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THE INFLUENCE OF PROBLEM CHARACTERISTICS, REGULATORY AND NON-REGULATORY SUPPORTING CAPABILITIES ON THE PROCESS OF IMPLEMENTING E-LEARNING ONLINE LEARNING POLICIES AT NUSA CENDANA UNIVERSITY

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Abstract:
This research analyzes the influence of problem characteristic factors and regulatory and non-regulatory carrying capacity on implementing e-learning-based online learning policies at Nusa Cendana University. This type of research uses a positivist paradigm with a quantitative approach, where direct interviews are conducted with the object under study to obtain the truth of the data. The sample used in this research was 467 people who were lecturers and students at Nusa Cendana University. Research data was analyzed using descriptive statistical tests and PLS-SEM inferential statistics. The results show that descriptively, the four variables received a good category response with indicators of problem characteristic factors reaching 73.28%, regulatory carrying capacity of 78.27%, non-regulatory carrying capacity of 77.11%, and the e-learning implementation process of 75.05%. Hypothesis testing shows that the problem characteristic factor has a significant favorable influence ($p<0.05$) directly at 18.4% and through non-regulatory carrying capacity at 48.3%. However, regulatory carrying capacity at only 5.3% has little influence ($p>0.05$) towards implementing e-learning-based online learning policies at Nusa Cendana University. The results of the determinant test show that the problem characteristic factors have a significant moderate/moderate influence ($p<0.05$) through a regulatory carrying capacity of 50.2% and a non-regulatory carrying capacity of 53.0%, but together/simultaneously, they give a strong influence of 75.3%. In comparison, other factors outside this research influenced 24.7%.

Keywords: Problem Characteristics; Regulatory Carrying Capacity; Non-Regulatory Carrying Capacity; Implementation Process; E-Learning.
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INTRODUCTION

The role of universities as implementers of education cannot be separated from the teaching and learning process, which is the core of developing students' interests, talents, and creativity. The teaching and learning process in the educational environment is expected to develop student creativity to the demands of society and the development of information technology, which is increasingly rapid. To tackle these challenges, we need an innovative and creative learning model. Such a model can enhance the learning process, improving output capacity for faster comprehension of teaching materials.

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Ultimately, this can enhance the creativity of both lecturers and students. This learning model should focus on developing intellectual skills, cognitive strategies, verbal information, motor skills, and attitudes.

The contribution of the development of information technology in the field of higher education is a shift from the conventional learning process where lecturers and students carry out face-to-face activities directly to a learning process that can be accessed anywhere and at any time according to needs so that the dimensions of space and time are no longer a barrier. Should converse with one another. This evolution has brought forth a new paradigm and approach to learning in higher education: e-learning, or learning through computer networks or the internet, as it is commonly called (Munir, 2008; Wahono, 2008; Anderson, 2008).

Nusa Cendana University (Undana) is one of the organizers and managers of higher education established by the government in East Nusa Tenggara. Undana has 61 study programs distributed across nine faculties and one postgraduate program with 951 lecturers and 36,400 students in the even semester 2021/2022. Undana has also introduced an e-learning application based on MOODLE (Modular Object-Oriented Dynamic Learning Environment) as an online learning medium since December 2, 2011. MOODLE is a free LMS application for educators and is currently the most popular, easily accessible via the website https://moodle .org/. MOODLE is open-source LMS software that is continuously improving and developing. The policy for implementing e-learning has been outlined in Article 31 of Nusa Cendana University Chancellor's Regulation Number 756/PP/2015 concerning Guidelines for Implementing Education in Undana. It is further regulated through Chancellor's Decree Number 18/PP/2018 concerning Implementing E-learning Based Learning in Undana. The Undana e-learning application can be accessed via the website https://e-learning.undana.ac.id/.

A portrait of the implementation of learning using e-learning at Undana during the 2021/2022 academic year illustrates that e-learning, which has dominant advantages and can help lecturers and students carry out the teaching and learning process effectively, needs to be appropriately utilized.

