

# English education students' perspective on e-learning implementation in the Covid-19 pandemic era

Salsabilla Isnaini Rachmyanda <sup>a,1,\*</sup>, Silvia Muna Khairunnisa <sup>b,2</sup>, Soviyah <sup>c,3</sup>

<sup>a, b, c</sup> Universitas Ahmad Dahlan, Jl. Ringroad Selatan, Kragilan, Tamanan, Banguntapan, Bantul, Yogyakarta, 55191, Indonesia

<sup>1</sup> [salsabilla1800004005@webmail.uad.ac.id](mailto:salsabilla1800004005@webmail.uad.ac.id) \*; <sup>2</sup> [silvia1800004013@webmail.uad.ac.id](mailto:silvia1800004013@webmail.uad.ac.id); <sup>3</sup> [soviyah@pbi.uad.ac.id](mailto:soviyah@pbi.uad.ac.id)

\* corresponding author

## ARTICLE INFO

### Article history

Received 15 February 2022

Revised 29 Mei 2022

Accepted 27 June 2022

### Keywords

Covid-19

E-learning

English education

Perspective

Survey Research

## ABSTRACT

The Covid-19 pandemic, which has lasted approximately two years, has had a major impact on human life. One of them is the field of Education. In the era of the covid-19 pandemic, many students were unable to study directly in college, and required to do distance learning using e-learning. This research tries to find out the point of view of English Education students as a future English teacher about the implementation of e-learning system. This research was carried out using survey research method. Involving 60 English Education Department as the research respondents, the data of this research were gathered through the distribution of a questionnaire. The questionnaire was created using assumptions regarding the advantages and disadvantages of e-learning adoption. This study data was examined using descriptive analysis. The collected data were analyzed and converted into percentages. The findings of this study revealed that English education students as a future English teachers believe that e-learning is advantageous to them, but that they still have certain shortcomings to solve. Furthermore, they are aware of the items they must prepare before conducting e-learning, and they recommend that stakeholders in Indonesia increase technological development to assist e-learning implementation.

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**How to Cite:** Rachmyanda, S. I., Khairunnisa, S. M., & Soviyah (2022). English education students' perspective on e-learning implementation in the Covid-19 pandemic era. *International Undergraduate Conference on English Education*, 1(2), 317-324.

## 1. Introduction

### 1.1. Background

The Covid 19 pandemic, which suddenly occurred from 2019 and continued until 2022, had a profound impact on human life, starting from the economic sector, government, and even education throughout the world. The COVID-19 pandemic has forced us to reduce our interactions with other people. The Covid-19 protocols or laws were implemented by the nations' authorities to respond to Covid-19 and regulate its spread. Under national lockdown, this involves the decision to use restrictive measures to decrease social gatherings and foster social isolation (Pham & Ho, 2020).

As can be seen in Indonesia especially in the education sector, the pandemic has prevented the learning process from being carried out in schools. Students and teachers were forced to do distance learning without any direct interaction. In fact, it appeared hard to provide an education without

bringing together both students and teachers. The Covid-19 pandemic has also forced humans not to interact face to face with other people, which is one of the most fundamental aspects of the teaching and learning process. In language classrooms context, the challenge was more obvious because interaction is a common pattern in which teachers and students interact to convey information and expertise. Because there is two-way contact and active engagement between teachers and students in classroom activities, it improves the efficacy of language teaching-learning processes. (Rido & Sari, 2018).

The Covid-19 outbreak has had an impact on teaching and learning methodologies as well. What once seemed impossible was now possible. In Indonesia, the use of e-learning has become a new rule to address the shortage of classroom meetings. Verawardina et al. (2020) defined online learning as "the use of Internet technology by instructors and students to conduct teaching and learning in and out of the classroom." Visual, text, animation, video, or audio-visual materials are used to convey teaching and learning resources so that learning may take place at any time and in any location.

Technology isn't always a novel concept in human life. The majority of people nowadays, even youngsters, are able to utilize and operate technology in their daily lives. It qualifies youngsters as digital natives, implying that they are more adept at using technology than adults (Oktaviani & Desiarti, 2017). In educational context, technology has become one of the most important requirements for implementing e-learning. Technology, according to Mohammad (2018), has a critical role in enhancing a variety of learning activities. It assists teachers in improving their pedagogical skills. One of the interesting findings about technology use in the classrooms is that the students who are engaged in e-learning are more likely to do better than students who learn in a traditional setting, particularly in the areas of teaching and learning English.

