# EXPLORING FEATURES ON *E-LEARNING MADRASAH*: TEACHERS AND STUDENTS' USE AND CHALLENGES

**THESIS**

Submitted in partial fulfillment of the requirement for the degree of Sarjana

Pendidikan (S.Pd) in Teaching English



By:

Nilna Minhatillah

NIM D75218038

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHERS TRAINING

UIN SUNAN AMPEL

SURABAYA

2022

ii

# ADVISOR APPROVAL SHEET

This undergraduate thesis by Nilna Minhatillah entitled *"Exploring Features on E-Learning Madrasah: Teachers and Students' Use and Challenges"* has been approved by the thesis advisors for further approval by theBoard of Examiners.

Surabaya, August 12, 2022

Advisor I,

**Dr. Siti Asmiyah, M. TESOL.**
NIP. 197704142006042003

Advisor II,

**Hilda Izzati Madjid, M.A**
NIP. 198602102011012012

# EXAMINER APPROVAL SHEET

This thesis by Nilna Minhatillah entitled *"Exploring Features on E-Learning Madrasah: Teachers and Students' Use and Challenges"* has been examined on August 12, 2022 and approved by the Board of Examiners.

Dean,

**Prof. Dr. H. Muhammad Thohir, S.Ag., M.Pd**
NIP. 197407251998031001

Examiner I,

**Rakhmawati, M.Pd**
NIP. 197803172009122002

Examiner II,

**Fitriah, PhD**
NIP. 197610042009122001

Examiner III,

**Dr. Siti Asmiyah, M. TESOL.**
NIP. 197704142006042003

Examiner IV,

**Hilda Izzati Madjid, M.A**
NIP. 198602102011012012

iv

# ABSTRACT

Minhatillah, Nilna. (2022). *EXPLORING FEATURES ON E-LEARNING MADRASAH: TEACHERS AND STUDENTS' USE AND CHALLENGES.* Thesis.English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisors: Dr. Siti Asmiyah, M. TESOL and Hilda Izzati Madjid, M.A

Key Words: *Learning Management Systems (LMS), E-Learning Madrasah, The use of LMS, Challenges*

In date, adopting technology or Learning Management Systems (LMS) is strongly advised. *E-Learning Madrasah* known as the new LMS developed by the Ministry of Religion envisaged enhances learning quality, makes it simpler for teachers and learners to access learning resources, and helps the learning process effectively. From this case, this study aimed to explore the Online Classroom features in *E-Learning Madrasah* and investigate what the teachers and students' experiences on the use of e-learning and challenges they may face in English lessons. Online surveys were distributed to 14 English teachers and 287 students *in MTsN 1 Gresik, MAN 1 Gresik*, and *MAN 2 Gresik* as part of the data collection process. The result of this study revealed that Computer Based Test (CBT) was the feature mostly used by teachers and Attendance were the most frequently used feature by learners. Also, *E-Learning Madrasah* features provide ease of use, upgrade digital proficiency, and support communication. However, internet access was the challenge faced by teachers, and learners encountered two challenges including internet access and lack of communication between the teachers.

# ABSTRAK

Minhatillah, Nilna. (2022). *EXPLORING FEATURES ON E-LEARNING MADRASAH: TEACHERS AND STUDENTS' USE AND CHALLENGES.* Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Dr. Siti Asmiyah, M. TESOL dan Hilda Izzati Madjid, M.A.

Kata Kunci:  Learning Management Systems (LMS), E-Learning Madrasah, Penggunaan LMS, dan Tantangan

Saat ini, penggunaan teknologi atau Learning Management Systems (LMS) sangat disarankan. *E-Learning Madrasah* yang dikenal sebagai LMS baru yang dikembangkan oleh Kementrian Agama diharapkan dapat meningkatkan kualitas pembelajaran, memudahkan guru dan siswa untuk mengakses materi, serta membantu kegiatan pembelajaran secara efektif. Dari kasus ini, penelitian ini bertujuan untuk mengeksplorasi fitur kelas online di *E-Learning Madrasah*, serta menyelidiki bagaimana pengalaman guru dan siswa menggunakan ELM dan tantangan yang mungkin mereka hadapi dalam pembelajaran Bahasa Inggris.  Kuesioner online yang dibagikan kepada 14 guru Bahasa Inggris and 287 siswa di *MTsN 1 Gresik, MAN 1 Gresik*, dan *MAN 2 Gresik* sebagai bagian dari proses pengumpulan data. Hasil penelitian ini mengungkapkan bahwa Computer Based Test (CBT) merupakan fitur yang paling sering digunakan oleh guru dan Absensi Kehadiran adalah fitur yang paling sering digunakan oleh peserta didik. E-Learning Madrasah juga memberikan fitur yang mudah diakses, meningkatkan kemampuan digital, dan mendukung komunikasi. Namun, akses internet menjadi tantangan yang dihadapi guru dan peserta didik menghadapi dua tantangan yaitu terkait akses internet dan kurangnya komunikasi dengan guru.

UIN SUNAN AMPEL
S U R A B A Y A

# TABLE OF CONTENTS

UIN SUNAN AMPEL
S U R A B A Y A

ix

# LIST OF TABLES

# LIST OF FIGURES

# LIST OF CHARTS

xii

# LIST OF ABBREVIATIONS

EL    : E-Learning

ELM  : *E-Learning Madrasah*

ELT   : English Language Teaching

LMS  : Learning Management System

CBT  : Computer-Based Test

GC    : Google Classroom
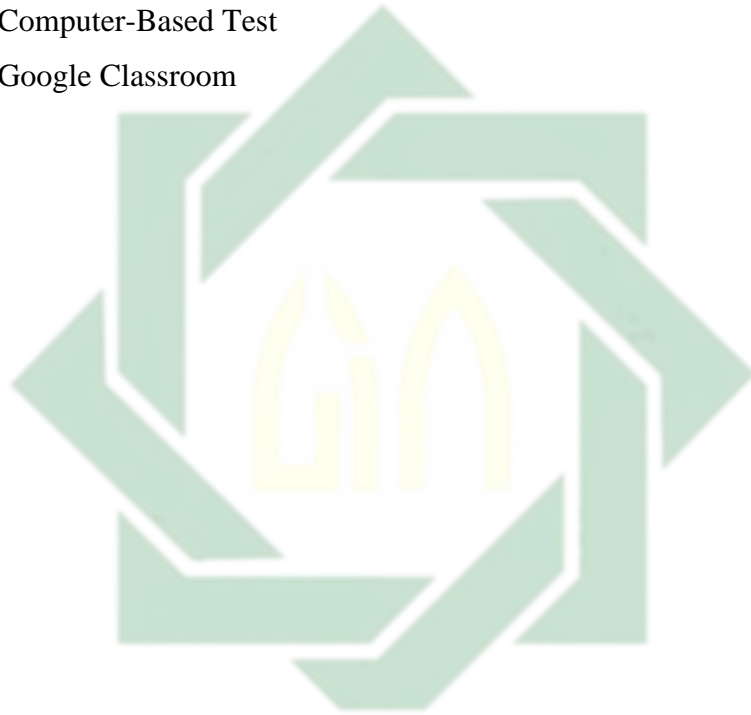
# LIST OF APPENDICES

# CHAPTER I

# INTRODUCTION

The first chapter gives an overview of the study's context of exploring *E-Learning Madrasah* features that contains six sub-headings: (A) background of the study, (B) research questions, (C) objectives of study, (D) significance of the study, (E) scope and limitation, and (F) definition of key terms.

## A. Background of Study

E-learning has got a growing interest from many in recent years. The term E-Learning refers to an existing network in a computer that functions to transfer information. E-Learning includes web-based, computer-based, digital learning where the content is connected through the internet, intranet, video, and so on.[1] E-learning is a creative way to be adopted to provide high-quality design, a user-centered, interactive learning experience, and a broad range of ease for everyone, anywhere, and at any time.[2] It has become a popular platform used by many people in teaching and learning activities.

Notably, since the COVID-19 pandemic, all educational sectors implemented online learning. There is no in-person interaction available in the classroom like in normal situations. Therefore, the most effective way to enhance learning activities is by utilizing technology. The use of E-Learning will support both students and teachers to conduct learning activities. Due to the flexibility of E-Learning, it allows the students to access it anytime and anywhere so that the learning process will be easier.[3] However, there are many kinds of E-Learning platforms applied in the classroom as well as Google Classroom, Blackboard, Schoology, and others.

---

[1] Azliza, Y. et.al., "Students' AwarenessToward E-Learning in Education". *Procedia- Social Behavioral Science*.

[2] Arman, Sarjana Degree: *"The Impact of Using E-Learning on Students' Learning Achievement in Basic of English Grammar Course at The First Semester of English Education Department"*. (Makassar: UIN Alauddin Makassar, 2017).

[3] Food and Agriculture Organization of the United Nations, *E-Learning Methodologies and Good Practices* (Rome: 2021)

In early 2020, The Ministry of Religion inaugurated the learning platform namely *E-Learning Madrasah* which aims to assist the learning activities in Madrasah starting from *Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), Madrasah Aliyah (MA)*. The existence of the *E-Learning Madrasah* will facilitate instructors and pupils in conducting distance learning activities. [4]Also, the learning process will be more organized, engaging, and interactive.[5] *E-Learning Madrasah* is also known as a kind of Learning Management System (LMS) that aims to espouse educational activities. It has many features for facilitating the learning process, especially in distance learning. For example, online classroom features are widely used by teachers and students. The teacher can create an online classroom, assignment task, discussion forum, and others. Moreover, the students can view the learning materials and the information posted by the teachers.

It is generally accepted that e-learning is an important part of enhancing instruction delivery and developing knowledge acquisition skills based on the students' and teachers' views.[6] Implementing E-Learning would be the most successful way for students to become aware of emerging technologies and be able to study different contexts. Innovations in media-based learning can create a new atmosphere of learning. Being able to operate any tool or media will be useful for supporting the learning and teaching process. Benson, and Odera suggests that media may gain academic performance which the selection among various references ultimately reflects on the students' achievement.

So far, several previous kinds of research are related to the topic of this study. The first systematic report on e-learning was carried out in 2011 by Yacoba, et aat in TATI University College in Malaysia. They present that TATIUC allows engineering-focused undergraduate programs that incorporate

---

[4] Azliza, Y. et.al., "Students' AwarenessToward E-Learning in Education". *Procedia- Social Behavioral Science*.

[5] Ministry of Religion, "*E-Learning Madrasah*" (Https://elearning.kemenag.go.id/, accessed on July 1, 2021)

[6] R. F. E. Encarnacion, et.all, "The Impact and Effectiveness of E-learning on Teaching and Learning". *International Journal of Computing Science Research.* Vol. 5 No. 2, 2021.

2

teaching and learning principles as well as laboratory practicals.[7] Moreover, Riah F. et.al in Omani higher education. Oman Tourism College (OTC) has already implemented a Learning Management System (LMS) since 2014. Due to the increasing number of users the research was conducted. OTC believes that e-learning is an online tool for supporting academic processes. Thus, they want to discover how effective and impactful it is.[8] Then, during the COVID-19 pandemic e-learning became the most prevalent platform to facilitate the students in the learning activities. The flexibility of e-learning can support learners and teachers to connect with each other. Besides, the use of technology in the classroom will lead the students to learn independently.[9] The implementation of e-learning also can enhance the students' motivation and engagement in the learning process. However, the success of e-learning depends on the delivery and adequate training of teachers in applying e-learning.[10] Regarding the students' motivation, there is also a more specific benefit to the use of e-learning in the EFL context. The previous study has investigated the correlation between e-learning enjoyment and vocabulary learning through digital video games. Providing treatment with video games based on the students' preferences indicated that the enjoyment of e-learning can help the students develop their vocabulary. Also, the implementation of game-enhance practice can increase their language learning motivation.[11] The employment of e-learning not only affects the students' language skills but also impacts their digital literacy. Since the learning activities have been substituted online, the best way to continue the learning process is by utilizing technology or e-learning. The three aspects included in digital literacy (skill, critical

[7] Azliza, Y. et.al., "Students' AwarenessToward E-Learning in Education". *Procedia- Social Behavioral Science*.

[8] R. F. E. Encarnacion. et.al. The Impact and Effectiveness of E-Learning on Teaching and Learning. *International Journal of Computing Sciences Research*. Vol. 5 No.1, 2020

[9] M. A. Khan, et.al. Students' Perception toward E-Learning during COVID-19 Pandemic in India: An Empirical Study. 2020

[10] M. Samir, et al. E-Learning and Students' Motivation: Research Study on the Effect of E-Learning on Higher Education. 2014

[11] Mohsen Ebrahimzadeh – Sepideh Alavi. 2016. Motivating EFL Students: E-learning enjoyment as a predictor of vocabulary learning through digital video games, Cogent Education. 3:1

understanding, and communicative abilities) will be improved through the use of e-learning.[12]

On the other hand, there are also disadvantages to e-learning. For instance, according to a study conducted by Anza, Luthfi, and Saragi, they approximate that the school still implemented traditional methods for teaching and learning. It was caused because many teachers in Indonesia were not aware of technology-based learning. They think that applying modern media in learning will be more difficult. Besides, not all schools or districts provide better learning services. But some schools also already applied e-learning as a media or tool to support online learning activities.[13] Another study also found that the use of e-learning is still ineffective because there are several challenges related to the implementation of e-learning such as no financial support, internet connection, and others. Besides, most of the lectures often mix several applications like WhatsApp with Zoom to support learning activities. The researcher also suggests that maximizing the use of e-learning in the classroom should be supported by the institution and government. Holding training for teaching staff will improve their competency in applying technology-based so the teachers can provide interesting materials and creativity in the learning process.[14] It can be concluded that every research showed different findings related to the challenges of e-learning. The condition and situation affect the implementation of e-learning itself, so more research is needed to give other insights related to the barriers.

Talking about e-learning, the Learning Management System (LMS) is often discussed since it is necessary to organize content, courses, faculty, students, and teachers. Firawati in her study mentioned that the use of LMS in the teaching and learning process can enhance autonomous blended learning. The

---

[12] Liya Atika Anggrasari. Penerapan e-learning untuk meningkatkan kemampuan literasi digital di era new normal. *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran*. Vol 10 No.2, 2020

[13] A. Fikri, et. All,"Introduction e-learning in the educational sector case study Senior High School in DKI Jakarta". *ASEAN Journal of Community Engagement*. Vol. 3 No.1, 2019

[14] Henny Mardiah. The Use of E-Learning to Teach English in the Time of the Covid-19 Pandemic. *English Teaching and Linguistic Journal.* Vol 1 No.2, 2020

4

features provided on LMS facilitate the learners in their study. In her study, she mentioned Moodle as one of LMS that applied in language teaching. Many schools select the Moodle because it contains a social constructionist approach, emphasizing learners to contribute to educational experiences. In addition, Moodle also has several benefits such as centralized learning, flexibility, and inviting students to learn by their own learning style.[15] To sum up, most of the benefits mentioned are significantly provided on other LMS. Despite the benefits, another study also discussed the challenges of Moodle based on academic staff experiences. To begin with, the platform can be accessed by internet connectivity. So, unreliable internet makes the academic staff only use Moodle outside campus. They believed that any contents uploaded on the platform will not be accessed by the learners since they know that it can only be accessed in the university. Moreover, the finding showed that 28.9% of academic staff did not know the platform or Moodle. It means that they will be able to use it when they are aware of the system and benefit. Lack of training also being the challenges of using Moodle. Because the implementation needs the acquisition of technological skill, training is needed before implementing the platform in the learning process.[16] It can be concluded that every research has a different focus, methodology, and research setting. So, it does not deny that recent information will be obtained from new research with dissimilar purposes. New results and challenges may appear in other studies, particularly in ELT contexts.

With this in mind, the previous study mostly investigated E-Learning in a general way, but this research focused on *E-Learning Madrasah* that only applied in Islamic Educational Institutions or Madrasah. Furthermore, the subject of this research was 14 teachers and 287 students, especially those who learn and teach English Lessons in madrasah in Gresik including *MTsN Gresik,*

---

[15] Firawati. Learning Management System and EFL Classes: A Way to Promote Autonomous Blended Learning. *Journal of Physics Conference Series*. 2021

[16] R. Bhalalusea., EEA. Lukwaro, M. Clemence. Challenges of Using E-Learning Management System faced by the Academic Staff in Distance Based Institutions from Developing Countries: A Case Study of the Open University of Tanzia. *Huria: Journal of the Open University of Tanzania*. Vol. 14 No.1, 2013

5

*MAN 1 Gresik*, and *MAN 2 Gresik*. This study selects three schools only since the criteria of research location was Islamic State only and it's the total of Madrasah in Gresik. Also, these schools are categorized as state Islamic schools that have "A" accreditation in Gresik.