Some obstacles when using Undana e-learning include:

1. Most lecturers think the e-learning website still needs to be simplified.
2. The presence of LMS admin could be more minimal, reducing the smooth implementation of e-learning in each unit.
3. The network or internet connection is sometimes only stable, which hinders the smooth running of online learning.
4. Unsupportive signals sometimes make students late for online learning according to the time set by the lecturer.
5. While learning is in progress, connecting to the e-learning website is often disconnected and difficult to access.
6. There needs to be more time for discussions, questions, and answers, sharing because online learning has time limits.
7. Lack of student understanding of the delivery of material that is not delivered directly (face to face).
8. Ineffective communication between individuals allows misunderstandings in understanding the material presented by friends or explained by the lecturer.
9. Minimal supervision of students during learning.

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A number of these obstacles cause this e-learning application to be often not used in the learning process.

Literature Review. Research conducted by Al Ihwaniah in 2016 titled "Implementation of E-learning in PGMI Sultan Thaha Jambi Learning Activities"1 found that through e-learning, lecturers can become facilitators for students who conduct online discussions. The online discussion themes can be agreed upon face-to-face in class. However, e-learning is not intended to replace classroom learning but to increase learning time. It is done because direct learning interactions in the classroom and online learning interactions via e-learning have strengths and weaknesses, so both are still implemented to complement each other to effectively and efficiently achieve learning goals.

Research conducted by Dian (2019) titled "Implementation of E-learning as a Learning Media in the Millennial Era"2 found that implementing e-learning as a learning media was carried out through three stages: planning, use, and evaluation. The research results also found that using e-learning can build interest in learning. This is because e-learning-based learning can present material and provide varied learning experiences.

Research conducted by Khotimah (2019) with the title "Implementation of E-learning to Increase the Creativity of Lecturers and Students at STAI Alhikmah Jakarta"3 found that there was a significant increase in the interpretation learning outcomes of STAI ALHIKMAH Jakarta students with e-learning learning strategies. The overall results of students who study with e-learning learning strategies have a higher level of creativity than students who study with conventional learning strategies.

Research conducted by Setiawan (2021) titled "Implementation of E-learning Using the Personal Learning Environments and Addie Model Approach"4 found that implementing e-learning can increase the productivity and interaction of learning actors. The research results also show that implementing e-learning allows for (1) knowledge sharing between application users; (2) Users can still use the applications they like in e-learning; (3) it takes a long time for members to get used to implementing the learning model; (4) requires awareness to keep the learning model running well; (5) enable the implementation of online portfolio assessments; and (6) allows designing content that suits user characteristics.

Research conducted by Yuningsih (2021) with the title "Implementation of E-learning During the COVID-19 Pandemic: Case Study of CPNS Training at the PKAN LAN Training Center"5 found that participants were satisfied with the implementation of e-learning in the implementation of CPNS Training. It was found from the e-learning evaluation results that the participant satisfaction level was satisfactory and very satisfactory. The implementation of e-learning is quite effective and can play a role in supporting the competency development process of National Civil Service Candidate Training participants.

METHODS

This research uses a positivist paradigm because it uses a quantitative approach, where direct interviews are conducted with the objects studied to obtain the truth of the data. In this research, a deductive model is used to test the theory. This theory is used as a starting point for answering research questions, namely that the deductive view guides research by first using theory as a measuring tool and even an instrument to build hypotheses so that it will indirectly use theory as a research reference.

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To obtain the required data, both primary data and secondary data, the following data collection techniques can be used:

Questionnaire. A questionnaire is a data collection technique that provides respondents with written questions or statements. The answer to each question item uses a Likert scale with 5 (five) alternative answers given a scale score, namely strongly agree with a score of 5, agree with a score of 4, disagree with a score of 3, disagree with a score of 2, and strongly disagree with a score of 1.

All respondents' answers are given a score according to the score category and then summarized in a data tabulation, and the trend in the respondents' answers is analyzed.

