0,077	Rejected
Information quality	→	E-learning user satisfaction	H_6	6,226	0,000	Accepted

Based on Table 5, it shows that only the fifth hypothesis which was not supported and it was the effect of information quality on the use of e-learning, all hypothesis other than the fifth were being successfully supported. Based on the research results, it can be concluded that the quality of information produced by e-learning did not affect the e learning users.

ACKNOWLEDGMENTS

The author would like to thank the ICAF 6 of University of Muhammadiyah Yogyakarta committee for organizing this event and giving us the opportunity to participate as speakers. The author is also grateful to those who have helped in the preparation of this paper to its completion.

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