The researcher is also interested to conduct research because of the various achievements obtained by these institutions both in the academic and non-academic sectors like the best digital Madrasah, Literacy school, and others. Moreover, these schools have implemented *E-Learning Madrasah* well during distance learning. This research applied a survey research design so taking more than one locus is more appropriate to gather the data. Subsequently, this study investigated the features of *E-Learning Madrasah* that are most used in English Lessons, specifically in online classroom features. Then, gaining the information related to teachers and students' experiences on the use and challenges faced when applying *E-Learning Madrasah* features in English Lessons. Thus, this study entitled "Exploring Features on *E-Learning Madrasah*: Teachers and Students' Use and Challenges".

## B. Research Questions

According to the research background above, the research questions of this study are the following.

1. What are the features in *E-Learning Madrasah* that are mostly used by teachers and students in teaching and learning English Lessons at Madrasah in Gresik?
2. What are teachers and students use on *E-Learning Madrasah* features in teaching and learning English Lessons at Madrasah in Gresik?
3. What are the challenges faced by teachers and students when using *E-Learning Madrasah* in teaching and learning English Lessons at Madrasah in Gresik?

## C. Objective of Research

In line with the research questions above, it can be figured out the objective of this study as follows.

6

1. To investigate the features of E-Learning *Madrasah* that are mostly used by teachers and students in teaching and learning English lessons.
2. To explore how the teachers and students use *E-Learning Madrasah* features in teaching and learning English lessons.
3. To explore the challenges faced by teachers and students when implementing *E-Learning Madrasah* in teaching and learning English lessons.

## D. Significance of Research

This research investigated the features of E-Learning *Madrasah* that were mostly used by teachers and students in teaching and learning English lessons. In addition, it also explored the use and challenges of *E-Learning Madrasah*. Moreover, it is expected that teaching and learning English lessons would be more interesting and effective by optimizing the use of *E-Learning Madrasah* Features. It is also supposed to give advantages to students, teachers especially for *MTsN Gresik, MAN 1 Gresik, MAN 2 Gresik,* and further researchers as follows.

For the students of *MTsN Gresik, MAN 1 Gresik,* and *MAN 2 Gresik*, this research helped them to express their experiences during implementing *E-Learning Madrasah* features in English lessons. Since the learning media applied in the classroom influenced the students' performance and the situation of the learning activities.

For the teachers of *MTsN Gresik, MAN 1 Gresik,* and *MAN 2 Gresik*, the findings of this study can be taken into consideration in the learning and teaching process, especially in English lessons. In addition, it is expected that the result helped the teacher to improve the learning environment and discover the students' and teachers' challenges when using *E-Learning Madrasah* features in English lessons.

For future researchers, this research may be a useful resource to conduct the next research about the use of *E-Learning Madrasah* in the ELT context. The researcher also can add specific information like students' skills or students' attitudes that can be a comparison to the existing theories related to the E-Learning platform.

7

## E.  Scope and Limitation of Research

The scope of this research is to explore *E-Learning Madrasah* features and the use of *E-Learning Madrasah* features in English lessons. It contains information on teachers' and students' use and challenges when using the *E-Learning Madrasah*.

Furthermore, the limitation of this study is exploring one of the features in *E-Learning Madrasah* namely the online classroom feature. It is a feature where the teacher can create an online class based on the subject. Then, the students can get the materials, information, and explanation from the teachers. In this study, the researcher conducted research on 13 English teachers and 287 students in Gresik including *MTsN 1 Gresik, MAN 1 Gresik,* and *MAN 2 Gresik*. This study took more than one school in Gresik because it applied a survey research design so the researcher can take more accurate data from the respondent. In addition, the schools that were chosen already implemented *E-Learning Madrasah* well during online learning, particularly in English lessons. Thus, it is suitable for exploring the use of features on *E-Learning Madrasah*, specifically online classroom features used by teachers and students. The researcher discussed two main aspects; there were exploring teachers' and students' use of *E-Learning Madrasah* features applied in English lessons based on Bhatia theory,[17] and exploring teachers' and students' challenges faced when applying *E-Learning Madrasah* features in English lessons based on theory by Alenezi[18] and Moubayed.[19]

## F.  Definition of Key Term

This is the acknowledgment that connects this research and the reader to be well-organized on the concept of the definition of the key terms in this paper.

1.  Learning Management System (LMS)

---

[17] R. P. Bhatia, "Features and Effectiveness of E-Learning Tools". *Global Journal of Business Management and Information Technology*. Vol, 1 No.1, 2011

[18] Abdullah, Alenezi. Barriers to Participation in Learning Management Systems in Saudi Arabian Universities". *Hindawi Educational Research International.* 2018

[19] A. Moubayed, M. Injadat, A. Nassif et al. "E-Learning: Challenges and Research Opportunities Using Machine Learning & Data Analitycs". *IEEE Access*. Vol. 6. 2018

http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/

Learning Management System (LMS) is a tool that has several functions including distributing learning materials, managing the learning process, evaluating learning goals, and assessing the individual learning progress.[20] In this research, the Learning Management System (LMS) refers to the *E-Learning Madrasah* that teachers and learners use for English courses.

2. *E-Learning Madrasah*

According to the Ministry of Religion, *E-Learning Madrasah* is a free tool for Madrasah that aims to improve the learning acivities in Madrasah from *Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs),* and *Madrasah Aliyah (MAN)*, to be more structures, interesting and interactive.[21] In this research, *E-Learning Madrasah* is known as a digital learning platform used in Madrasah in Gresik to teach and learn English lessons.

3. Features on *E-Learning Madrasah*

According to the Ministry of Religion, features are components that are provided on the *E-Learning Madrasah* application. In this study, features on *E-Learning Madrasah* means online classroom menus including class timeline, video conference, the competency standards, minimum completeness criteria, the lesson plan, menu of teaching materials, merged student data, class attendance, knowledge task and assessment, skill task and assessment, final semester assessment, computer-based test, a recap of values, students activity monitoring, class setting, and calendar menu that are used by students and teachers on *E-Learning Madrasah* in English lessons. The features help them to connect with each other in the educational process.

4. Challenges

---

[20] William, R., Watson, & Sunnie L.W. "What are Learning Management System, What are They Not, and What They Should Become?". *TechTrends.* Vol, 51. No. 2. 2012

[21] Ministry of Religion, "E-Learning…..4

9

According to Tonybee, a challenge is something difficult that needs a significant deal of effort and establishment. It is a kind of test intended to examine someone's strength, skill, and ability.[22] In this research, there are two categories of challenges that are teachers' challenges and students' challenges. Both of them refer to several difficulties faced by English teachers and students in using *E-Learning Madrasah* features in teaching and learning English lessons.

---
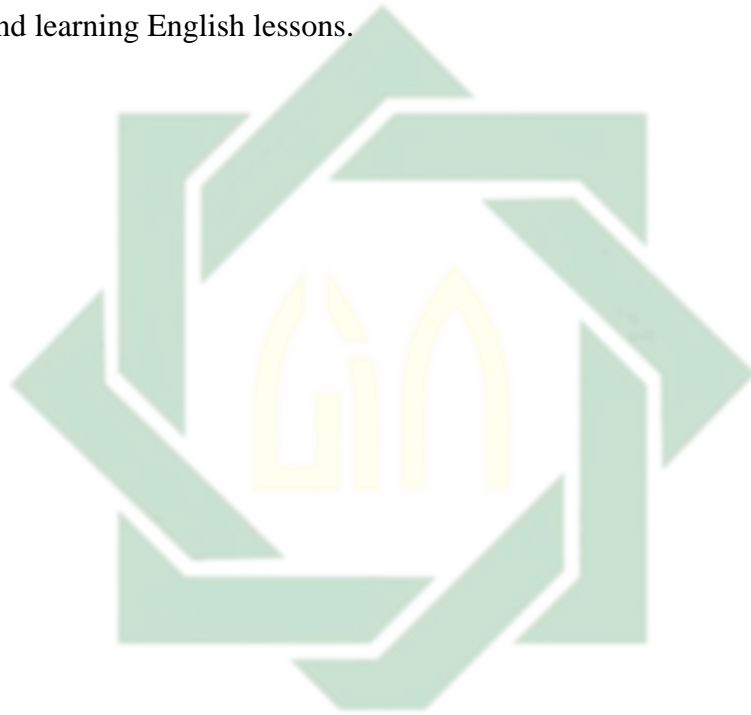
[22] A. Tonybee. *A study of History* (Londorn: Oxford University Press, 1987)

**CHAPTER II**

**LITERATURE REVIEW**

The second chapter provides several theories and reviews    of the previous study related to this topic, which is used as references to the problem discussed.

**A. Theoretical Background**

1. E-learning

   E-learning refers to the implementation of web information and communication technology in educational activities. Several terms also explain this teaching and learning model. According to Naidu, it contains online courses, virtual classrooms, distance learning, and network web-based learning.[23] There are many definitions of e-learning, but the concept is almost the same each other that learning activities carried out digitally.

   E-learning is an electronic technology to construct a learning environment.[24] While Koohang, et al. clarify that an instrument through certain electronic media related to the education activity such as instruction, teaching, and learning is E-learning

   To simplify the terms of electronic learning, it is called e-learning. The letter 'e' in e-learning refers to the word 'electronic', so e-learning means all activities in educational systems that are executed by an individual or group by integrating networks or electronic devices. In other words, e-learning is learning that espouses technology-based such as mobile phones, video conferencing, audio, and others.

   E-Learning is the most recent innovation in the field of education. Abbad et al. claimed e-learning as any learning that is enabled electronically.[25] Whels et al. also clarify e-learning as the "Use of computer network technology, primarily over or through the Internet, to deliver

---

[23] Naidu, S., *E-Learning A Guidebook of Principles, Procedures, and Practices,.* (New Delhi: CEMCA, 2006)

[24] William, H., Katherine, H., *E-Learning Tools and Technologies*. (Canada: Wiley Publishing, 2013)

[25] M. M. Abbad. "Looking Under The Bonnet: Factors Affecting Student Adoption of E-Learning System in Jordan". *The International Review of Research in Open and Distance Learning*. Vol 10 No.2, 2009

11

information and instruction to individuals".[26] Although different definitions of e-learning exist, they concentrate on basic concepts such as learning, technology, and accessibility.

In this research, E-Learning is defined as a Learning Management System (LMS) to enhance the teaching and learning English lessons in Madrasah, namely *E-Learning Madrasah*. Notably, using e-learning may give a new contribution to the educational environment. For instance, the flexibility of e-learning increases the readability of the users that can be accessible anywhere, at any time. So, both teachers and pupils can utilize the tool properly. Moreover, Boulton points out that E-learning can provide better support for students who often participate in traditional classrooms, provide an opportunity for talented students to accelerate their learning, and develop independent learning skills through learning experiences.[27] Thus, the information in e-learning is stored securely so that if the students are still confused about the materials, they can reopen it to understand the content in the stream provided.

There are two kinds of E-Learning including *synchronous* and *asynchronous*. *Synchronous* E-Learning refers to a classroom where both students and teachers are located in the same room. It's commonly supported by video conferences, audio conferences, or both.[28] While *asynchronous* E-Learning lets the students explore more activities independently or self-paced.[29] It means that both teachers and students can't see each other since they are separated in time and space. The learning activity is supported by several tools such as email, discussion forum, and

---

[26] E. T. Whels. Et.all. "E-Learning: Emerging Uses, Empirical Results and Future Directions". *International Journal of Training and Development, 2003*

[27] H. Boulton, "Managing e-Learning: What are the Real Implications for Schools?". *Electronical Journal e-Learning*. Vol. 6 No. 1, UK 2008 .

[28] E. Murphy, et.all. "Asynchronous and Synchronous Teaching and Learning in High-School Distance Education. *British Journal of Educational Technology.British Journal of Educational Technology*. Vol 42, 2011

[29] Ruth C. Clark – Richard E. Mayer. *e-Learning and the Science of Instruction. (*Hoboken: Wiley, 2016)

12

other tools.[30] In addition, a*synchronous* learning provides flexibility and is cost-efficient in the class since it allows the students to use web practices in learning activities.[31] Both of *Synchronous* and *Asynchronous* learning, it has their own benefits and drawbacks. So, the teachers can implement the learning method based on the needs.

a. Types of E-Learning

There are many different viewpoints on the sort of types of E-Learning, but they all mean the same thing. As stated by Horton, types of E-Learning are the following.

1) Learner-led e-learning

Learner-led e-learning is a kind of e-learning that allows independent learning and is sometimes called self-directed e-learning. There is no facilitator to help the students when accessing the tools. Besides, all the information is provided on the course materials.

2) Facilitated e-learning

Facilitated e-learning incorporates web content to simplify collaborative learning. It allows the students who can't join the class based on the schedule to get the information by discussing it with other students and the facilitator. However, the facilitator does not actually teach. The assignment will be posted on the class forum where the students can also "hand in" their homework.

3) Instructor-led e-learning

Instructor-led e-learning is commonly used in distance learning where the teacher conducts the class using web technology. The activity is like in the real classroom since the students and teachers can communicate with each other both orally and verbally in the chat box.

4) Embedded e-learning

---

[30] H. Stefan, "Asynchronous and Synchronous E-Learning. *EDUCAUSE Quarterly*. Vol. 31 No. 4, 2008.

[31] M. Etherington, "E-Learning pedagogy in the Primary School Classroom: the McDonaldization of Education". Australian Journal of Teacher Education. Vol. 33 No. 5, 2008

Embedded e-learning is used to solve the problems faced by students. It's located on the program installed or it is known as help files, web pager, or network application. Then, the user can ask for information about the problem and the website will explain the tutorials step by step.

5) Telementoring and e-coaching

Telementoring and e-coaching is the oldest form of learning since it provides many tools like video conferencing, instant messaging, internet telephones, and others to support the mentor. [32]

b. Features of E-Learning

E-Learning is growing increasingly popular because of the diverse demands, abilities, and backgrounds of learners. The following are some of the main features of E-Learning.

1) Connectivity or networking

When conducting distance learning, both teachers and students are not in the same room. By applying this technology, it allows the user to connect with each other in the same place and time. Moreover, it can be accessed by a large number of students.

2) Flexibility

In this case, E-Learning can be used anytime and anywhere. So, it helps the students who have other activities outside the class such as part-time jobs or have difficulty attending the class. Furthermore, the students still can access the information provided in the E-Learning outside the classroom schedule.

3) Interactivity and collaboration

The interactivity of E-Learning allows the students to share any information with their friends and teachers also can connect with students. Moreover, they can do collaboration learning using the application in the spread distance. So, the teachers can apply several

---

[32] Wiliam, Horton – Katherine, Horton, E-Learning ….

14

activities in a group to support collaborative learning like doing a quiz or game, discussing related to the learning materials, and questioning and asking with students.

4) Virtual Learning Environment (VLE)

Virtual Learning Environment (VLE) or Virtual Learning Portal (VLP) is created based on the needs. If the course is English so the content such as texts, visuals, or quizzes are available in the English context.[33]

In short, those features of E-Learning including connectivity, flexibility, interactivity and collaboration, and Virtual Learning Environment (VLE) are the common features that exist in every E-Learning including *E-Learning Madrasah*. Each feature of E-Learning almost has the same function since the software in the E-Learning is connected to each other. For instance, in terms of connectivity and interactivity, with the availability of connection features, teachers and students can communicate with one another by utilizing the features given even if they are not in the same physical location. Besides, the flexibility and Virtual Learning Environment (VLE) also help teachers and learners to obtain any learning content in the form of text, audio, video, and others easily.