Document Study. Document study is a data collection technique not directly aimed at research subjects but through official documents related to the research.

RESULT AND DISCUSSION

The data collection process was done from October to November 2022 using a Google form. From the results of data collection, it was obtained.

Four hundred sixty-seven respondents filled out the questionnaire, which met the criteria as a sample for this research to be used in further analysis.

Statistical Analysis Results. Descriptive Statistical Analysis. Descriptive statistical analysis aims to describe how respondents respond to the variables studied. The respondents' answers were used to see the respondents' description of the condition of each research variable. The results of descriptive statistical analysis are as follows:

Problem Characteristic Variables (KM). The characteristics of the problems in this research are the factors that make it easy or difficult to control the problems faced regarding implementing e-learning-based online learning in Undana. The indicators analyzed include the availability of technology and technical theory, the diversity of target group behavior, the proportion of the target group to the population, and the degree of expected behavior change. The results of the analysis of the description of the problem's characteristic variables can be seen in Table 1.

Table 1. Description of Problem Characteristic Variables

No	Indicator	Items Statement	$\sum$	$\bar{X}Ps-p$	$Ps-p$	$\bar{P}s-p$	Category
1	Availability of technology and technical theory	X1.1	1391	2.98	59.57%	70.30%	Good
		X1.2	1718	3.68	73.58%		
		X1.3	2134	4.57	91.39%		
		X1.4	1587	3.40	67.97%		
		X1.5	1378	2.95	59.01%		
2	Diversity of target group behavior	X2.1	1649	3.53	70.62%	71.55%	Good
		X2.2	1740	3.73	74.52%		
		X2.3	1420	3.04	60.81%		
		X2.4	1874	4.01	80.26%		
3		X3.1	1752	3.75	75.03%	75.10%	Good

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	Characteristics of the population (population) Proportion of the target group to population	X3.2	1851	3.96	79.27%		
		X3.3	1658	3.55	71.01%		
4		X4.1	1753	3.75	75.07%	76.16%	Good
		X4.2	1830	3.92	78.37%		
No	Indicator	Items Statement	∑	$\bar{X}Ps-p$	$Ps-p$	$\bar{P}s-p$	Category
	Scope of behavior change expected	X4.3	1752	3.75	75.03%		
	Average					73.28%	Good

Source: Data Processing Results, 2022

The results of the descriptive analysis show that the average achievement of the problem characteristic variables is 73.28% with a good predicate. It can be seen that the highest indicator achievement is the coverage of expected behavioral changes, namely 76.16%. In contrast, the lowest indicator achievement is technology and technical theory availability, namely 70.30%, but still in the excellent category.

These results show that the implementation of e-learning-based online learning at Undana has changed the behavior of lecturers and students in the learning process, namely from conventional to online implementation, and can be done without being limited by place and time. However, regarding technical problems such as internet networks, servers, electricity, and data packages, improvements need to be made so that the learning process can run effectively and efficiently. Thus, the characteristics of problems that arise in implementing e-learning-based online learning at Undana have been controlled well.

Regulatory Carrying Capacity Variable (DDP). The supporting capacity of regulations in research is the ability of policies to systematize the process of implementing e-learning at Undana. The indicators analyzed include clarity of objectives, adequate causal theory, sufficient financial resources, integration of implementing organizations, implementing discretion, recruitment of officials, and formal access to implementing organizations. The analysis results of the description of the regulatory carrying capacity variable are shown in Table 2.