In Indonesia, in particular, the usage and implementation of e-learning is relatively new. Because Indonesia is such a big country, the development of technology and facilities has not been uniformly spread. During the Covid19 pandemic era, teachers in Indonesia, on the other hand, were forced to immediately adjust to the learning practice under pandemic scenario. Due to the situation, they had to be proficient in working with a variety of e-learning apps and platforms on the internet in order they could facilitate the students' learning process.

This paper tries to find out the point of view of English Education students as a future English teacher about the implementation of e-learning. Many previous studies have looked at the perspectives of students who have participated in online learning. Some studies show that the implementation of e-learning has a good effect on students, while others argue that the implementation of e-learning has problems. Therefore, it's important to find out what the English education students' perspectives about it.

## 1.2. Literature Review

### 1) *The Definition of E-Learning*

Verawardina et al. (2020) defines online learning as "the use of internet technology by instructors and students to conduct teaching and learning in and out of the classroom." Visual, text, animation, video, or audio-visual materials are used to convey teaching and learning resources so that learning may take place at any time and in any location. According to Aparicio et al. (2016), e-learning is a concept that involves the use of computerized systems to aid and assist teachers and students in the learning process. They come up with terminology like online learning, virtual learning, remote education, and other learning management systems to describe the same notion. As said by Muhammad Rais and Yusup Hashim (2004), e-learning is a network or online learning that takes place in a formal setting and incorporates a variety of multimedia technologies. It is an online (synchronous) or offline (asynchronous) learning system that is supported by electronic gear and software (asynchronous).

### 2) *Advantages of E-Learning*

According to Bailey and Lee (2020), e-learning has the following advantages over traditional classroom learning: (a) it caters to everyone's needs, (b) learners can attend lectures at any time, (c) it is inexpensive, (d) it provides access to current content, and (e) it has a low environmental impact. There has recently been a plethora of language learning options that can accommodate students' learning preferences. Students will be more motivated to learn the language if the emotional filter is removed by including interaction into language acquisition.

In the second language classroom context, teachers' opinions regarding the value of technology, according to Merç (2015), vary and have been affected their pedagogical beliefs, tactics, processes, and material selection. Furthermore, in regard to the effects, Halim and Hashim (2019) state that instructors' lesson engagement may be increased, that they will gain self-confidence, and that they will have successful classroom interaction. Students' motivation can also be boosted by engaging them in e-learning activities that capture and hold their attention (Morat et al., 2017). Moreover, the utilization of genuine learning resources such as YouTube videos, as indicated by Pazilah et al. (2019) and Morat et al. (2017), may make the online teaching and learning experience relevant and purposeful. E-learning allows students to easily access and share materials, whether through direct upload to a ready-made cloud storage or distribution via any type of social network (formal or informal), enhancing student collaboration, particularly in group or project-based learning settings (Zounek, & Sudicky, 2012)

Brown (2017) argues that using e-learning can save students a large amount of money. Furthermore, traditional education center courses are more expensive than those given through distance or online learning. Furthermore, students who participate in e-learning do not have to commute in packed buses or local trains. In sum, E-learning saves money since it eliminates the need for students or learners to travel (Arkorful & Abaidoo, 2014).

### 3) *Disadvantages of E-learning*

Despite the benefits of e-learning when used in education, it also has significant drawbacks. Despite assertions that e-learning may increase education quality, Dowling et al. (2003) contend that making learning materials available online only improves learning for certain types of collective evaluation. There has been an argument that has questioned if e-learning is only a supplement to traditional approaches. The most common criticism of e-learning is that it lacks essential personal contacts, not just between students and instructors, but also among the students (Young, 1997). According to Almosa (2002), despite all of e-drawbacks, learning's it has a number of positives that stimulate its adoption and the search for solutions to mitigate its disadvantages.

A fast and dependable internet connection is required for online teaching and learning. As a result, the transition from conventional face-to-face learning to online learning has made students and academics remain online. However, in other cases, this may be impossible, and teaching and learning may suffer as a result. Connectivity issues have been identified as the most significant obstacle impeding e-learning and e-teaching during the Covid-19 pandemic epidemic. Aboagye et al., (2020) found that the availability of a fast and dependable internet connection was more important than device ownership or technical competence in their research of obstacles to online learning.

## 2. Research Method

The goal of this research is to know the English education students' perspective toward the implementation of e-learning in covid-19 pandemic era, that's why the type of this research is survey research. When a researcher wishes to acquire ideas, beliefs, or impressions from a broad number of individuals, a survey technique is utilized (Lodico, Spaulding, and Voegtler, 2010).