2. Learning Management System (LMS)

A Learning Management System (LMS) is a web-based technology designed to enhance the learning process.[34] It is a server-based software program that contains information related to users, courses, and contents.[35] LMS is commonly applied by educational institutions to support the implementation of online learning for teachers, students, and education

[33] R. P. Bhatia, "Features and Effectiveness of E-Learning Tools". *Global Journal of Business Management and Information Technology*. Vol, 1 No.1, 2011

[34] Napaporn, S., "EFL Learners' Perceptions of Using LMS". The Turkish Online Journal of Educational Technology. Vol. 13, 2014

[35] Yefim Kats. *Learning Management System Technologies and Software Solutions for Online Teaching: Tools and Applications*. Information Science Reference, Hershey, PA, USA, 2010.

people. Bradley also stated that LMS allows teachers and students to conduct online learning properly.[36] Learning Management System also includes a learning system, course management system, content management system, portal, and instructional management system as platforms. [37] LMS is a software used to manage, track, and report an interaction between students, learning materials, and teachers and students.[38] Thus, the Learning Management System (LMS) can be said as a tool or application for establishing an e-learning process that can enhance the teaching and learning process effectively.

Besides, LMS can be used to create learning content, assess the students' tasks, monitor the students' activity, and communicate both synchronously and asynchronously. For students, they can use it for accessing the learning content, uploading assignments, doing quizzes, taking an online exam, and others. Furthermore, LMS also facilitates communication between teachers and learning since it enables it to be applied in online classes and face-to-face learning. In line with Hrastinski that LMS is a website that combines online learning as a contemporary classroom and traditional classroom.[39] In the learning process, LMS can engage the students who are less dependent on social aspects to do collaborative learning activities like a discussion that can increase students' participation.[40] Indeed, LMS for learning purposes is evolving. Examples of LMS are Moodle, Schoology, Google Classroom, E-Learning, and many more.

a. Advantages

---

[36] V. M. Bradley, "Learning Management System (LMS) use with online instruction". *International Journal of Technology in Education (IJTE)*. Vol. 4, no.1, 2021

[37] Coates, H. et al., "A Critical Examination of the Effects of Learning Management Systems on University Teaching and Learning," Tertiary Education and Management. Vol.11, 2005

[38] Firawati, "Learning Management System and EFL Classes: A Way to Promote Autonomous Blended Learning". *Journal of Physics Conference Series*. 2021

[39] Nadiyah, M. N Sarjana Degree: The Students' Acceptance of Learning Management System (LMS) Platforms at English Language Education Department of UIN Sunan Ampel Surabaya." (Surabaya: Sunan Ampel State Islamic University, 2021)

[40] Hosam, A., Saeed, N. "A Systematic review of cloud computing tools for collaborative learning: Opportunities and challenges to the blended-learning environment". *Computers & Education*. Vol. 124, 2018

According to Srichanyachon, there are some benefits of the Learning Management System (LMS). For example, it supports centralized learning in which the users are allowed to access the platform at a point in time and anywhere. It also allows the users to monitor the activity on the platforms like the learning progress, view a necessary learning path, and register for extra courses. Moreover, LMS provides direct evaluation for learning purposes. The learners will know the result after the assignment ends based on assessment guidelines created by the teachers. Because various menus for documentation, administration, recording events, and classroom learning are available in LMS.[41] Those features provided on LMS can help educators to change any information on the platform. The teachers also can keep upgrading the content on the LMS for students so the learning process will be run effectively. The ease of access in LMS is the prominent key to implementation in the learning environment. The instructions and features support the new user to apply the platform easily.

On the other hand, LMSs' benefits not only for the students but also for the teachers. The ease of access, better communication, and enhanced the relationship between students also are the comparison between this software and traditional systems.[42] Students can interact among themselves and their instructor both in the classroom and outside. It enables teachers to solve their problems related to the teaching process by providing the learning materials and some resources to carry out self-study.

For the specific benefits for teachers and learners, LMS can be categorized as a time-saving and effective way to evaluate the students' progress. Instructors can reach out to the students outside the class

---

[41] Srichanyachon, N. "EFL Learners' Perceptions of Using LMS". The Turkish Online Journal of Educational Technology.Vol. 13, 2014

[42] Abdullah Alenezi. "Barriers to Participation in Learning Management Systems in Saudi Arabian Universities". *Hindawi Educational Research International.* 2018

17

hours and provide immediate updates on coursework concerns.[43] The learners also can access the subject material easily, increase their abilities on applying technology, and enhance the students' self-motivation in the study.[44] Concerning to the benefits of LMS, the earlier researchers also provide suggestion to apply online learning platform for helping the learning activities better.

b. Disadvantages

Meanwhile, there are also disadvantages of implementing LMS at the educational level. As stated by Muruthy & Yamin that LMS is online learning which may create a problem related to the internet connection since it is web-based technology.[45] Internet connectivity is a major barrier to using LMS. Because the software only is accessed by the internet, poor connectivity slows down the learning activities and it needs strong networks. [46] Thus, the implementation of online learning media influences the performance of activities, especially when it deals with the problem of network.

Besides, LMS lacks interaction between learners and teachers.[47] Because of this, some users prefer to do traditional classrooms since it will cover a large number of students at the same time. Every student has a different learning style so it may be challenging for teachers when applying LMS since they should adapt to it. Regarding the issues related to the technology based on LMS, Bickford also stated that most of the users have an issue with the LMS access, features, navigation, and the

---

[43] S. Al-Sharhan, A. Al-Hunaiyyan, R. Alhajiri, and N. Al-Huwail. Utilization of Learning Management System (LMS) Among Instructors and Students.

[44] A. E., Muruthy & Yamin, F. M. "The Perception and Effectiveness of Learning Management System (LMS) Usage Among The Higher Education Students.*" Journal of Technology and Operations Management*. Vol. 12, no.1, 2017

[45] A. E., Muruthy & Yamin, F. M. "The Perception and Effectiveness of Learning Management System (LMS) Usage Among The Higher Education Students.*" Journal of Technology and Operations Management*. Vol. 12, no.1, 2017

[46] Ibid 42

[47] Armstrong*, S. Advantages and Disadvantages of Online Learning -eLearning Industry. eLearning Industry*. 2013

cost for development.[48] Several drawback were explained by some expert that aims for the user including the educational sector may observe what online platform that suitable to be applied on their location.

c.  Challenges

LMS is assumed for improving the quality of learning, but despite its benefits, it obtains several challenges. According to Ridho, the challenges of implementing LMS (*Schoology*) in blended learning, the learners are hesitant to apply online platforms because of poor and unstable internet connections, as well as a lack of IT literacy, inadequate infrastructure, a lack of instruction and preparation, no two accounts can be opened on the same time, and teachers can not moderate students' comments or discussions.[49]

Moreover, there are three barriers of applying LMS in terms of *Moodle/Google Classroom* in EFL classrooms including lack of personal touch in E-Learning, lack of technology and internet access, and physical barriers for learners and teachers.[50] Personal touch in E-Learning refers to the legitimacy and viability of E-Learning as a learning approach. Implementing the software in the classroom will give a different impact on the learners. So, the effectiveness of the platform is based on the situation in the classroom. Moreover, the utilization of technology and the internet is crucial since LMS is categorized as web-based technology. Due to this, the capability of students in accessing digital technology is needed for enhancing the

---

[48] Alison, Bickford. *12 Common Complaints about Learning Management Systems (LMS). Connect Thinking*. 2013

[49] A., Ridho R. "BLENDED LEARNING VIA SCHOOLOGY AS A LEARNING MANAGEMENT SYSTEM IN READING CLASS: BENEFITS AND CHALLENGES". *Journal of Linguistic Terapan (JLT)*. Vol. 9, no. 2, 2019

[50] L., Raskova O., Afif I. M. "EFL Students Perspective toward Online Learning Barriers and Alternative Using Moodle/Google Classroom during COVID-19 Pandemic". *International Journal of Higher Education.* Vol9, no. 6. 2020.

learning activity. Lastly, the physical barrier refers to the way of using LMS, specifically *Moodle/Google Classroom* in general.

On the other hand, Alenezi pointed out that infrastructure concerns, expenses, cultural and moral discourse, the need for technical assistance and service for learners, and other administrative impediments are cited as several barriers to the performance of LMS.[51] It can be concluded that, the challenges of LMS faced by the users was commonly the same even though there are also new issue appeared.

3. E-Learning Madrasah

In the field of education, technological advancements have a positive impact, one of them is the deployment of a Learning Management System (LMS). E-Learning is a kind of LMS which is guidance developed through the digital device (Computer, laptop, tablet, or smartphone) to enhance learning.[52] E-Learning is widely used for web and internet access. Because of this E-Learning can be used flexibly by the users to take the lesson. Also, there will be a variety of teaching methods and collaboration activities based on the learners' needs. According to Edition, E-learning provides some qualities such as learner-centered materials, granularity, interesting content, interactivity, and personalization.[53] Therefore, most E-Learning courses are extended to establish cognitive skills since the activities will be done directly.

To date, E-Learning has been developed by many institutions to enhance learning activities. The Ministry of Religion also presents new E-Learning namely *E-Learning Madrasah*. It is a free tool used by madrasah only for supporting learning activities, especially in the pandemic era. There are 6 access roles in *E-Learning Madrasah* including Madrasah Operators (Administrator), Subject Teachers, Counseling Guidance Teacher,

---

[51] Abdullah, Alenezi. "Barriers to Participation in Learning Management Systems in Saudi Arabian Universities". *Hindawi Educational Research International, 2018*

[52] Ruth C. C., – Richard E. M., E-Learning……

[53] Food and Agriculture Organization of the United Nations, E-Learning….

20

Homeroom Teacher, Students, and Supervisor (Head of Madrasah and his staff).[54]

a.   Features on *E-Learning Madrasah*

    *E-Learning Madrasah* has various features that can be accessed, specifically for the teacher, they are the following menus.
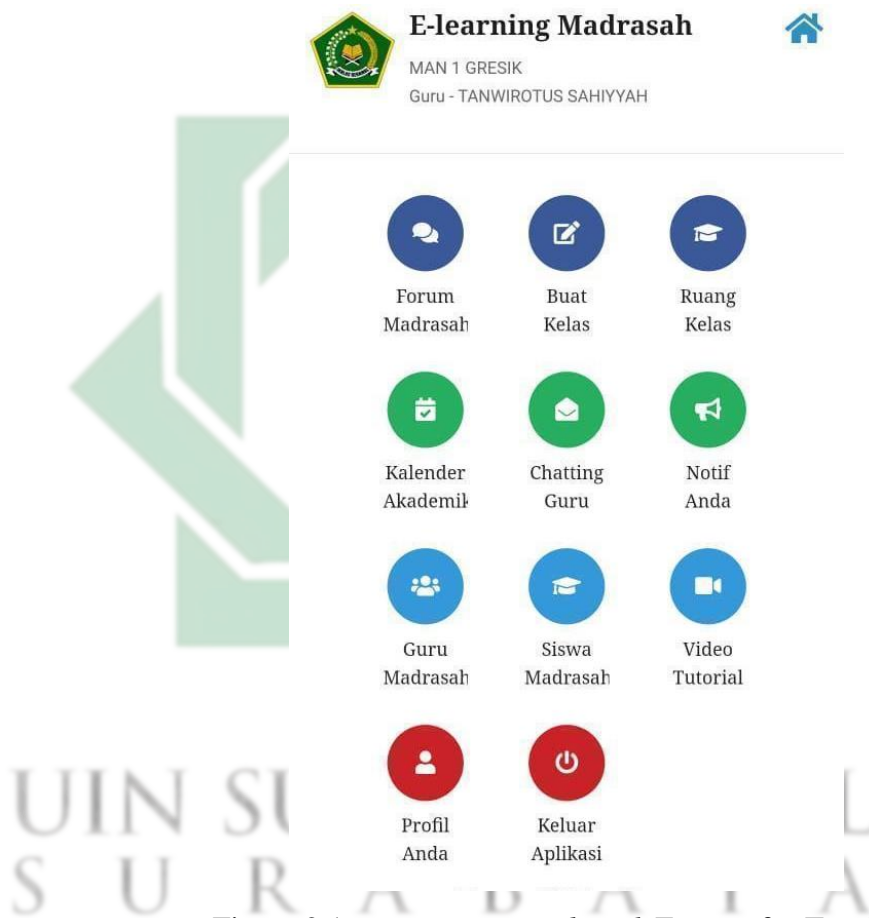


Figure 2.1  *E-Learning Madrasah* Feature for Teachers

    1) Forum menu. It functions as the home menu since it is the first display when teachers visit the application. In this menu, teachers can inform Madrasah people, students, or other teachers. 2) Create a class. It is used for creating several class subjects for each grade. The teacher also can fill in class data as well as level, group, class name, class description, subjects, and the total of meeting agendas in one semester.

---

[54] Ministry of Religion, E-Learning…4

3) Online Class menu. To enter and carry out classroom learning, instructors can conduct it in the online class menu by clicking the online class subject. In it, there are several main menus including Madrasah Forum, Class Timeline, Video Conference, The Competency Standards, Minimum Completeness Criteria (KKM), The lesson Plan, Menu of Teaching Materials, WhatsApp Blast, Data WhatsApp, Student Data, Class Attendance, Class Journal, Computer Based Test, Knowledge Assessment menu, Skill Assessment, Final Semester Assessment (PAS), Report Recap, Students Activity Monitoring, Class Calendar, Class Setting, and Deleting Class.
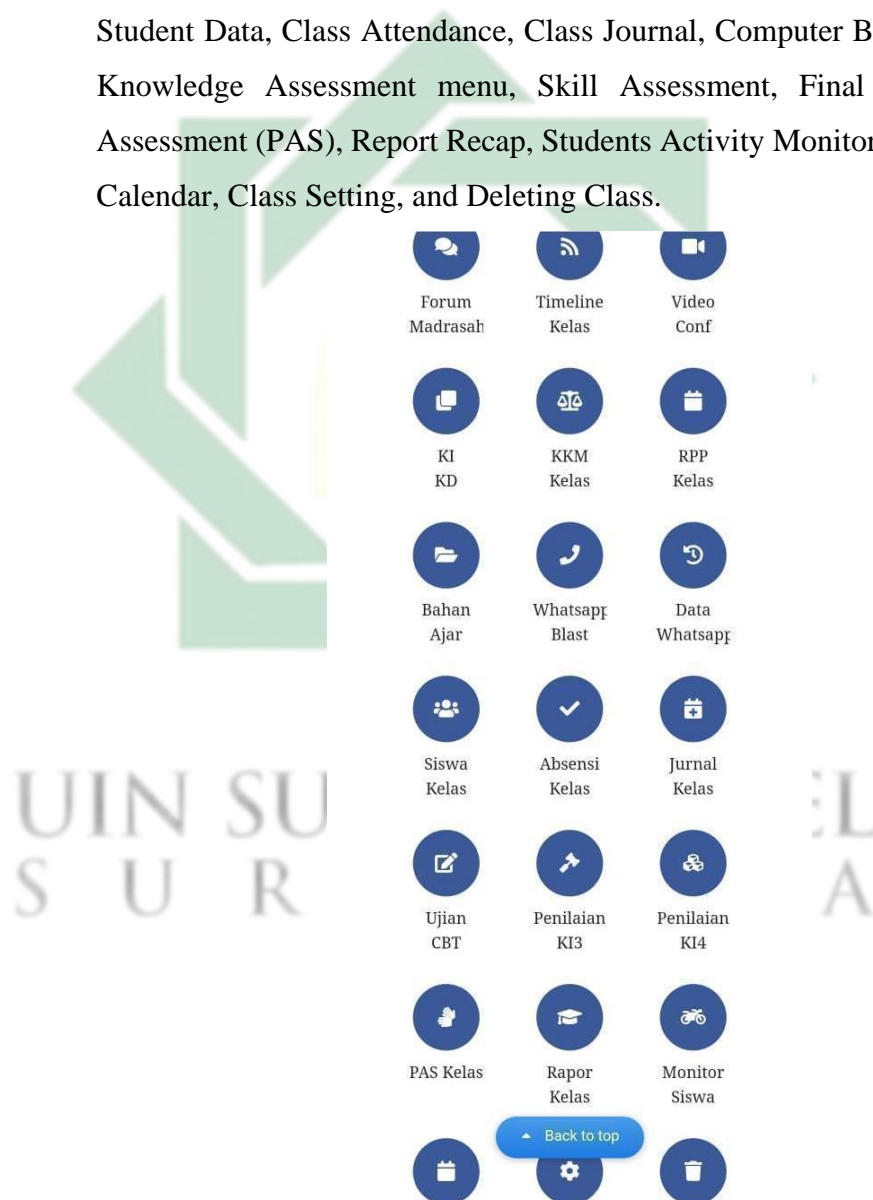


*Figure 2.2 Online Classroom Features for Teachers*

4) Calendar menu. It is a feature like a common calendar in which there is no special function of the feature. 5) Communication menu. It is used

22

to communicate with other teachers personally and they can choose the receiver. 6) Notification menu. It provides all notifications related to the teachers such as notifications from students who submit the assignment, and comments from students in the announcement which is posted by teachers. 7) Teacher menu. This menu provides a list of all the teachers in the school. 8) Student menu. It contains the data of students. 9) Video tutorial. It helps the teachers to apply each feature on *E-Learning Madrasah.* 10) Teacher profile menu. It shows personal data such as name, gender, birth, and education. Besides, teachers can also change their profile photos and information.