Table 2. Description of Regulatory Carrying Capacity Variables

No	Indicator	Items Statement	∑	$\bar{X}Ps-p$	$Ps-p$	$\bar{P}s-p$	Category
1	Clarity of policy content	Z1.1	1864	3.99	79.83%	81.01%	Good
		Z1.2	1934	4.14	82.83%		
No	Indicator	Items Statement	∑	$\bar{X}Ps-p$	$Ps-p$	$\bar{P}s-p$	Category
		Z1.3	1921	4.11	82.27%		

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		Z1.4	1847	3.96	79.10%		
		Z2.1	1915	4.10	82.01%		
2	Adequate causal theory	Z2.2	1956	4.19	83.77%	81.50%	Good
		Z2.3	1838	3.94	78.72%		
		Z3.1	1577	3.38	67.54%		
3	Sufficient financial resources	Z3.2	1722	3.69	73.75%	68.35%	Pretty good
		Z3.3	1489	3.19	63.77%		
		Z4.1	1753	3.75	75.07%		
4	Integration of implementing organizations	Z4.2	1783	3.82	76.36%	76.75%	Good
		Z4.3	1840	3.94	78.80%		
		Z5.1	1849	3.96	79.19%		
5	Executor's discretion	Z5.2	1892	4.05	81.03%	79.00%	Good
		Z5.3	1793	3.84	76.79%		
		Z6.1	1836	3.93	78.63%		
6	Level of commitment of implementing officials	Z6.2	1815	3.89	77.73%	78.02%	Good
		Z6.3	1814	3.88	77.69%		
		Z7.1	2016	4.32	86.34%		
7	Formal access to the implementing organization	Z7.2	1978	4.24	84.71%	83.25%	Very good
		Z7.3	1838	3.94	78.72%		
Average						78.27%	Good

Source: Data Processing Results, 2022

The results of the descriptive analysis show that the average achievement of the regulatory support capacity variable is 78.27%, with a good predicate. The highest indicator of achievement is formal access to implementing organizations, namely 83.25%. In contrast, the lowest indicator achievement is sufficient financial resources, namely 68.35%, but still in the excellent category.

These results show that all Undana students and lecturers as e-learning users have e-learning accounts so that they can access them properly via the available website pages. In contrast, e-learning still needs to be improved in terms of operational financing. Hence, it is necessary to provide adequate funding to improve infrastructure. as well as financing for its management.

Non-Regulatory Carrying Capacity Variables (DDNP). Non-regulatory supporting capacity is a variable outside of policy that can influence the e-learning implementation process at Undana. The indicators analyzed include socioeconomic and technological conditions, public support, target group attitudes, and implementing officials' commitment and ability. The results of the analysis of the description of non-regulatory carrying capacity variables are shown in Table 3.

Table 3. Description Variable Power Support Non-Regulation

No	Indicator	Items Statement	$\sum$	$\overline{XP}_{s-p}$	Ps_{-p}	$\overline{Ps}_{-p}$	Category
		Z8.1	1872	4.01	80.17%	75.56%	Good

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conditions, economy, and technology	**Z8.2**	1746	3.74	74.78%		
	Z8.3	1675	3.59	71.73%		
Public Support	**Z9.1**	1799	3.85	77.04%		
	Z9.2	1798	3.85	77.00%	76.47%	Good
	Z9.3	1760	3.77	75.37%		
Attitudes and Sourcesd Power	**Z10.1**	1875	4.01	80.30%		
	Z10.2	1812	3.88	77.60%	78.52%	Good
	Z10.3	1813	3.88	77.64%		
Commitment and official capabilities of the executor	**Z11.1**	1837	3.93	78.67%		
	Z11.2	1824	3.91	78.12%	77.88%	Good
	Z11.3	1795	3.84	76.87%		
	Z11.4	1818	3.89	77.86%		
Average					**77.11%**	**Good**

Source: Results Exercise Data, 2022

The results of the descriptive analysis show that the average achievement of the non-regulatory supporting capacity variable is 77.11% with a good predicate. It can be seen that the highest indicator achievements are attitudes and resources, namely 78.52%. In contrast, the lowest indicator achievements are social, economic, and technological conditions, namely 75.56%, but still in the excellent category.

These results indicate that the Undana academic community generally supports the application of e-learning in the learning process. It can be seen from the LP3M report in July 2022 regarding the survey results of 33,137 Undana e-learning users that online learning in the even semester of the 2021/2022 academic year at Nusa Cendana University has been running well and effectively. The things that need serious attention from stakeholders include students liking online learning (40.04%), understanding material through online learning (31.29%), and remedial and enrichment actions (47%). The low user response regarding this matter is likely due to the application of the lecture method/lack of variety in online learning, which results in boredom and consumption of many data packages that burden students. Applying case-solving, inquiry, and project-based learning methods has not been optimal.