This study was carried out in Yogyakarta, Indonesia. It involved 60 students who have been enrolled in the English Language Education program where they will become English teachers in the future. In this study, a questionnaire was employed as the research instrument. The questionnaire was created using the theories presented in the literature study from Arkorful & Abaidoo (2014), Young (1997), Bailey & Lee (2020), Zounek & Sudicky (2012), and Brown (2017), which included the benefits and drawbacks of e-learning adoption. The questionnaire consisted of ten questions. The last two statements were open-ended, whereas the next eight were closed-ended. An open-ended statement allowed the research respondents to provide further thoughts on the topic. To analyze the open-ended answers, the qualitative data analysis technique which referred to the analytical method from Miles and Huberman (Sugiyono, 2009) was used. This method consists of three components, namely data reduction, data presentation and withdrawal conclusion. meanwhile, for the closed-ended questionnaire statements, they required the research respondents to select just "agree," "neutral," or "disagree." These data were then examined descriptively. The research main objective is to know what the respondents thought about the use of e-learning in the post-Covid19 pandemic age.

### 3. Findings and Discussion

#### 3.1. Findings

The data for this study were collected using a Likert-scale questionnaire with eight questions. The respondents were also given the opportunity to provide detailed and complete replies to two open-ended questions. The followings are the questions and statements that were utilized in the questionnaire:

Table 1. List of Questions and Statements used in Questionnaire

No.	Questions and Statements
1.	Cheating is commonly found in the implementation of e-learning.
2.	E-learning makes students interact less with each other.
3.	Not all regions in Indonesia support e-learning (signal and electricity).
4.	E-learning makes students burdened to pay for buying internet data.
5.	E-learning can be accessed anywhere and anytime.
6.	Learning material can be accessed easily in e-learning.
7.	E-learning reduces student spending on trips to school because they can learn from home.
8.	E-learning allows students to work part-time, while they are taking e-learning from home.'
9.	As a future English teacher, what things should you prepare to implement e-learning in your class later?
10.	What suggestion would you like to convey to the government in Indonesia regarding the implementation of e-learning?

Statements 1 through 8 were closed-ended questions to which the research respondents could react by selecting "agree," "neutral," or "disagree." To make it easier to read, the replies to statements 1 through 8 were converted to percentages. Meanwhile, statements 9 and 10 were both open-ended. The respondents of study were able to react to these questions in a more detailed and thorough manner.

Responses from statements 1 through 8 were converted into percentages to make comprehension easier. Table 2 summarizes the findings of this study.

Table 2. Responses for Statements Number 1-8 Research Questionnaire

No.	Statements	Agree	Neutral	Disagree
1.	Cheating is commonly found in the implementation of e-learning.	63,3%	13,3%	23,3%
2.	E-learning makes students interact less with each other.	20%	55%	25%
3.	Not all regions in Indonesia support e-learning (signal and electricity).	38,3%	37,7%	25%
4.	E-learning makes students burdened to pay for buying internet data.	30%	63,3%	6,7%
5.	E-learning can be accessed anywhere and anytime.	81,7%	15%	3,3%
6.	Learning material can be accessed easily in e-learning.	71,7%	23,3%	5%
7.	E-learning reduces student spending on trips to school because they can learn from home.	60%	28,3%	11,7%
8.	E-learning allows students to work part-time, while they are taking e-learning from home.'	45%	23,3%	31,7%

#### 3.2. Discussion

Statements 1 through 8 are closed-ended questions to which the research respondents can react by selecting "agree," "neutral," or "disagree." To make it easier to read, the replies to statements 1 through 8 have been converted to percentages. In meanwhile, statements 1 and 2 are both open-ended. The respondents are able to react to these questions in a more detailed and thorough manner.

Based on the findings, cheating is a one of the disadvantages in the application of e-learning, according to the participants in this study. This is in line with what Arkorful and Abaidoo (2014) state that integrating e-learning may be hard since teachers are unable to manage or control negative behaviors such as cheating. As for this research, 63,3% of the participants believe that cheating is commonly found in the implementation of e-learning. The most common criticism of e-learning is that it lacks essential personal contacts, not just between students and instructors, but also amongs the students (Young, 1997). According to studies by Sit et al. (2005), Nwankwo (2015), Fedynich,

Bradley, and Bradley (2015), and Arkorful and Abaidoo (2014), social contact in the application of e-learning is rare. This previous research is in line with this research, where 55% of respondents are doubt to extremely agree or disagree with the statement that e-learning makes students interact less with each other.

In Indonesian context, 38,3% of the total 60 respondents believe that not all regions in Indonesia support e-learning (signal and electricity). A fast and dependable internet connection is required for online teaching and learning. This finding is in line with the research conducted by Sawitri (Sawitri et al., 2019) who said that the uneven distribution of infrastructure support the application of information and communication technology in the field of education, at this time, there are tendency that in some areas, there have been only certain people who have access to information and communication technology. Because the use of e-learning necessitates the use of the internet, a total of 63,3% respondents of this research are doubt to extremely agree or disagree with statements saying that e-learning makes students burdened to pay for buying internet data.