While several features can be accessed by students, they are the following menu.
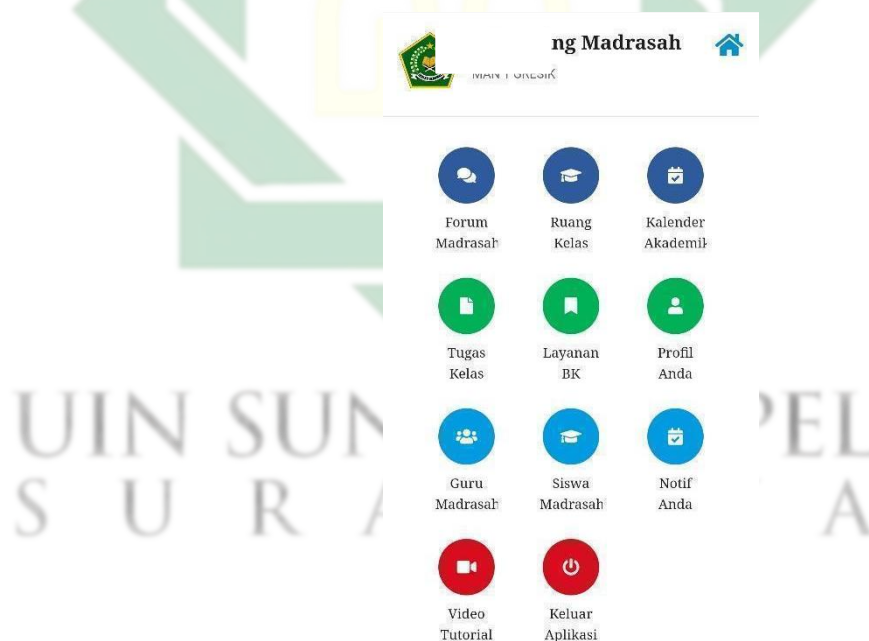


*Figure 2.3. E-Learning Madrasah Feature for Students*

1) Madrasah forum menu. It functions as the home menu since it is the first display when teachers visit the application. In this menu, students can communicate with Madrasah people, teachers, and other students. 2) Online Class menu. In this menu, students can join a class that is already created by teachers by entering the class code of the

23

subject. Moreover, it also provides the subject class that is joined by students. To enter and join a class, students can do it in the online class menu by clicking the online class name. In it, there are several main menus including Madrasah Forum, Class Timeline, Attendance, Video Conference, Competency Standards, Minimum Completeness Criteria (KKM), Lesson Plan menu, Teaching Materials, Student Data, Recap Attendance, Computer Based Test, Knowledge Task, Skill Task, Recap of Values, and Class Calendar menu.



*Figure 2.4 Online Classroom Features for Students*

3) Calendar menu. It is a feature like a common calendar that there is no specific function of the tool. 4) Class Assignment menu. It provides all assignments or tests created by the subject teacher. Also, it presents the assignment information such as subject class, type of assignment, time, and whether the assignment has been done or not. Through this menu, students can monitor which task cannot be done, a task that can be done, a task that must be done immediately, and a task that has been completed 5) Counseling guidance service menu. It facilitates students to do any consultation. 6) Students Profile menu. It shows personal data such as name, gender, birth, and others. Besides, students can also

24

change their profile photos and information. 8) Teacher menu. This menu provides a list of all the teachers in the school. 9) Student menu. It contains the data of students. 10) Notification menu. It provides the notifications, announcements, and activities made by the administrator or subject teacher.[55]

To sum up, *E-Learning Madrasah* provides ten features for teachers and students. Several features have the same function for teachers and learners such as the profile menu, forum menu, notification menu, and calendars menu.

On the other hand, in online class features, teachers and students have different totals and functions. The teacher has more menus than the students. Moreover, the online class features allow the teacher to establish classes, share lesson plans or learning materials, create assignments, and control students' activities when they are absent or utilize e-learning. In contrast to students' online class features, they do not have access to edit any information. It means that students are only allowed to read or download information or educational materials provided on e-learning. Furthermore, there is a feature namely a communication menu that is only available for the teacher. It is used to communicate with other teachers personally and the users can select the receivers. Whereas the class assignment features are only provided to students since it informs several tasks or assignments created by the teachers. Also, there is a counseling guidance service for facilitating students related to their studies.

b. How to Use *E-Learning Madrasah* in English Lesson

Here are several steps to use *E-Learning Madrasah* in English lessons both for teachers and students. First, they can visit the link of *E-Learning Madrasah* by login using their account. After entering *E-Learning Madrasah*, there are several features (Madrasah forum, online

---

[55] https://bdkjakarta.kemenag.go.id/berita/e-learning-madrasah-solusi-pembelajaran-daring-di-masa-pandemi-covid-19 accessed on June 18 2021

25

class, calendar, teacher shared, and guidance). The teachers and students can click online class features on the main dashboard, and select English lessons to enter the class, post information, access materials, do a task, and others.

For teachers:

1) Visit the link of the *E-Learning Madrasah* "*https://elearning.kemenag.go.id/auth/login*"

2) Log in by writing unique numbers of Educators and Education personnel or username and password account.

3) After entering the E-Learning, the main dashboard of *E-Learning Madrasah* contains several features (Madrasah forum, online class, calendar, teacher shared, and guidance)

4) Next, the teacher can click online class features on the main dashboard, and select English lessons to enter the class, post information, and others

For students:

1) Visit the link to *E-Learning Madrasah* "*https://elearning.kemenag.go.id/auth/login*"

2) Login using the username and password account

3) After entering the E-Learning, the main dashboard contains several features (Madrasah forum, online class, notifications, calendar, and class assignments).

4) The students can click online class features on the main dashboard, then select English lessons to enter the class, access materials, do a task, and others

4. Challenges in E-Learning

The implementation of online learning platforms or e-learning also has challenges for the users. According Moubayed, et al, they categorized e-learning challenges into six aspects including:

a. Transmission/delivery

26

Several methods can be done by teachers in delivering materials to the students. For instance, teachers and learners can interact at the same time or it's called *synchronous*. However, the class must be supported by a good signal, so it may interfere with the learning activities when teachers or students have internet access problems. Next, teachers and students can communicate with each other using email, watching videos, and others. It means that the learning process does not occur in the same place or at the same time. Learners are allowed to learn on their own time. Thus, the teacher should equalize the learning content and students' motivation. Moreover, the learners may get difficulties when doing assignments since they will not get feedback immediately on their questions. Therefore, it is important to provide clear instruction to the students during the class. In other words, this method is called *asynchronous*. Lastly, blended learning is often applied by teachers where they can combine both online and offline learning. By conducting this kind of method, teachers can create suitable activities based on the learning objective. But, the teachers should pay attention to the selection of materials since it will influence the students' understanding.

b. Personalization

Personalizing e-learning means how to develop learning content for supporting the learning activities based on the students' needs. It is well known that every person has a different way to learn something. For instance, Visual learners like to read or write something to make them understand easily. Then, auditory learners like to discuss and talk to understand the materials. Also, they will get information easily from group discussions. On the other hand, kinesthetic learners learn better when they do and move during the learning activities because it will help them to focus more on what they know. Thus, providing suitable learning content is necessary for the teachers. They can create or adopt from several experts based on the learning objective. It may impact the

27

learning activities notably for the students' comprehension whether they understand what teachers explain or not.

c. Collaborative/cooperative learning facilitation

In the learning process, teachers often ask the students to do projects/tasks for assessment. It can be in the form of collaborative or cooperative activities. However, during online learning, students can not discuss directly where they often only communicate using the online device. Some activities may be disrupted due to misunderstanding or less communication. In conclusion, it may become an obstacle to the implementation of e-learning.

d. Evaluation & assessment

In this case, there are two folds of challenges that are from an educational view and technological view. First, the process of evaluating students' performance becomes harder mainly when conducting asynchronous learning. The teacher should know in what ways students' assessments are carried. Then, the challenges will appear on the efficiency of e-learning and the environment. It has a big impact on the learning activities since all information is provided on the tool used. Hence, the teachers and institutions should observe and evaluate the device to espouse the learning process.

e. Enabling technologies

Enabling technologies is a crucial aspect of e-learning, specifically it is a tool for sharing information and communication for students and teachers. So, in applying e-learning, it is recommended to provide other technology or devices to support learning activities. Since everything that uses technology has advantages and disadvantages. For this reason, the institutions can minimize the shortcomings that exist in e-learning by providing another device.[56]

---

[56] A. Moubayed, M. Injadat, A. Nassif et al. "E-Learning: Challenges and Research Opportunities Using Machine Learning & Data Analitycs". *IEEE Access*. Vol. 6. 2018

## B. Previous Studies

The use of E-Learning has been investigated by prior research in recent years which focused on E-Learning in a general way. For instance, research conducted by Suwandy, et.al related to the effectiveness of e-learning as a task in enhancing the reading skills.[57] The study applied an experimental research design. To collect the information, the researcher utilized students' reading test instrument which contains 25 multiple-choice questions to the first graduate students. The result showed that using e-learning for homework is better than using students' worksheets.

In addition, a study about the use of e-learning was also done by Aziz. The researcher explored the implementation of e-learning at elementary schools.[58] The researcher uses descriptive qualitative research since she wants to systematically describe the situation. The researcher did observation, interview, and documentation to take the data. The interviewers are the teacher, the headmaster, the deputy of academic affairs, and the students. The finding showed that the school applied two models of e-learning including an internet browser and Macromedia flash player. In addition, e-learning can enhance the students' motivation at Insan Amanah Elementary School. The data in e-learning is collected from the teachers and IT team where the implementation of e-learning can be used for instructors and learners to explore the lesson.

Besides, there was also quasi-experimental study conducted about e-learning impact on students' learning performance.[59] In this study, the researcher uses the result test and questionnaire to find the results. It showed that most of the learners have difficulties learning grammar, especially beginners. As a result, they also had a problem with speaking and writing. The

---

[57] E. Suwandi, et.al, "The Effectiveness of Using E-Learning Moodle for Homework in Improving Reading Ability of Grade X Students of SMAN 4 Padang". *Journal of English Language Teaching, Vol 1 No.3, 2013*

[58] R. T. Aziz, Sarjana Degree: *"The Implementation of E-Learning at Insan Amanah Elementary School of Malang".* (Malang: UIN Maulana Malik Ibrahim, 2014)

[59] Arman Sarjana Degree*:"The Impact of Using E-Learning on Students' Learning Achievement in Basic of English Grammar Course at The First Semester of English Education Department UIN Alauddin Makkasar".* (Makassar     : UIN Alauddin Makkasar, 2017)

researcher revealed that the cause is a lack of interest in understanding the materials. However, after utilizing e-learning in the teaching activities, the students think that e-learning helps them in comprehending grammatical elements.

Another study was from Afruzah that studied other E-Learning named *Yuk Belajar* in English Learning at Junior High School.[60] This study purposed to look how the instructors used *Yuk Belajar* as an online learning media. It also contains the students' point of view regarding to the implementation of the platform in learning English lessons. The researcher uses a descriptive qualitative study. To gather the data, the researcher of this study employs observation checklists, questionnaires, and documents. Then, the result indicated that almost all stages in the implementation of e-moderating were carried out by the teacher. However, the teacher did not implement the online socialization stage since the discussion process was better in the classroom rather than online. While the students think that YukBlajar platform is easy to use and useful to learning English.

The next study was from Cayus which explored the use of mobile devices and LMS integration in high school. This study applied a survey study. To gather the data, the researcher shared a questionnaire to 93 learners. The finding of the study revealed that using LMS in cell phones was highly recommended for the future learning environment. The students believed that learning using LMS in mobile phones can help them in the learning process in terms of the communication between lectures and students, using forums, and others.[61]

Moreover, earlier research has investigated research related to the barriers to innovation in online pedagogy. The research aimed to discover how much the teachers used the various tools offered in the WebCT platform. This study was categorized as a case study and it involved the teachers from the University

---

[60] Nur Afruzah, Sarjana Degree*: "The Implementation of YukBlajar as E-Learning Platform in English Learning at SMP Islam Al-Azhar 13 Surabaya."* (Surabaya: Sunan Ampel State Islamic University, 2020)

[61] Nadire Cavus. Investigating Mobile Device and LMS Integration in Higher Education: Students' Perspectives. *Procedia Computer Science.* Vol. 13, 2011

College of Boras. The result showed that in general, online or blended learning activities perhaps do not need to employ all devices provided in LMS. The use of the tools may be applied based on the needs. Moreover, it showed that LMS was not being used in complete capacity. Every lecturer has a different experience when using an online platform. So, in implementing the platform, sufficient investment is needed in development because it will have an impact on the learning pedagogy. The researcher also provides other suggestions for ensuring the barriers.[62]

Furthermore, a study established by Muhtia et al focused on investigating the probabilities and the barriers of blended learning adopting *Schoology*. Their research applied a literature study as a method of gathering the data. So, the data was taken from several research papers related to the topic. The result showed that *Schoology* as LMS makes blended learning more enjoyable, increases the students' self-confidence, and encourages students to think critically. Despite the benefits, the implementation of *Schoology* as LMS in blended learning also has several disadvantages such as lack of enthusiasm, lack of IT literacy, and students often get a problem with internet access.[63]

The next study was about ELF instructors' perception related to the use of Blackboard LMS conducted by Tawalbeh. The subject of this research was from English instructors in the second semester. A set of questionnaires was utilized to gather the data. The finding of study indicated that most of the lectures only applied Blackboard technology when they came to university. Moreover, most of the instructors assume that they often get difficulties on technological issues such as the log-in process, opening the files, uploading learning contents and assignments, and others. Despite the problem with the software itself, the instructors also claimed that the Blackboard learning management system is difficult to apply because some students do not know

---

[62] M., Christie & Jurado, R.G. Barriers to innovation in online pedagogy. European Journal of Engineering Education. Vol. 34 No.3 (2009)
[63] Anggri Muhtia, et al, "Blended Learning Using Schoology as An Online Learning Platform Potentials and Challenges". English Language and Literature International Conference (ELLiC). Vol. 2, 2018

how to utilize the system well, do not have internet access, and do not have the application due to low mobile capacity. However, the implementation of Blackboard LMS makes the instructors familiar with the system as a learning application.[64]

The next study was conducted by Teladan that examines the efficacy of an electronic learning system using GC.[65] This study investigated the use of GC in writing narrative text activities. An experimental research design was applied in this research. Then, the result indicated that Google Classroom is an effective medium to writing activities specifically narrative text in terms of content and coherence. In addition, the researcher explained that significant variation existed between the learners in writing narrative text by adopting Google Classroom.

Moreover, there were a number of difficulties with the deployment of E-Learning or LMS. Maryam et al conducted a study about E-learning challenges based on their experiences.[66] A qualitative study and semi-structured interviews was applied to obtain the data. The researchers investigated barriers of e-learning from students' perspectives. According to the result of the study, there were six general categories of EL barriers at the Virtual School of SUMS including educational challenges, organizational challenges, ethical challenges, evaluation challenges, managerial challenges, and communicational challenges.