E-learning Implementation Process Variables (PIE). The e-learning implementation process in this research is a stage of implementing the e-learning policy at Undana. The indicators analyzed include policy output, suitability of output, actual impact, predicted impact, and policy improvements. The analysis results of variable descriptions of e-learning implementation stages can be seen in Table. 4

Table 4. Description of E-learning Implementation Stage Variables

No	Indicator	Statement	$\sum$	$\bar{X}P_{S-p}$	Ps_{-p}	$\bar{P}s_{-p}$	Category
1	Policy output from the organization executor	**Y1.1**	1863	3.99	79.79%	77.53%	Good
		Y1.2	1785	3.82	76.45%		
		Y1.3	1790	3.83	76.66%		
		Y1.4	1803	3.86	77.22%		

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2	Output suitability policy with group executor	**Y2.1**	1711	3.66	73.28%	73.73%	Good
		Y2.2	1655	3.54	70.88%		
		Y2.3	1676	3.59	71.78%		
		Y2.4	1756	3.76	75.20%		
		Y2.5	1770	3.79	75.80%		
		Y2.6	1761	3.77	75.42%		
No	**Indicator**	**Pernya blasphemy**	$\sum$	$\bar{X}P_{s-p}$	Ps_{-p}	$\bar{P}s_{-p}$	**Category**
3	Actual impact output policy	**Y3.1**	1822	3.90	78.03%	73.76%	Good
		Y3.2	1704	3.65	72.98%		
		Y3.3	1655	3.54	70.88%		
		Y3.4	1708	3.66	73.15%		
4	The impact estimated	**Y4.1**	1734	3.71	74.26%	74.48%	Good
		Y4.2	1728	3.70	74.00%		
		Y4.3	1755	3.76	75.16%		
5	Repair policy	**Y5.1**	1754	3.76	75.12%	75.76%	Good
		Y5.2	1764	3.78	75.55%		
		Y5.3	1744	3.73	74.69%		
		Y5.4	1772	3.79	75.89%		
		Y5.5	1811	3.88	77.56%		
	Average					**75.05%**	**Good**

Source: Results Exercise Data, 2022

The results of the descriptive analysis show that the average achievement of the e-learning implementation process variable is 75.05%, with a good predicate. The highest indicator achievement is the policy output from the implementing organization, namely 77.53%. In contrast, the lowest indicator achievement is the suitability of the policy output with the implementing group, namely 73.73%.

These results show that this MOODLE-based e-learning application is very suitable for online learning. MOODLE is an open-source Learning Management System (LMS) that delivers web-based online learning materials and multimedia resources (Surjono, 2013). Bariyah and Imania (2018) further stated that MOODLE is also a free LMS application that users can use and modify based on their wishes, especially in the teaching and learning process.

Inferential Statistical Analysis (Partial Least Squares-Structural Equation Modeling (PLS-SEM). The data analysis for this research uses the Partial Least Squares Structural Equation Modeling (PLS-SEM) analysis tool, which is carried out through 2 evaluation stages: outer model evaluation and inner model evaluation. Evaluation of the outer or outer measurement model is a measurement model to assess the validity and reliability of the model. Through the algorithm literacy process, the measurement model parameters (convergent validity, discriminant validity, composite reliability, and Cronbach's alpha) include the R-square value as a parameter for the accuracy of the prediction model. The evaluation of the inner or inner measurement model is a structural model for predicting causal relationships between latent variables through bootstrapping and t-test parameters.

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Outer Model Evaluation (Outer Measurement Model). To assess the outer model (outer measurement model), four criteria, namely convergent validity, composite reliability, average variance extracted (AVE), and Cronbach's alpha, were used.