In regards to internet access, 81,7% of the respondents agree that e-learning can be accessed anywhere and anytime. This finding is in line with research conducted by Chu and Chan (1998) stating that e-learning isn't a one-size-fits-all solution with a set schedule. It's easy to get to. As a result, students will be able to access it at any time and from any location. Instructors have complete control over the instructional content and may make changes whenever they wish. 71,7% of the respondents believe that learning material can be accessed easily in e-learning.

Talking about the advantage of e learning system, 60% of the respondents agree that e-learning reduces student spending on trips to school because they can learn from home. This finding is in line with the research conducted by Pustika (2020) that said since the students began learning digitally, students' travel and commute costs have decreased. Lastly, for college students having a part-time job is something that they commonly encounter. They do it to make money and add experience. 45% of the respondents agree that e-learning allows students to work part-time, while they are taking e-learning from home.

As for the answers to the open ended question of the questionnaire i.e. "As a future English teacher, what things should you prepare to implement e-learning in your class later?", the findings show that for this question, the respondents were very concerned about the goals of learning, the readiness of teaching materials, and readiness of teachers and students in using e-learning. In the current virtual era, they thought that it's important to make the learning process interesting and fun so that it will make students feel comfortable during the learning process. For this, English teachers should also know which application, websites and platforms are easy to use and very helpful for their students. Furthermore, they explained that before learning with e-learning, the teacher must also ensure that students can access the application, website or platform that will be used. In addition, teachers must also be able to ensure that all students can access and use e-learning so that learning using e-learning can run smoothly.

The last open ended question is "What suggestion would you like to convey to the government in Indonesia regarding the implementation of e-learning?". Since the setting of this research is in Yogyakarta, Indonesia, this question elicited similar responses from respondents. The respondents believed that the equitable distribution of technology development in Indonesia must be contributed in a balanced way considering that Indonesia is a large country. Furthermore, they expected that these facilities exist for students both those in the village and in the city. The provision of free wi-fi in several public places is also very necessary for those who are constrained by the network. The respondents also hope that the government can provide training to teachers on maximizing the use of technology in the learning process, so that the e-learning process can run optimally. Assistance with other facilities such as internet data and learning devices such as computers/laptops is also very much needed for some areas that are still lacking.

To sum up, based on the discussion above, the writers can say that 63,3% of the respondents believe that cheating is commonly found in the implementation of e-learning, 55% of respondents agree that e-learning makes students interact less with each other, 38,3% from 60 respondents believe that not all regions in Indonesia support e-learning (signal and electricity), 81,7% respondents agree that e-learning can be accessed anywhere and anytime, 71,7% of the respondents believe that learning material can be accessed easily in e-learning, 60% respondents agree that e-learning reduces student



spending on trips to school because they can learn from home, 45% of the respondents agree that e-learning allows students to work part-time, while they are taking e-learning from home.

Furthermore, English Education students are very concerned about the goals of learning, the readiness of teaching materials, and readiness of teachers and students in using e-learning. They want to make the learning process interesting and fun so that it will make students comfortable. English Education students should also know which application, websites and platforms are easy to use for their students. English Education students believe that the equitable distribution of technology development in Indonesia must be contributed in a balanced way considering that Indonesia is a large country. The provision of free wi-fi in several public places is also very necessary for those who are constrained by the network.

#### 4. Conclusion

Electronic learning, or 'e-learning,' has become a popular teaching technique in recent years due to the COVID-19 pandemic. Based on these findings, it can be said that almost of the respondents agree with these statement; 1) Cheating is commonly found in the implementation of e-learning; 2) Not all regions in Indonesia support e-learning (signal and electricity); 3) E-learning can be accessed anywhere and anytime; 3) Learning material can be accessed easily in e-learning; 4) E-learning reduces student spending on trips to school because they can learn from home, that e-learning allows students to work part-time, while they are taking e-learning from home. Meanwhile, some respondents feel unsure about these statements; 1) e-learning makes students burdened to pay for buying internet data; 2) E-learning makes students burdened to pay for buying internet data.

The objectives of learning, the preparedness of the instructional materials, and the readiness of teachers and students to use e-learning are all major concerns for English Education students. To make pupils feel at ease, they want to make learning interesting and enjoyable. Students of English Education should also be aware of the platforms, applications, and websites that are user-friendly for their students. English Education students as a respondent in this research also suggests the government to make technological advances even and must be done with a balanced contribution. For individuals who are restricted by networks, the availability of free wi-fi in various public spaces is equally important.

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