There was also a study that examined students' and instructors' perspectives on the use of LMS platform namely Blackboard. This research used a survey research design and selected questionnaires to take the data. According to the findings of the research, students clarified that they enjoyed the use of the platform. Moreover, both students and instructors also clarify that their

---

[64] T. Tawalbeh. "EFL Instructors' Perceptions of Blackboard Learning Management System (LMS) at University Level". *English Language Teaching*. Vol.11 No.1, 2018

[65] R.P. Teladan, Sarjana Degree: *"The Effectiveness of E-Learning System Using Google Classroom to Improve Students' Narrative Text Writing Skill"*. (Makassar: Makassar Muhammadiyah University, 2020)

[66] Maryam S. Sarvestani, M. Mohammadi., Jalil A., Lale, R. Students' Experiences of E-Learning Challenges: a Phenomenological Study. *Interdisciplinary Journal of Virtuaal Learing in Medical Science.* Vol. 10 No.3, 2019

performance in communicating with each other was increased. The platform also helped the teachers in administering the course materials. Regarding the barriers, the participants reported that there is no problem with the technology. But, the main barrier is network and power failure of the platform. In addition, the time factor is also being the most vital challenge since it spends more time in preparing the learning needs.[67]

Lastly, a current study discussed the use *of WebICT* by academic staff and pupils in the teaching and learning activities. This study applied quantitative surveys. To get the information, the researcher of this study contacted the subject via email and invited them to do the online survey. The finding showed that there are many challenges in online learning. Refers to the students' response, they assumed that the online learning has poorly designed and maintained sites. While for the academic teachers, they supposed that online teaching creates a demand on workload since it applies to technical and administrative tasks using *WebICT*.[68]

According to prior research, most of them were taking the use of the E-Learning tools in a general way such as Google Classroom, Schoology, Macromedia flash player, and others. Meanwhile, this research also investigated E-Learning platforms but more focus on the new online learning namely *E-Learning Madrasah* that only applied in Madrasah. Besides, this study explored the teacher's and students' use and challenges of *E-Learning Madrasah* Features in English lessons, particularly online classroom features. Subsequently, this study gave insights into the use and the problems in using *E-Learning Madrasah* features in teaching and learning in English lessons. This study appl a survey research design and use a questionnaire to collect the data since it's appropriate for the purpose of the study.

---

[67] J. Uziak, M. Tundle O., Edmund L., and Kurt Becker. Students' and Instructor's Perspective on the use of Blackboard Platform for Delivering an Engineering Course. *The Electronical Journal of eLearning*. Vol. 16 No.1, 2018

[68] Debby W., Christine Spratt, Chenicheri S. N. Academic and Students Use of a Learning Management System: Implications for Quality. Australian Journal of Educational Technology. Vol. 21 No. 1, 2008

# CHAPTER III
# RESEARCH METHOD

The third chapter covers the research methodology and analysis which includes: (1) research design, (2) population and sample, (3) research instruments, (4) data collection technique, (5) data analysis technique.

## A. Research Design

The main objective of this study was to find out the most features of the *E-Learning Madrasah* used by teachers and learners in teaching and learning English lessons. Besides, it also explored the use and challenges from students and teachers when using *E-Learning Madrasah* in English lessons. Considering those objectives, this study intended to apply a survey to explore the trend or interest in school, specifically about the use of e-learning in EFL classrooms. Lodico, et al. explained that survey research is applied to gather the information regarding viewpoints, assumptions, or impressions about current issues.[69] *E-Learning Madrasah* is the newest LMS that should be observed more, so it is necessary to apply survey research. Besides, this study selected more than one location to take more data. So, It is appropriate to apply survey research since it's commonly used to represent someone's opinions, attitudes, preferences, and perceptions. Besides, surveys are also a popular research tool for collecting information from physical count and frequencies to attitudes and opinions. Random sampling is required to be applied since the population of the survey is usually in a large area. In addition, surveys are categorized based on the focus, scope, and data collection.

## B. Research Location and Participants

*E-Learning Madrasah* is a mandatory website from the Ministry of Religion. So, all Madrasahs in Gresik have already applied *E-Learning Madrasah* in their English lessons. This research selected *MTsN Gresik, MAN 1 Gresik, and MAN 2 Gresik* as the locus of the research because they are state Islamic schools in Gresik that have "A" accreditation and have many

---

[69] Lodico M. G., Dean T. S., Katherine H. Voegtle. Method in Educational Research: from Theory to Practice: Jossey Bass

achievements in both academic and non-academic fields such as the best Madrasah digital school, literacy schools, and others. Furthermore, they have applied to the *E-Learning Madrasah* in teaching and learning English lessons well during distance learning.

However, this research selected the middle grade of each school as the subject of this research because the students used several online learning media during English lessons including *E-Learning Madrasah*. Moreover, the English teachers who are the subject of this study have taught English lessons and they also have used *E-Learning Madrasah* in the class. So, the researcher can retrieve appropriate and accurate data based on teachers' and students' experiences in using *E-Learning Madrasah* features. Total of the population is 1005 students from *MTsN Gresik, MAN 1 Gresik*, and *MAN 2 Gresik*. In order to make the data collection process easier and more achievable, the researcher selected the schools in the same regency. Additionally, each school has its own policies and guidelines for applying ELM, therefore the findings of this study particularly in Gresik might serve as a guide for establishing ELM. The list of the population presented in the following table.

*Table 3.1 List of Population*

| School | Number of Students | Number of English Teachers |
|---|---|---|
| MTsN Gresik | 321 | 6 |
| MAN 1 Gresik | 337 | 4 |
| MAN 2 Gresik | 347 | 4 |
| **Total of Population** | 1005 | 14 |

In conducting this research, the researcher used probability sampling namely simple random sampling. By applying probability sampling, the researcher can make generalizations representative of a wider population. As stated by Cohen, et al, each population will be given an equal chance of being selected.[70] The researcher calculated the number of samples using the Slovin

---

[70] L. Cohen., et.al. *Research Method in Education.* Madison Avenue, New York. 2007

35

formula and the total sample in this study is 14 English teachers and 287 students. However, only 13 teachers have filled out the questionnaire since one of them is on leave because of some reasons.

## A. Data Collection Technique

To answer the research questions, the researcher distributed online questionnaires to the English teachers and students using Google Form. The researcher came to every class and asked permission for the English lesson to take time at the end of the lesson for conducting research. Then, the researcher asked the students to fill out the questionnaires based on their view of using *E-Learning Madrasah* features in English lessons. Subsequently, the researcher came to the class and shared the link of questionnaires to WhatsApp group and asked them to submit the form in around 20-30 minutes. Moreover, the English teacher can also fill out the online questionnaire during class research. The data was taken on $23^{th}$ – $28^{th}$ of May 2022 before the post-test conducted.

## C. Research Instrument

This study developed the questionnaire from Srychanation, N. (2014) and Nasser, M. (2020) since it was relevant to the topic of this study. Not all the statement was the same as previous because the researcher modified it based on the needs. Then, the questionnaire was validated by one of lecture of English Language Department UIN. The questionnaire was distributed through Google Form so that it's called an online questionnaire. Since the learning process in *MTsN Gresik, MAN 1 Gresik, and MAN 2 Gresik* was bilingual, when conducting research, the researcher wrote Bahasa in the questionnaire. Within, the respondents are easy to understand and not confused about the statement. In the questionnaire, the researcher applied close-ended questionnaires in the form of a Likert scale of five agreements, (1) strongly disagree, (2) agree, (3) neutral, (4) agree, and (5) strongly agree. The researcher selected close-ended questions to make it simple for the respondents to answer all of the questions.

There are three sub-topics on the questionnaire. The first statement answered the first research question about the most features of *E-Learning Madrasah* used by English teachers and students. Then, the second to twelve

36

statements answered the second research question about the use of *E-Learning Madrasah* features in English lessons. Lastly, thirteen to twenty-three statements answered the third research question about the barriers faced by English teachers and students when applying *E-Learning Madrasah* features. Between teachers' and students' instruments, there is a difference in the statements which are the features, number 11 on the use, and number 8 and 9 on the challenges.

## D. Data Analysis Technique

The researcher examined the questionnaire result after gathering the data. In quantitative research, the data is in the form of numbers or statistics. The researcher gave a code on each statement and made sure the responses were correct before analyzing the data from the subject. Then, the researcher applied the SPSS 26 program to conduct descriptive statistical analysis by searching the data average (mean) and standard deviation. As said by al Nouh, there are three levels of closed-ended question data in the Likert scale; low mean rank (1.00 to 2.33), medium mean rank (2.34 to 3.66), and high mean rank (3.67 to 5.00).[71] A high score indicates that those are the features of *E-Learning Madrasah* that are most used by teachers and students in English lessons and they agreed with the statement. While a low score implies that the respondents rarely used those features on *E-Learning Madrasah* in English lessons and the participants disagreed with the statement in the questionnaire. The findings presented in the form of a table and chart to make the readers understand easily.

## E. Validity and Reliability

The researcher asked for help from one of Lectures of the English Language Education Department to ensure the validity of instrument. Then, the researcher shared the instrument to the lecture for checking the content. After getting the validation, the researcher checked the reliability by applying the Cronbach alpha test since it provides a coefficient of inter-item correlation[72]

---

[71] A. Nouh, et.all, "EFL College Students' Perception of the Difficulties in Oral Presentations a Form of Assignment. *International Journal of Higher Education*. Vol. 4 No. 1, 2015
[72] L. Cohen., et.al. *Research Method in Education.* Madison Avenue, New York. 2007

which can estimate the consistency of scores on all items of the questionnaire.[73] According to Wiratna, if the Cronbach alpha value is more than 0.6, it means that the questionnaire is reliable.[74]

$$\text{CrAlpha} \quad r_{11} = \left(\frac{n}{n-1}\right)\left(1 - \frac{\Sigma \quad \sigma_t^2}{\sigma_t^2}\right)$$

| | |
|---|---|
| $r_{11}$ | : number of questions on the questionnaire |
| n | : total of questions |
| $\Sigma \quad \sigma_t^2$ | : total of question items |
| $\sigma_t^2$ | : variance of total respondents' answers |

---

[73] J. W. Creswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* Pearson: Pearson Education, 2012

[74] S, V. Wiratna. *Metode Penelitian: Lengkap, Praktis, dan Mudah Dipahami.* Yogyakarta: Pustaka Baru Press, 2014

**CHAPTER IV**

**RESEARCH FINDINGS & DISCUSSION**

This chapter reports the result of the research. This chapter consists of two sections; as follows the finding of the research and a discussion of the finding. The data is organized chronologically based on the three research questions.

**A. Findings**

To explore *E-Learning Madrasah* features, the researcher administered online questionnaires to 13 English teachers and 287 students in three state madrasahs. The questions in the questionnaire consist of close-ended questions. The findings are presented in three sections, namely features of *E-Learning Madrasah* that are mostly used by teachers and students, the use, and challenges faced when using *E-Learning Madrasah* in teaching and learning English lessons.

**1. Features of E-Learning *Madrasah* mostly used in teaching and learning English lessons**

This section explains the first section of a questionnaire which is about *E-Learning Madrasah* features. It showed that the features commonly used by the teachers was a feature for conducting examination. While for students, a feature used to fill the attendance was the most frequently used in English lessons. Topic group of data is presented in a separate sub-section.

a. Features used by Teachers

This section explains the first section of a questionnaire which is about *E-Learning Madrasah* features. For the teachers, there are 21 features in online classroom menu of ELMS and it described more below.

*Table 4.1 E-Learning Madrasah Features Mostly Used by English Teachers*

| Teachers' Features in ELM |
|---|
| Computer Based Test CBT |
| Class Timeline |
| Minimum Completeness Criteria (KKM) |
| Student Data |

39

| |
|---|
| Class Attendance |
| Competency Standards |
| Lesson Plan |
| Teaching Materials |
| Knowledge Assessment |
| Video Conferences |
| Skill Assessment |
| Final Semester Assessment (PAS) |
| Students Activity Monitoring |
| Class Setting |
| Madrasah Forum |
| Deleting Class |
| Class Journal |
| Calendar |
| Report Recap |
| Whatsapp Data |
| Whatsapp Blast |

There are 21 features of ELM that can be accessed by teachers. As listed on Table 4.1, those are the sequences of features frequently used by English lessons. 1) Computer Based Test. The teacher can set this feature to do an online test with the students. Also, teachers can add information like date, type, and other information on the platform. 2) Class Timeline. It is a feature used to share information to the class subject. For instance, X English class, so only the students of X English class know the information. 3) Minimum Completeness Criteria (KKM). This feature provides information related to the criteria of value that should be achieved by the students. The teacher may add the data by uploading or writing manually in the platform. 4) Student Data. This feature provides information of the students who joined the class. It can help the teachers to know their students' identity for class objectives. 5) Class Attendance. This feature includes the students' data of attendance during the class. The teacher can monitor the students during the lesson; perhaps the students forget to fill the attendance list. 6) The Competency Standards. This feature includes the data of core and basic competency during the semester. It includes the knowledge and skill aspect. 7) Lesson Plan. It is a feature used by teachers to give

40

information on the learning planning during the semester. 8) Teaching Materials. The teacher used this feature to upload teaching contents such as video, PPT, text, and others. Also, this feature supports download access to make it easier for the users. 9) Knowledge Assessment menu. This feature provides information about knowledge assessment that can be seen by the students. The teacher can share any information like the type, the score, and feedback of the test. 10) Video Conference. The teachers can access this feature to conduct synchronous learning activities with the students. By using this feature, online learning can occur effectively.11) Skill Assessment. It is a feature that has the same function as Knowledge assessment but it includes data related to skills. 12) Final Semester Assessment (PAS). This feature is used by teachers to give information regarding the final score of the students. All of the assessment value can be accessed in this feature. 13) Students Activity Monitoring. This feature helps the teacher to monitor the students' activities on ELM. Also, the teacher can know what students are doing while accessing the platform. This feature is only provided for teachers. 14) Class Setting. This feature is only provided for teachers since it only can be accessed by the teacher to manage their class. 15) Madrasah Forum. It is a feature that provides any information posted by all teachers to Madrasah. So, all of the Madrasah can communicate in written form on the platform. 16) Deleting Class. It is a feature that is also only provided on teachers EL because it used to delete any class. 17) Class Journal. It is a feature used to write the learning activities carried out by the teachers. 18) Calendar. This feature is a set of dates like the command calendar. There is no specific function of the feature.19) Report Recap. This feature provides information of report of the students 20) WhatsApp Blast. It is a WhatsApp feature displayed on the ELM teachers. The function of this feature is the same as the common application for communicating with students and other teachers. 21) Data WhatsApp. This feature provides

41

the data of information used by the teachers only like video, picture, and others. It may be for backing up the file so it can be accessed anytime.
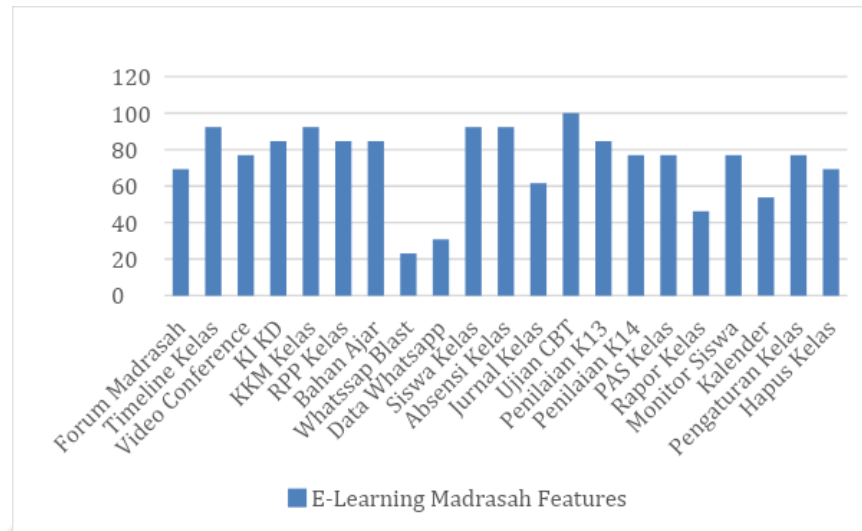


*Chart 4.1 E-Learning Madrasah Features Mostly Used by English Teachers*

According to chart 4.1, all of the features are used by teachers in English lessons. However, it has a different frequency in each item. All of the participants voted for the Computer Based Test as the feature that is generally used in teaching English by gaining 100% of choices. Computer Based Test is a feature used to do an online test with the students. The teachers can add information like date, type, and other information on the platform

Then, Class Timeline, Minimum Completeness Criteria (KKM), Student Data, and Class Attendance had 92.3% of teachers' choice. The Competency Standards, The Lesson Plan, Teaching Materials, and Knowledge Assessment had 84.7% value on the questionnaire. Next, Video Conference, Skill Assessment, and Final Semester Assessment (PAS) had a total of 76.9% participants. 69.2% had selected the Madrasah Forum menu. Class Journal took 61.5% response. While there were the three lower scores in the questionnaire; Report Recap took 46.2%, WhatsApp Data had 30.8%, WhatsApp Blast was the lowest with a total value of 23.1%.