Structural Model Testing (Inner Model). Structural model testing (inner model) or inner measurement model is used to explain the influence of independent latent variables on dependent variables or, in other words, to test the relationship between latent constructs/variables. The structural model is evaluated by looking at the determinant coefficient (R2) for the dependent construct, t-test, and path analysis coefficient (path coefficient).

Direct Effects Analysis. In PLS SEM analysis, the direct effects value is also called the path coefficient. Path coefficients between constructs were measured to see the relationship's significance and strength and test hypotheses. The path coefficient value ranges from -1 to +1. The path coefficient value is closer to +1, the stronger the relationship between the two constructs. A relationship closer to -1 indicates that the relationship is negative (Sarstedt et al., 2017).

Of several policy implementation theories put forward in theoretical studies, the Sabatier and Mazmanian theories were tested quantitatively using descriptive statistics and SEM-PLS inferential statistics in this research.

Discussion of the Results of Descriptive Statistical Analysis The purpose of discussing the results of descriptive statistical analysis is to explain or describe the data being analyzed. Discussion of these results can be used to identify trends or patterns that still need to be evident from the raw data and provide information that can be used for further analysis.

Characteristics of Problems in Implementing E-learning at Undana. For the characteristic factor variables of the problem in implementing e-learning-based online learning at Undana, we have managed the problems faced well. It is based on the results of descriptive analysis showing that the average achievement of indicators for the availability of technology and technical theory, the diversity of target group behavior, the nature of the population, and the degree of expected behavior change is 73.28%, categorized as good.

The highest indicator achievement in this research is the expected behavior change coverage of 76.16%. It means that the application of e-learning has changed the behavior of lecturers and students. The indicator achievement for the proportion of the target group to the population is 75.10%, which is categorized as good. It means that even though the proportion of the target group covers all study programs at Undana, the implementation of e-learning is considered good because the e-learning application is integrated into all study programs so that it can reduce budget use. There is also ease in monitoring the implementation of e-learning in Undana.

The target group behavior diversity indicator was 71.55% and was categorized as good. The target group, lecturers and students, is considered to have an adequate and almost even understanding and level of digital literacy. The diversity of group behavior is considered relatively homogeneous, making it easier to implement e-learning at Undana.

The availability of technology and technical theory has the lowest indicator achievement of 70.30% but is still in the excellent category. The achievement of indicators for the availability of technology and technical theory still needs to improve due to supporting facilities and infrastructure, such as servers and internet bandwidth, which are considered obstacles and inadequate in supporting the implementation of e-learning at Undana.

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Based on the results of the analysis obtained, it can be concluded that the problem characteristic variables related to the implementation of e-learning-based online learning at Undana have been able to change behavior and increase skills and knowledge, performance, adaptability, collaboration, and teamwork abilities, as well as creativity and innovation from lecturers. Moreover, students in the process of implementing e-learning at Undana are categorized as good.

Supporting Capacity of Regulations in Implementing E-learning in Undana. In the context of e-learning implementation, regulatory support is needed to ensure that e-learning is carried out according to applicable regulations regarding copyright, privacy, and data protection, as well as established quality standards and to ensure that e-learning implementation is carried out well and effectively, including monitor and evaluate the implementation of e-learning.

In this research, the supporting capacity of regulations has been able to systematize the process of implementing e-learning at Undana. It is based on the results of descriptive analysis showing that, in general, the achievement of indicators of clarity of objectives, adequate causal theory, sufficient financial resources, integration of implementing organizations, implementing discretion, recruitment of officials, and formal access to implementing organizations is 78.27% which is categorized as good.

In detail, the highest indicator achievement is the formal access of implementing organizations, namely 83.25% and categorized as very good. It shows that the e-learning application is well known by Undana lecturers and students and can be accessed well, so the e-learning implementation process in the Undana environment can run very well. The non-achievement of 16.75% is likely due to the network and availability of content and lecture schedules.

Furthermore, the adequate causal theory indicator gives an influence of 81.50%, indicating that the e-learning implementation policy has a theoretical basis and a more stable character because it has been tested. However, in specific social environments, it needs to be modified.