42

b. Features Used by Students

     After knowing the features that are mostly used by teachers, this section explains about the *E-Learning Madrasah* features used by learners. In the online classroom menu, pupils can access 15 features of *E-Learning Madrasah* that described as follow.

*Table 4.2 E-Learning Madrasah Features Mostly Used by Students*

| Students' Features in ELM |
|:---:|
| Attendance |
| Computer Based Test (CBT) |
| Class Timeline |
| Knowledge Task |
| Skill Task |
| Teaching Materials |
| Recap Attendance |
| Forum Madrasah |
| Student Data |
| Minimum Completeness Criteria (KKM) |
| Video Conference |
| Recap of Values |
| Lesson Plan |
| Calendar |
| Class Competence |

     The features that were provided on Table 4.2 was the sequence of 15 features of ELM mostly applied by students in English lessons. 1) Attendance. It is a feature used by the students to fill the attendance during the class. There is no specific time of this feature, so usually the teacher of the class gives a due date for filling the attendance. 2) Computer Based Test. It is a feature used to conduct a test based on the schedule. It includes the information, time, and the date of the test. 3) Class Timeline. It is a feature that has the same function as the Madrasah Forum, but this feature only provides information posted by the subject teacher. 4) Knowledge Task. It is a list of knowledge task information. The students can know several pieces of information such as the objective, time, score, type and feedback of the test. 5) Skill Task. It is a feature that has the same function as Knowledge Task, but this

43

feature provides information related to skill aspects. 6) Teaching Materials. It is a feature that provides several learning contents such as video, picture, text, and others. Also, the students can access the file offline since the feature provides download access. 7) Recap Attendance. It is a feature that provides data about individual and class attendance during the class. 8) Madrasah Forum. It is a feature used to share any information to the Madrasah. Not only information shared by subject teachers, but also all the information posted by other teachers. 9) Student Data. It is a list of classmates who joined the class subject where it includes the complete information such as gender, date of birth, status (online/offline), last access on the platform. 10) Minimum Completeness Criteria (KKM). It is a feature that provides several criteria that should be obtained by students to achieve the minimum value during the semester. 11) Video Conference. For conducting meeting conferences or synchronous learning, the students can access this feature based on the schedule set by the teacher. 12) Recap of Values. This feature provides a list of the final value during the semester including spiritual, social, knowledge, and skill score. 13) Lesson Plan menu. To discover what will be learned in the class, the students can see the information in this feature. Usually the information is updated by the teacher before the class. 14) Class Calendar. It is a list of dates like the common calendar. 15) Competency Standards. It is a feature used to see learning achievement including for competency of knowledge and skill.
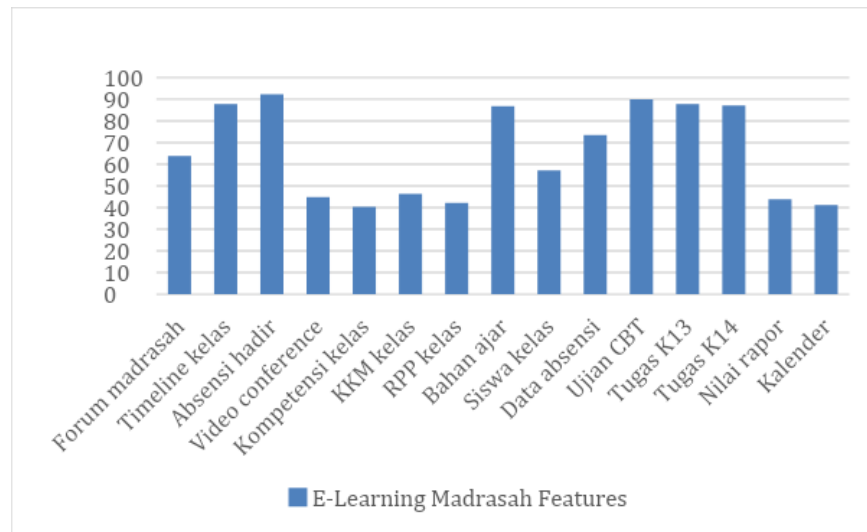
*Chart 4.2 E-Learning Madrasah Features Mostly Used by Students*

As described in chart 4.2 that all of the E-Learning Madrasah features are used in English lessons. But, there are several features that have high value; 1) Attendance. It is a feature used by the students to fill out their attendance during the lesson. This feature can be used anytime but usually the teacher gives the limitation of the time for students. 2) Computer Based Test. It is the feature used to conduct online tests based on the schedule set by the teachers. There is also information related to the test like time, type, and date. 3) Class Timeline. It is a feature used to share information about the class subject. Only the class that can know any information posted on the platform. 4) Knowledge Task. This feature provides a list of knowledge task information where the students can know several data like time, score, feedback of test, and others. 5) Skill Task. It is a feature that has the same function as Knowledge Task, but it includes information related to skills. 6) Teaching Materials. It is a feature used to access learning contents such as video, picture, and others in learning activities. The students can access it offline because the feature provides download access. However, Recap Attendance is the most used feature used by students in English lessons with a value of 92.3%.

45

The next sequence is Computer Based Test with a value of 89.9%, and the third place is Class Timeline and Knowledge Task with a value of 87.8%. Nevertheless, Competency Standards, Calendar, and Lesson Plan have the lowest value (40.4%, 41.1%, 42.2%) which means the students often use the features in the learning process.

Both data on the features used by the teachers and the students highlight that even though not all ELM features were used constantly, they have all been utilized. Additionally, the outcomes vary depending on which features teachers and learners utilize most frequently. 100% of teachers selected the Computer Based Test (CBS) as the most used feature while 92.3% of learners chose Recap Attendance as the most frequently used feature in ELM.

2. **Teachers and Students' Experiences on the use of *E-Learning Madrasah* features in teaching and learning English lessons**

The next topic is about the use of *E-Learning Madrasah* features based on teachers and students' experiences in teaching and learning English lessons. There were eleven statements related to the use of *E-Learning Madrasah* features. From the total of statements, there are three items that are classified into negative statements which are numbered 9,10,11. For the negative statements, the score of each item is the reciprocal of positive statements. Then, those items were analyzed descriptively by finding the average value (mean). As stated by al Nouh, there are three ranks of the average value (mean) applied to divide the level of concurrence, first is the low mean rank consists of 1.00 until 2.33, the medium rank consists of 2.34 until 3.66, and the high mean rank consists of 3.67 until 5.00. If the mean value is obtained, it indicates that teachers and students agree with the statements.

a. **Teachers' Experiences on Use of the *E-Learning Madrasah* in English Teaching**

46

This part presents how teachers use *E-Learning Madrasah* features in English lessons. The statements of the topic are encoded to TU (Teachers' Use).

*Table 4.3 Teachers' Use of E-Learning Madrasah Features*

| Item | Statement | M | STD | RANK |
|------|-----------|---|-----|------|
| **TU1** | Using *E-Learning Madrasah* features requires IT skills | 4.46 | .776 | High |
| **TU2** | *E-Learning Madrasah* features are helpful in learning English | 4.69 | .480 | High |
| **TU3** | *E-Learning Madrasah* features are easy to access | 4.38 | .768 | High |
| **TU4** | I am interested in using *E-Learning Madrasah* features when learning English | 4.23 | .599 | High |
| **TU5** | I prefer to use *E-Learning Madrasah* features because I can access it anytime | 4.15 | .689 | High |
| **TU6** | Learning using *E-Learning Madrasah* feature is more useful than other platforms | 3.54 | .660 | Medium |
| **TU7** | *E-Learning Madrasah* features make communication between teachers and students easier | 3.85 | .801 | High |
| **TU8** | Learning English using *E-Learning Madrasah* features help me develop the digital technology skills | 4.38 | .506 | High |
| **TU9** | Learning English using *E-Learning Madrasah* features is more difficult than other platforms | 3.85 | .689 | High |
| **TU10** | I am not interested in using *E-Learning Madrasah* feature because it's boring | 3.85 | .899 | High |

47

| TU11 | *E-Learning Madrasah* features did not help me in teaching English lessons | 4.23 | .725 | High |
|------|-----------------------------------------------------------------------------|------|------|------|

**Note:**

**M: Mean of the data**

**STD: Standard Deviation**

**TU: Teachers' Use of E-Learning Madrasah Features**

Based on the finding, E-Learning Madrasah features served several benefits to the teachers in teaching English lessons. For instance, teachers can interact easily with the students. In terms of communication, both teachers and learners use one of the features provided on ELM like the Madrasah Forum and Class Timeline to share any information or do a discussion. In addition, ELM also serves a Video Conferences feature to conduct the learning process directly. So, their communication continues to run effectively even though learning activities are conducted virtually.

Moreover, in adopting ELM, teachers can enhance digital ability. It means that they can find, operate, share, and add any information to the platform. Every feature on ELM has a different function and it requires their ability to comprehend the feature. So, it is possible that teachers' digital skills increased when using ELM features during teaching English lessons.

In addition, teachers also believed that ELM features serve ease of access for the users. It means that even though this platform is the latest, the users operate it easily. For instance, when displaying the learning content, assigning the task, and others. The features of ELM provide convenience for the teachers specifically helping them in supplying educational needs.

48
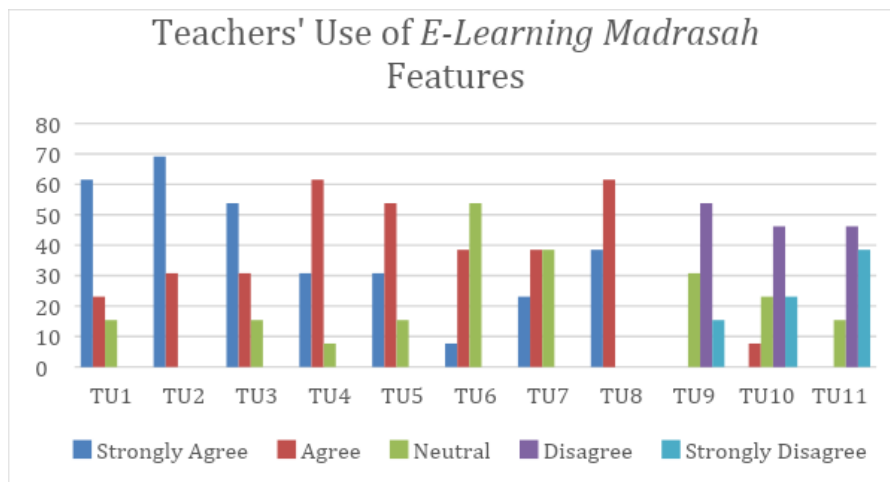
*Chart 4.3 Teachers' Use of E-Learning Madrasah Features*

According to table 4.1, almost all of the statements have a high mean rank which is around 3.56 until 5.00. Then, there is one item that has medium mean rank and there is no low mean rank on the questionnaire.

To begin with, features on ELM provide helpfulness in teaching English especially regarding the process of communication between teachers and students. It can be seen in Chart 4.2 that there are 23.1% of participants who strongly agree and 38.5% selected agree with TU7.

Then, the teachers also recognized that ELM provides features for the teachers to develop their skills in digital since it involves IT skills. As a result, the statement (TU8) got 38.5% strongly agree and 61.5% agree from teachers' experiences.

Moreover, 53.8% of teachers strongly agreed that ELM provides an ease of use feature for users since it is easier than other platforms. It indicated that based on teachers' experiences the features on ELM were easy to use. (See Chart 4.3)

b. **Students' Experiences on the Use of *E-Learning Madrasah* in English Learning**

In this topic, the statements in this category are encoded into SU (Students' Use of *E-Learning Madrasah*), where there are also three negative statements on the number 9,10,11.

49

*Table 4.4 Students' Use of E-Learning Madrasah features*

| Item | Statement | M | STD | RANK |
|------|-----------|---|-----|------|
| **SU1** | Using *E-Learning Madrasah* features requires IT skills | 3.51 | .802 | Medium |
| **SU2** | *E-Learning Madrasah* features are helpful in learning English | 3.55 | .830 | Medium |
| **SU3** | *E-Learning Madrasah* features are easy to access | 3.84 | 1.009 | High |
| **SU4** | I am interested in using *E-Learning Madrasah* features when learning English | 3.32 | .834 | Medium |
| **SU5** | I prefer to use *E-Learning Madrasah* features because I can access it anytime | 3.82 | .927 | High |
| **SU6** | Learning using *E-Learning Madrasah* feature is more useful than other platforms | 3.42 | .893 | Medium |
| **SU7** | *E-Learning Madrasah* features make communication between teachers and students easier | 3.25 | 1.006 | Medium |
| **SU8** | Learning English using *E-Learning Madrasah* features help me develop the digital technology skills | 3.58 | .877 | Medium |
| **SU9** | Learning English using *E-Learning Madrasah* features are more difficult than other platforms | 3.16 | .956 | Medium |
| **SU10** | I am not interested in using *E-Learning Madrasah* feature because it's boring | 3.25 | .975 | Medium |

50

| SU11 | *E-Learning Madrasah* features did not help me in understanding English lessons | 3.33 | 1.020 | Medium |
|------|--------------------------------------------------------------------------------|------|-------|--------|

According to the finding, the features of ELM also have benefits for the students in learning English lessons. First, the ease of access was the primary thing on the use of ELM. There are 15 features in the Online Classroom of ELM for supporting learning activities. Students stated that they can operate each feature quickly even with this platform just released in 2020 by the Ministry of Religion. Ease of access means that the features of ELM were easy to access. The students can use the features well based on the function.

Furthermore, ELM server features that can increase students' digital abilities. It means that the students not only know the function but they are also capable of operating each feature on ELM. When students submit their assignment, they have to select what type of task would be submitted. So, by adopting this platform they might gain their skills in technology since ELM requires IT skill to operate it.

In addition, ELM provides a feature for helping the students and teachers interact better. There is a feature namely the Madrasah forum and Class Timeline that function to share any information to the class. It means that the interaction is not reduced while using this platform. In fact, they can apply the feature for communicating with each other flexibly.

51
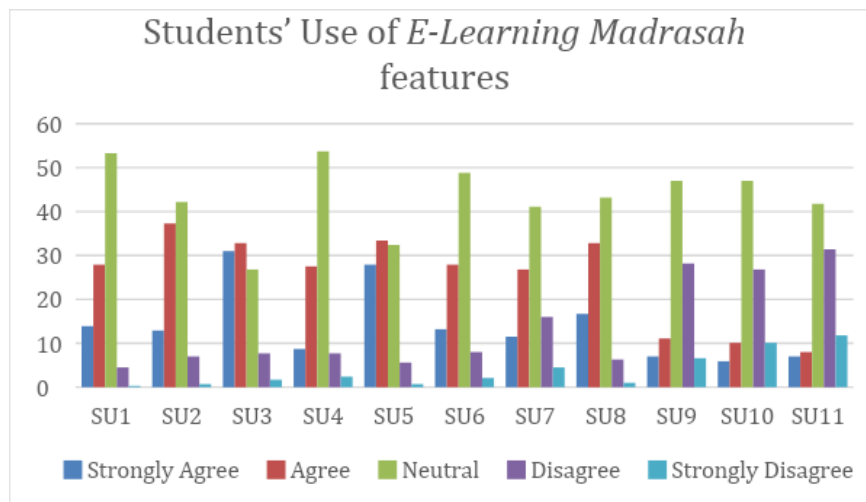
*Chart 4.4 Students' Use of E-Learning Madrasah Features*

Based on the data presented on Table 4.2, it is found that all of the items are categorized as medium rank, and only 2 items are categorized as high mean rank and there is no low mean value categorized. First, the majority of students answered that ELM provides features that are easy to use since it allows flexibility. It can be proven by seeing in Table 4.2 the statement (SU3) had the highest mean value (M= 3.84 Set Dev= 1.009).

Moreover, the students also agreed that features of ELM provide features that can increase their digital ability because the platform needs IT expertness. In Chart 4.3, 16.7% also proved that students chose to strongly agree and 32.8% answered 'agree' with statement (SU8) "Learning English using *E-Learning Madrasah* features help me develop the digital technology skills".

Furthermore, Table 4.2 showed that ELM served helpfulness for the students specifically related to the process of communication between teachers. In addition, 11.5% of students strongly agree and 26.8% chose to agree about the use of ELM that can support them to communicate better to the lectures. (See Chart 4.4)

3. **The challenges faced by teachers and students when implementing *E-Learning Madrasah* in teaching and learning English lessons**

52

To explore the challenges faced by teachers and students when using E-Learning Madrasah, there are eleven statements related to the topic that were analyzed descriptively by searching the mean on each item. To make it easier, the researcher gave a code TC (Teachers' Challenges) and SC (Students' Challenges) in each item. The findings showed that there were different challenges faced by teachers and students.

a. Teachers' Challenges on the Use of *E-Learning Madrasah* in English Teaching

The next aspect is about the challenges of *E-Learning Madrasah*. In this section, the statements are encoded into TC (Teachers' Challenges when implementing *E-Learning Madrasah*). There is one item that is categorized into negative statements in number 7.

*Table 4.5 Teacher's Challenges When Implementing E-Learning Madrasah*

| Item | Statement | M | STD | RANK |
|------|-----------|------|------|--------|
| **TC1** | The use of *E-Learning Madrasah* features is difficult because of the internet access | 2.92 | 1.188 | Medium |
| **TC2** | The use of *E-Learning Madrasah* features is difficult because of the feature/software itself | 2.15 | .987 | Low |
| **TC3** | The use of *E-Learning Madrasah* features is difficult because there are many distractions (game, YouTube, others) | 2.08 | .760 | Low |
| **TC4** | The use of *E-Learning Madrasah* features is difficult because of lack of digital literacy | 2.54 | 1.198 | Medium |
| **TC5** | Lack of communication between teachers and students when using *E-Learning Madrasah* | 2.85 | 1.068 | Medium |

53

| TC6 | Learning English is often interrupted when using *E-Learning Madrasah* because teaching materials (audio/video/PPT/PDF) cannot be accessed | 2.08 | .954 | Low |
|------|------|------|------|------|
| TC7 | *E-Learning Madrasah* features cannot be accessed via mobile phones | 4.38 | .650 | High |
| TC8 | I need more time to send teaching materials in *E-Learning Madrasah* | 1.62 | .870 | Low |
| TC9 | Lack of necessary time for preparing online exams/assignments at *E-Learning Madrasah* | 2.08 | 1.115 | Low |
| TC10 | English learning often uses other LMS options because of technology/software issues in *E-Learning Madrasah* | 2.54 | .776 | Medium |
| TC11 | *E-Learning Madrasah* can only be accessed within the school environment | 1.69 | 1.109 | Low |
| **Note:** | | | | |
| **M: Mean of the data** | | | | |
| **STD: Standard Deviation** | | | | |
| **TC: Teachers' Challenges When Implementing *E-Learning Madrasah*** | | | | |



Teachers' Challenges When Implementing *E-Learning Madrasah*
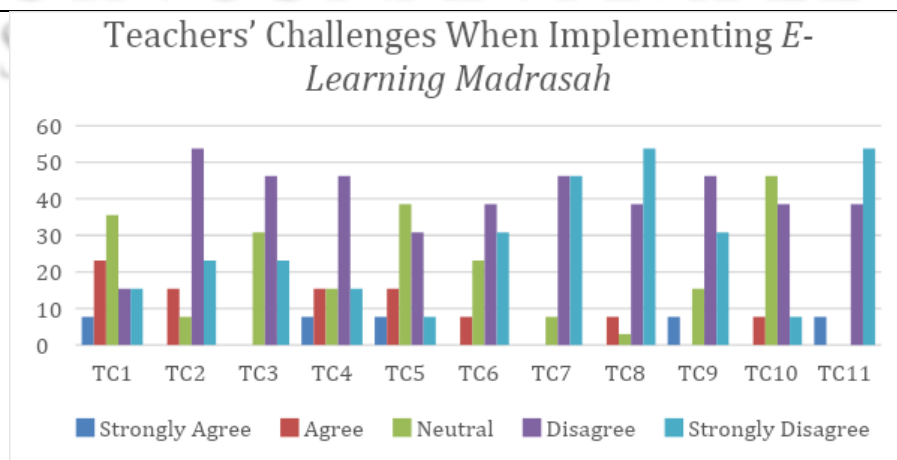
*Chart 4.5 Teachers' Challenges When Implementing E-Learning Madrasah*

Based on the data presented on Table 4.3, the internet access was the only issue encountered by the teachers when using ELM in teaching English. Although most of the participants were not sure about the statement, teachers who selected to agree were more than those who selected disagree. It can be proven by seeing the table that TC7 had (M= 2.92. Set Dev= 1.188). Also, in chart 4.4, 7.7% of participants chose a strongly agreed option, 23.1% chose to agree, and 38.5% selected neutral.

b. Students' Challenges on the Use of *E-Learning Madrasah* in English Learning

In this topic, the statements are encoded into SC (Students' Challenges when implementing *E-Learning Madrasah*). There is one item that is categorized into a negative statement in number 7.

*Table 4.6 Students' Challenges When Implementing E-Learning Madrasah*

| Item | Statement | M | STD | RANK |
|------|-----------|---|-----|------|
| **SC1** | The use of *E-Learning Madrasah* features is difficult because of the internet access | 3.50 | .912 | Medium |
| **SC2** | The use of *E-Learning Madrasah* features is difficult because of the feature/software itself | 2.94 | .859 | Medium |
| **SC3** | The use of *E-Learning Madrasah* features is difficult because there are many distractions (game, YouTube, others) | 2.77 | 1.031 | Medium |
| **SC4** | The use of *E-Learning Madrasah* features is difficult because of lack of digital literacy | 2.78 | .964 | Medium |

55

| SC5 | Lack of communication between teachers and students when using *E-Learning Madrasah* | 3.34 | 1.055 | Medium |
|------|------|------|------|------|
| SC6 | Learning English is often interrupted when using *E-Learning Madrasah* because teaching materials (audio/video/PPT/PDF) cannot be accessed | 3.11 | 1.023 | Medium |
| SC7 | *E-Learning Madrasah* features cannot be accessed via mobile phones | 3.91 | 1.066 | High |
| SC8 | I need more time to submit class assignments in *E-Learning Madrasah* | 3.05 | 1.020 | Medium |
| SC9 | Lack of necessary time for taking online exams/assignments at *E-Learning Madrasah* | 2.79 | .924 | Medium |
| SC10 | English learning often uses other LMS options because of technology/software issues in *E-Learning Madrasah* | 2.99 | .755 | Medium |
| SC11 | *E-Learning Madrasah* can only be accessed within the school environment | 2.20 | 1.112 | Low |
| **Note:** <br> **M: Mean of the data** <br> **STD: Standard Deviation** <br> **SC: Students' Challenges When Implementing *E-Learning Madrasah*** | | | | |

56
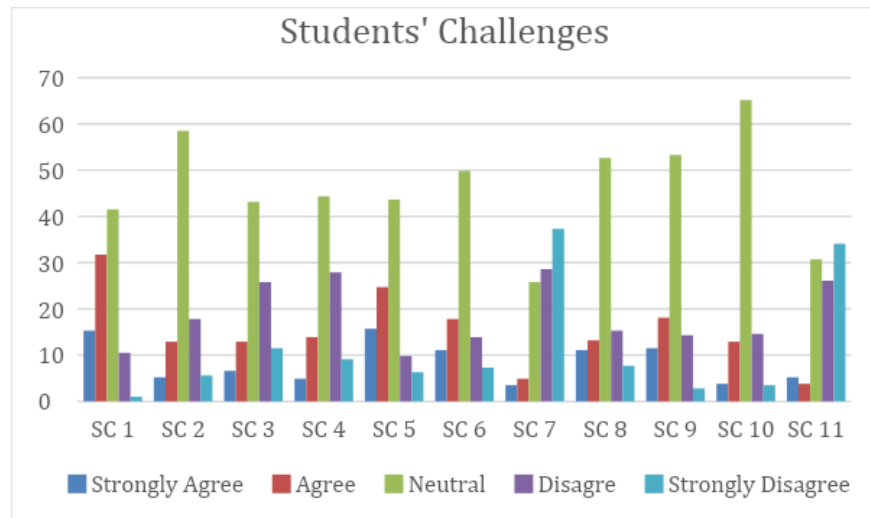
*Chart 4.6 Students Challenges When Implementing E-Learning Madrasah*

According to Table 4.4, the majority of all items have a medium rank value which is around 2.34 until 3.66, and only 1 item has a high and low mean rank. First, the internet problems in SC1 with a total value of 3.50. Then, 15.3% participants chose the strongly agree option, 31.7% chose the agree option, 41.5% chose neutral, and 10% selected disagree (see Chart 4.6). It can be concluded that internet access has been the challenge for the students since there were also more students who agreed than students who disagreed related to the problem in accessing learning materials and submitting assignments on ELM. (See Chart 4.6 TU6 & TU8)

In addition, "Lack of communication between teachers and students when using *E-Learning Madrasah"* in SC5 indicates medium mean rank. The statement above is the third highest score in this topic with details 15.7% chose strongly agree, 24.7% selected agree, 43.6% chose neutral, and 9.8% chose to disagree. However, it indicates that the participants were not sure that they had difficulties when applying ELM because of lack of interaction with the lectures.

## B. Discussion

This section discribes the main findings of study and discusses them according to the theory and previous study on chapter 2 that related to the use

57

and challenges of *E-Learning Madrasah* features. The details of the main findings presented below.

1. **Features of E-Learning *Madrasah* mostly used by teachers and students in teaching and learning English lessons**

   According to the findings, Computer Based Test is the most used in English lessons. Because this feature is always used by teachers when conducting assessment tests, it was possible that the feature was widely applied in learning and teaching. The feature not only applied to test the middle or post-test of semester. But also, the teachers applied the features in daily whether they want to check the students' comprehension of the lessons. However, the teachers have applied all features in Online Classroom feature; Madrasah Forum, Class Timeline, Video Conference, The Competency Standards, Minimum Completeness Criteria (KKM), The lesson Plan, Menu of Teaching Materials, WhatsApp Blast, Data WhatsApp, Student Data, Class Attendance, Class Journal, Computer Based Test, Knowledge Assessment menu, Skill Assessment, Final Semester Assessment (PAS), Report Recap, Students Activity Monitoring, Class Calendar, Class Setting, and Deleting Class.

   Furthermore, Class Timeline, Class Attendance, Minimum Completeness Criteria (KKM), Student Data become the second feature extremely applied by teachers. The teachers also often use The Competency Standards, The lesson Plan, Teaching Materials, and others. Even though all features had ever been employed in the teaching process, WhatsApp Blast was a feature that was rarely used by teachers. The teachers have their own account in device mobile, consequently the feature WhatsApp Blast provided in ELM was rarely used.

   While for the students, Attendance is the most frequently used feature by students. It proposed that students always use the feature for stating that they were attending the learning process. Moreover, the students have 15 features of *E-Learning Madrasah* including Madrasah Forum, Class Timeline, Video Conference, Attendance, Competency Standards,

58

Minimum Completeness Criteria (KKM), Lesson Plan menu, Teaching Materials, Student Data, Recap Attendance, Computer Based Test, Knowledge Task, Skill Task, Recap of Values, and Class Calendar menu.

Based on the findings, it showed that all of the features are utilized by students during English lessons. The majority of students also approved that they sometimes use these features; Knowledge Task, Skill Task, Class Timeline, Learning Materials. Then, Madrasah forum, Recap Attendance, Student Data sometimes used by students. While the features that are rarely applied by students were Competency Standards, Calendar, and Lesson Plan in English lessons.

To sum up, English teachers and learners have utilized all of the features of *E-Learning Madrasah*. Although not all features are always used continuously such as Calendar, WhatsApp Blast, and others, they have known the use or content of each feature provided in *E-Learning Madrasah*. In addition, ELM was always used in Madrasah to improve teaching and learning activities, mainly in English lessons. However, this survey only explored the Online Classroom feature that consists of 21 features for lectures and 15 features for students in 4.5.1 version. ELM also may be updated based on the condition and situation so there will be more effective features provided by the Ministry of Religion.

The general features of LMS, as stated by Bhatia, include interactivity, flexibility, connectedness and networking, and Virtual Learning Environment (VLE).[75] This theory has been validated by the outcomes of this study. The Computer Based Test was the feature that teachers use the most. This tool allows users to collaborate and engage. As a result, while using the CBT feature to help the evaluation process, educators, pupils, and administrators can all be connected to each other. While the attendance future is the most commonly used by learners. The ELM's connectedness enables students' presence to be communicated

---

[75] R. P. Bhatia, "Features and Effectiveness of E-Learning Tools". *Global Journal of Business Management and Information Technology*. Vol.1 No.1, 2011

during the classroom activities. Furthermore, earlier research revealed that not all LMS capabilities were utilized by teachers and students. In the finding Christie mentioned that at the School of Engineering at the University College of Boras, LMS is not being applied to its greatest potential.[76] There are some features that are also rarely used in this study such as WhatsApp Blast feature for teachers and Competency Standards, Calendar, and Lesson Plan for learners.

2. **The use of *E-Learning Madrasah* features in teaching and learning English lessons**

The use of *E-Learning Madrasah* can be seen by analyzing the questionnaire from English teachers and students. The result was divided into two sections; teachers and students.

a. Teachers' Experiences on Use of the *E-Learning Madrasah* in English Teaching

According to the data in finding, the teachers utilized ELM features as a facilitation tool for enhancing teaching English. Bhatia stated that E-Learning contains main features namely connectivity, flexibility, interactivity and collaboration, and Virtual learning Environment (VLE) to enhance learning activities.[77] Bradley also mentioned that LMS enables both teachers and students to conduct the online learning effectively.[78] Afruza in her study also mentioned that the E-Learning platform is beneficial for espousing the educational process.[79] From this, we can assume that the result of this study is in accordance with the theory. The connectivity and VLE provided on ELM features allow the teachers to make contact with the students both in Synchronously

---

[76] M., Christie & Jurado, R.G. Barriers to innovation in online pedagogy. European Journal of Engineering Education. Vol. 34 No.3 (2009)

[77] R. P. Bhatia, "Features and Effectiveness of E-Learning Tools". *Global Journal of Business Management and Information Technology*. Vol.1 No.1, 2011

[78] V. M. Bradley, "Learning Management System (LMS) use with online instruction". *International Journal of Technology in Education (IJTE)*. Vol. 4, no.1, 2021

[79] Nur Afruzah, Sarjana Degree*: "The Implementation of YukBlajar as E-Learning Platform in English Learning at SMP Islam Al-Azhar 13 Surabaya."* (Surabaya: Sunan Ampel State Islamic University, 2020)

and Asynchronously. Whether the learning is conducted online or blended, they still can communicate well by employing the features provided on ELM.

Since the term E-Learning refers to web-based technology.[80] The process for applying the platform needs IT abilities. A study conducted by Tawalbeh showed that after utilizing Blackboard LMS, teachers perceived that they feel similar with the utility on the features although there are difficulties during the implementation on teaching and learning.[81] In line with the finding of this study, it demonstrated that the teachers' digital skills were enhanced during the implementation of ELM in English lessons. Every step in running ELM, IT skills might influence the process and condition of teaching activities. For instance, when distributing learning materials in ELM features, teachers need to know what the features that can be used and can be accessed by students. Then, during the evaluation process, teachers have to submit all of the results of students' assignments on the platform to analyze the score based on curriculum used. Consequently, digital proficiency and IT skills are interconnected in the implementation of ELM features.

Srichanyachon confirmed that the key prominent in the implementation of LMS is convenient to use.[82] Alenezi also mentioned benefits of the use of LMS, one of them is the ease of access.[83] In line with the finding of this survey, the majority of teachers believed that ELM features provide ease of use for the teachers. ELM provides many features especially in online classrooms for enhancing the learning process. Additionally, the users also can access it based on their needs.