Then, the indicator for clarity of policy content has an influence of 81.01% with a good predicate. It means that the contents of the e-learning policy are clear and detailed so that lecturers and students can easily understand and translate it into real action or online learning.

The implementing discretion indicator received a response of 79.00% and was in the excellent category. Implementer discretion in implementing e-learning is essential in determining how online learning programs are implemented and how students gain access to quality learning content. The implementing agency or implementer of a policy must be given clarity in the rules and consistency so that there is clarity, which causes the implementation to fail. Based on these results, the existing rules have clarity and consistency so that e-learning can be implemented well.

For the integration indicator, implementing organizations received a response of 76.75%, which was still included in the excellent category. Integration of implementing organizations in implementing e-learning is essential for the success of online learning programs. In this case, all faculty and study program leaders at Undana must work together and coordinate to provide effective and efficient student learning.

The lowest indicator achievement is sufficient financial resources, namely 68.35%, but still in the excellent category. Implementing e-learning requires adequate financial resources to ensure that online learning programs run well and effectively. Several important financing components in implementing e-learning, such as hardware (server, computer/laptop), software (e-learning platform), human resources (technicians, instructors, and administrative staff), and network infrastructure (internet

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network and intranet network), must meet the standards necessary to ensure that students and faculty have fast and reliable access to online learning content.

The results obtained show that of all component financing, only human resources are not financed in terms of structure or management. However, financial resources are considered sufficient to systematize implementing e-learning at Undana.

Non-Regulatory Supporting Capacity in the Implementation of E-learning in Undana. Non-regulatory supporting capacity is a variable outside of policy that can influence the e-learning implementation process at Undana. These variables include social, economic, and technological conditions, public support, attitudes and resources, and implementing officials' commitment and abilities. The results of descriptive analysis show that, generally, the achievement of variable indicators is 77.11% with a good predicate.

In detail, the highest indicator achievement was attitude and resources at 78.52%, with a good predicate. The next indicator is the commitment and ability of implementing officials, with an achievement of 77.88% and a good predicate. Then, the public support indicator has an achievement of 76.47% with a good predicate, which means that the implementation of e-learning as a learning medium at Undana has received support from all Undana lecturers and students. It has the lowest achievement for indicators of social, economic, and technological conditions, namely 75.56%, but has a good predicate. E-learning Implementation Process at Undana The e-learning implementation process at Undana is an action stage, where all plans formulated into policies are operationalized. The operationalized policy formulation includes policy output, suitability of policy output, actual impact of policy output, predicted impact, and policy improvements.

The descriptive analysis results show that, generally, the variable indicator achievement is 75.05% with a good predicate. In detail, the highest indicator achievement is the policy output from the implementing organization at 77.53% with a good predicate. Furthermore, the policy improvement indicator was 75.76%, which was good. Then, the achievement of the impact indicator is estimated at 74.48% with a good predicate. Policy output received a response of 73.76% to achieve actual impact indicators, which is still included in the excellent predicate. The achievement of indicators of suitability of policy output with the implementing group received the lowest response of 73.73% but was still rated as good.

The influence of problem characteristics on implementing e-learning-based online learning policies at Nusa Cendana University. The results of hypothesis testing show that by direct effects, there is a positive influence of problem characteristics on the e-learning implementation process in Undana of 0.184 or 18.4% with a probability of 0.000 ($p<0.05$), and through non-regulatory carrying capacity, indirect effects influence 0.483 or 48.3% with a probability of 0.000 ($p<0.05$) which is statistically significant. In contrast, it is only 0.053 or 5.3% through regulatory carrying capacity with a probability of 0.129 ($p>0.05$) and is not statistically significant. This means that the characteristics of the problem can influence directly by 18.4% and indirectly by 53.6% in the e-learning implementation process at Undana.

Based on the results of the analysis of the coefficient of determination, it shows that there is a strong influence simultaneously or simultaneously on problem characteristics, regulatory carrying capacity, and non-regulatory carrying capacity of 0.755 with an adjusted R-square value of 0.753 and a probability of 0.000 ($p<0.05$) on the e-implementation process variable. Learning. Thus, the variables of

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problem characteristics, regulatory carrying capacity, and non-regulatory supporting capacity can influence the implementation process by 75.3%, while other factors outside the variables of this research influence 24.7%.

Thus, the characteristics of existing problems need to be improved and resolved, such as increasing server capacity and bandwidth, providing adequate networks and management in all units, and using web services to simplify commands in using e-learning applications so that the e-learning implementation process can run. as expected.

The influence of regulatory support capacity on implementing e-learning-based online learning policies at Nusa Cendana University. The results of direct effects hypothesis testing show that there is a positive direct effect of regulatory support on the e-learning implementation process of 0.074 or 7.4% with a probability of 0.127 ($p>0.05$) while indirect effects show that the effect is

0.053 or 5.3% with a probability of 0.129 ($p>0.05$) but not statistically significant. Based on the results of the analysis of the coefficient of determination, it shows that there is a moderate/moderate influence of the regulatory carrying capacity on the implementation process of 0.503 with an adjusted R-square value of 0.502 and a probability

0.000 ($p<0.05$). Thus, the regulatory carrying capacity variable can influence the implementation process by 50.3%, while other factors outside the variables of this research influence 49.7%.

It means that the supporting capacity of existing regulations has no influence/impact on the e-learning implementation process. Therefore, in order for the carrying capacity of regulations to have an impact on the process of implementing e-learning at Undana, it is necessary to provide continuous outreach to users and fund managers, improve infrastructure, and provide rewards and punishments so that users are motivated and make it a necessity in the learning process. so that the e-learning implementation process can run as expected.

The influence of non-regulatory supporting capacity on implementing e-learning-based online learning policies at Nusa Cendana University. The results of direct effects hypothesis testing show that there is a positive direct influence of non-regulatory support capacity on the e-learning implementation process of 0.663 or 66.3%, and indirect effects show that the influence is 0.483 or 48.3% with a probability of 0.000 ($p<0.05$) which is significant statistically.

The analysis of the coefficient of determination shows a moderate/moderate influence of non-regulatory carrying capacity on the implementation process of 0.531 with an adjusted R-square value of 0.530 and a probability of 0.000 ($p<0.05$). Thus, the regulatory carrying capacity variable can influence the e-learning implementation process only by 53.0%, while other factors outside the variables of this research influence 47.0%. Thus, non-regulatory support capacity still needs to be improved regarding understanding the benefits and uses of e-learning, user support to make e-learning an effective learning medium, and commitment and skills of managers so that e-learning is attractive to users so that the e-learning implementation process can run as expected.

CONCLUSION

Based on the analysis results obtained regarding the implementation of e-learning-based online learning policies in Undana, it can be concluded as follows:

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1. The four research variables descriptively show the achievement of indicators with a good rating with a problem characteristic factor of 73.28%, regulatory supporting capacity of 78.27%, non-regulatory supporting capacity of 77.11%, and e-learning implementation stages of 75.05%.
2. Hypothesis testing shows that problem characteristics have a significant favorable influence ($p<0.05$) of 71.9% on implementing e-learning-based online learning policies at Nusa Cendana University, which comes from a direct influence of 18.4% and indirectly through power. Non-regulatory support is 48.3%, and regulatory support is 5.3%, but is not statistically significant ($p>0.05$).
3. The determinant test shows that the problem characteristics have a significant moderate/moderate influence ($p<0.05$) through a regulatory carrying capacity of 50.2% and a non-regulatory carrying capacity of 53.0% on implementing e-learning-based online learning policies at Nusa Cendana University. In comparison, together/simultaneously, they strongly influence ($p<0.05$) the implementation of e-learning-based online learning policies at Nusa Cendana University, amounting to 75.3%, with 24.7% being influenced by other factors outside this research.

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