---

[80] Naidu, Som, *E-Learning A Guidebook of Principles, Procedures, and Practices.* (New Delhi: CEMCA, 2006)

[81] T. Tawalbeh. "EFL Instructors' Perceptions of Blackboad Learning Management System (LMS) at University Level". *English Language Teaching*. Vol, 11 No.1, 2018

[82] Srichanyachon, N. "EFL Learners' Perceptions of Using LMS". The Turkish Online Journal of Educational Technology.Vol. 13, 2014

[83] Abdullah Alenezi. "Barriers to Participation in Learning Management Systems in Saudi Arabian Universities". *Hindawi Educational Research International.* 2018

As stated previously that features on E-Learning provided the flexibility[84]. We can point out that ease of access on ELM can influence the interest of users. Consequently, the features of ELM were expected to increase the learning quality and help teachers to distribute learning media.

Accordingly, implementation of ELM features in English lessons had a positive result based on teachers' experience when employing it in English teaching. Based on the findings, it showed that features on ELM provide several benefits for the teachers such as increasing communication between students, enhancing digital ability, and providing ease of use.

b. Students' Experiences on the Use of *E-Learning Madrasah* in English Learning

In this research, students also responded that ELM provides features that support them in learning English. Among them were also not much different from the previous result. The majority of students believed that ELM's features were simple to employ in learning activities. Each component of ELM serves a distinct purpose, making it easy for students to put it to use. For instance, in online classroom features, the teaching materials are available to facilitate students' access to learning content. There is also a task collection tool that distinguishes knowledge and skill assessment, so learners know the type of assignment given by teachers. Srychanyachon determined that LMS offers a variety of options for users to use easily.[85] The findings in Afrizah's investigation were likewise consistent with the invention in this study. ELM features also provide flexibility for the students. This result ensured Bhatias' theory that E-Learning features include connectivity or networking, interactivity and collaboration, and VLE

[84] R. P. Bhatia, "Features and Effectiveness of E-Learning Tools". *Global Journal of Business Management and Information Technology*. Vol, 1 No.1, 2011

[85] Srichanyachon, N. "EFL Learners' Perceptions of Using LMS". The Turkish Online Journal of Educational Technology.Vol. 13, 2014

(Virtual Learning Environment).[86] Thus, the features of ELM also provide a feature like other online learning platforms that the user can access easily.

The students also clarified that ELM features can upgrade their technology skills in the learning process. In terms of employing the features of ELM, students might understand what is the function of each component. Abbad, et.al claimed that e-learning is learning activities that are enabled electronically.[87] Thus, when the learners were asked to use ELM features on English learning, they were capable of using the platform according to the information they had. Even though ELM is a new LMS, the students had used several online platforms before. So, applying this kind of LMS can help them to develop their digital abilities.

Moreover, this study also revealed that ELM features provide usefulness for the learners, particularly in the aspect of communication. In this case, both teachers and students can deliver any information effortlessly through features on ELM. For instance, Madrasah Forum is used for sharing information about the class. The learners can share any idea to the class. So, the communication between lectures also will be better. In accordance with Cavus' study that online learning platform can gain the communication between teachers and students.[88] ELM features also support synchronous learning, in which students might do a video conversation to the class.[89] The connectivity involved in ELM might enhance them to communicate quickly since they can use it

---

[86] R. P. Bhatia, "Features and Effectiveness of E-Learning Tools". *Global Journal of Business Management and Information Technology*. Vol, 1 No.1, 2011

[87] M. M. Abbad. "Looking Under The Bonnet: Factors Affecting Student Adoption of E-Learning System in Jordan". *The International Review of Research in Open and Distance Learning.* Vol.10 No. 2, 2009

[88] Nadire Cavus. Investigating Mobile Device and LMS Integration in Higher Education: Students' Perspectives. *Procedia Computer Science.* Vol. 13, 2011

[89] E. Murphy, et.all. "Asynchronous and Synchronous Teaching and Learning in High-School Distance Education. *British Journal of Educational Technology.British Journal of Educational Technology*. Vol 42, 2011

anytime and anywhere. Also, the information is confirmed at the same time by the receiver or their teachers. So, in the learning activities, the teachers and learners still contact each other even though they did not have the activities in the same room or conducted online.

Thus, the use of ELM features in English lessons not only has potential benefits for teachers but also for students including providing ease of use, increasing digital proficiency, and supporting communication between teachers.

3. **The challenges faced by teachers and students when implementing *E-Learning Madrasah* in teaching and learning English lessons**

Aside from the benefits of ELM, the finding showed that there were several drawbacks to adopting it. To make it easier for readers to understand, the discussion of this section was not separated into different sections.

*Table 4.7 Teachers and Students' Challenges When Using E-Learning Madrasah*

| Teachers' Challenges | Students' Challenges |
|---|---|
| Internet Acces | Internet Access |
| | Lack of Communication |

Based on Table 4.7, there was only one barrier faced by English teachers in teaching English. It was related to internet problems. LMS, as previously noted by Ridho, requires technical assistance such as adequate internet access.[90] Then, the findings of Tawalbeh's study demonstrated that teachers assumed that their learners did not have internet access, so it influenced the learning process.[91] Subsequently, Muruty and Yamin claimed that because LMS is a web-based platform, it will almost certainly cause problems with internet connectivity.[92] In line with the result of this

---

[90] A., Ridho R. "BLENDED LEARNING VIA SCHOOLOGY AS A LEARNING MANAGEMENT SYSTEM IN READING CLASS: BENEFITS AND CHALLENGES". *Journal of Linguistic Terapan (JLT)*. Vol. 9, no. 2, 2019

[91] T. Tawalbeh. "EFL Instructors' Perceptions of Blackboard Learning Management System (LMS) at University Level". *English Language Teaching*. Vol, 11 No.1, 2018

[92] A. E., Muruthy & Yamin, F. M. "The Perception and Effectiveness of Learning Management System (LMS) Usage Among The Higher Education Students.*" Journal of Technology and Operations Management*. Vol. 12, no.1, 2017

http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/

study, even though most of the teachers clarified that they were not sure about the difficulties because of internet problems. But, some of them showed that the teachers had difficulties when using ELM because of internet access. Accordingly, the result of this survey revealed the same thing when it comes to the internet. Problems with the internet might be caused by geographical considerations as well as lack of maximum facilities from the educational sector. Mubayed, et.al also mentioned several barriers in EL including enabling technologies that require internet access.[93] So, this issue needs to be considered by the ELM developers to create a better solution for this matter.

While the learners encountered two barriers on the use of ELM. First, it was related to internet issues. According to Alenezi's LMS has challenges related to technical assistance and service for students. Moreover, the findings of Muhtia's study also support this result that challenges of online digital are prevalent in internet access.[94] In line with the findings of this research, internet issues are frequently encountered when deploying technology, including ELM. The reason for this could be related to geographical constraints as well as a lack of maximum package data facilities available to students. Because ELM is in high demand to aid in the educational process during the pandemic. The internet problems also influenced the process of accessing learning materials and submitting assignments.

In addition, the students were not sure about the challenges related to the communication between teachers. However, the students who selected "agree" more than those who answered "disagree". So, it can be concluded that the participants believed that teachers-student communication was hampered. This was possible because, especially

---

[93] A. Moubayed, M. Injadat, A. Nassif et al. "E-Learning: Challenges and Research Opportunities Using Machine Learning & Data Analitycs". *IEEE Access*. Vol. 6. 2018
[94] Anggri Muhtia, et al, "Blended Learning Using Schoology as An Online Learning Platform Potentials and Challenges' '. *English Language and Literature International Conference (ELLiC)*. Vol. 2, 2018

65

during online learning, practically all information is provided through the platform. Furthermore, when dealing with a technical issue, interaction with the instructors takes a bit longer because the instructor is also waiting for a reply or solution from the technician. According to Armstrong, LMS decreases teacher-to-student interaction.[95] Previous study has also noted the types of issues that can arise while adopting e-learning, such as communication issues.[96] However, the findings of this study contradict the findings of study conducted by Sarvestani, which stated that LMS increases communication between teachers and learners.[97] The result has a different result since it is based on the condition of every locus. Based on the result of this study, learners faced the challenges when implementing ELM because of lack of communication. The barriers might occur because the learners still need more direction from the teachers even though they have applied several online learning platforms.

  To conclude the explanation above, there was only one challenge faced by teachers including internet access, and two barriers encountered by students on the use of ELM were related to internet access, and lack of interaction between teachers.

---

[95] *S.,* Armstrong. *Advantages and Disadvantages of Online Learning -eLearning Industry. eLearning Industry*. 2013

[96] Maryam Sarvestani, S., Mehdi M., Jalil A., Lale, R. Students' Experiences of E-Learning Challenges; a Phenomenological Study. *Interdisciplinary Journal of Virtual Learning in Medical Sciences*. Vol. 10 No. 3, 2019

[97] J. Uziak, M. Tundle O., Edmund L., and Kurt Becker. Students' and Instructor's Perspective on the use of Blackboard Platform for Delivering an Engineering Course. *The Electronical Journal of eLearning*. Vol. 16 No.1, 2018

**CHAPTER V**

**CONCLUSION AND SUGGESTIONS**

The outcomes of the investigation and the researcher's recommendations will be presented in this chapter.

A. **Conclusion**

*E-Learning Madrasah,* an online learning media or Learning Management System (LMS) offered by the Ministry of Religion, has been applied by state Madrasah in Gresik, notably *MTsN 1 Gresik, MAN 1 Gresik*, and *MAN 2 Gresik*, to enhance the learning process. According to the findings of the study, teachers and students have used all of the features of ELM in the online classroom menu. However, the Computer Based Test (CBT) was the most frequently utilized function by the teachers. While the Attendance feature was the most commonly used by learners.

Regarding the teachers and students' experiences on the use of the ELM feature in teaching and learning English lessons. ELM provides features for teachers and students to gain digital abilities. Moreover, features of ELM serve the ease of use and flexibility for teachers and learners. In addition, ELM features allow the lecturers and learners to communicate better.

On the other hand, instructors and learners also have obstacles when adopting ELM in English lessons. Based on the findings, the difficulties encountered by teachers and learners have significant results. For the teachers, internet access was the only challenge on the use of ELM in teaching English lessons. While the students clarified that internet access and lack of communication were the issues faced when implementing ELM in English learning.

B. **Suggestions**

In light of the findings of this study, the researcher also provides some recommendations that hopefully can be delivered and received by general audiences, teachers, students, researchers, and others. The following are some suggestions:

1. For teachers

67

According to the research findings, ELM affects teachers in both positive and negative ways. In this instance, the researcher contends that ELM may be employed in the classroom to its fullest potential in terms of management, instruction, and assessment. In addition, to overcome challenges, teachers may use additional platforms when teaching English.

2. For students

For the students, the ease of access, and flexibility of ELM help them in the process of learning activities. The authors believed that ELM can be successfully applied in the classroom for both discussion and assessment activities. Additionally, students can inform the teachers or the Madrasah operator regarding the concerns they are having with the ELM, particularly those involving the internet and technologies. On the other hand, the pupils can discuss with the teachers outside the platform to create better communication.

3. For further researchers

For additional research, they can examine the ELM in various settings, such as between state Madrasah and private Madrasah. Then, they can also include elements of ELT like reading, writing, or other when conducting research in the same area on LMS.

UIN SUNAN AMPEL
S U R A B A Y A

68

# REFERENCES

Abbad, M. M., David Morris. "Looking Under The Bonnet: Factors Affecting Student Adoption of E-Learning System in Jordan. *The International Review of Research in Open and Distance Learning.* Vol.10 No. 2, 2009

Afruzah, N Sarjana Degree*: "The Implementation of YukBlajar as E-Learning Platform in English Learning at SMP Islam Al-Azhar 13 Surabaya."* (Surabaya: Sunan Ampel State Islamic University, 2020)

Afuraydi, A. ``Measuring E-Learning Readiness among EFL Teachers in Intermediate Public School in Saudi". *Canadian Center of Science and Education.* Vol. 6 No. 7, 2013

Alenezi, A. Barriers to Participation in Learning Management Systems in Saudi Arabian University. *Education research International*. 2018

Alghamdi, S. R., & Bayaga, A. Use and attitude towards Learning Management System (LMS) in Saudi Arabian universities. Eurasia Journal of Mathematics, Science and Technology Education. Vol.12 NO.9, 2016

Al-Samarraie, H., Saeed, N. A Systematic review of cloud computing tools for collaborative learning: Opportunities and challenges to the blended-learning environment. *Computers & Education.* Vol, 124, 2018

Al-Sharhan, S., Al-Hunaiyyan, A., Alhajri, R., & Al-Huwail, N. Utilization of Learning Management System (LMS) Among Instructors and Students. In Lecture Notes in Electrical Engineering. Vol, 621, 2010

Anza, Fikri, Achmad Luthfi, Arfah Saragih. "Introduction e-learning in the educational sector case study Senior High School in DKI Jakarta". *ASEAN Journal of Community Engagement*. Vol. 3 No.1, 2019)

Arman, Sarjana Degree: *"The Impact of Using E-Learning on Students' Learning Achievement in Basic of English Grammar Course at The First Semester of English Education Department".* (Makassar: UIN Alauddin Makassar, 2017).

Ary, Donald – Lucy Cheser Jacobs – Chris Sorensen. Introduction to Research in Education. (Canada: Wadsworth, 2010)

Aziz, R. T. Sarjana Degree: *"The Implementation of E-Learning at Insan Amanah Elementary School of Malang".* (Malang: UIN Maulana Malik Ibrahim, 2014)

Azziz, T. R. Sarjana Degree. *Implementation of E-Learning at Insan Amanah Elementary School of Malang*. (Malang: UIN Maliki Malang,2014)

Benson, Ambuko, Florence Odera. "Selection and use of Media in Teaching Kiswahili Language in Secondary Schools in Kenya. "*International Journal of Information and Communication Technology Research*. Vol. 3 No. 1, 2013.

Bhalalusea, R., EEA. Lukwaro, M. Clemence. Challenges of Using E-Learning Management System faced by the Academic Staff in Distance Based Institutions from Developing Countries: A Case Study of the Open University of Tanzia. *Huria: Journal of the Open University of Tanzania*. Vol. 14 No.1, 2013

Bhatia, R. P. "Features and Effectiveness of E-Learning Tools". *Global Journal of Business Management and Information Technology*. Vol, 1 No.1, 2011

Bickford, A. *12 Common Complaints about Learning Management Systems (LMS). Connect Thinking*. 2013. Retrieved 21 February 2022, from http://connectthinking.com.au/12-common-complaints-about-learning-management-systems-lms/

Boulton, H. "Managing e-Learning: What are the Real Implications for Schools?" *Electronic Journal e-Learning*. Vol. 6 No. 1, UK 2008.

Bradley, V. M. "Learning Management System (LMS) Use with Online Instruction". *International Journal of Technology in Education (IJTE)*. Vol 4, No.1

Cavus, N. Investigating Mobile Device and LMS Integration in Higher Education: Students' Perspectives. *Procedia Computer Science*. Vol. 13, 2011

Christie, M., & Jurado, R.G. Barriers to innovation in online pedagogy. European Journal of Engineering Education. Vol. 34 No.3 (2009)

Clark, Ruth C. – Richard E. Mayer. *e-Learning and the Science of Instruction. (*Hoboken: Wiley, 2016)

Cohen, L., Lawrence Manion, Keith Morrison. *Research Method in Education.* Madison Avenue, New York. 2007

70

Creswell, John Well. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* Pearson: Pearson Education, 2012

Ebrahimzadeh, M. – Sepideh Alavi. Motivating EFL Students: E-learning enjoyment as a predictor of vocabulary learning through digital video games, Cogent Education. 3:1, 2016.

Ellis, Robert A., Paul Ginns, Leanne Piggot. "E-learning in higher Education: some key aspects and their relationship to approaches to study". *Higher education Research & Development*. Vol. 28 No. 3, 2009.

Encanarnacion, R. E., Galang,, A. D., Hallar, B. A. "The Impact and Effectiveness of E-learning on Teaching and Learning. *International Journal of Computing Science Research.* Vol. 5 No. 1, 2021

Etherington, M. "E-Learning pedagogy in the Primary School Classroom: the McDonaldization of Education". Australian Journal of Teacher Education. Vol. 33 No. 5, 2008

Firawati. Learning Management System and EFL Classes: A Way to Promote Autonomous Blended Learning. *Journal of Physics Conference Series*. 2021

Food and Agriculture Organization of the United Nations, *E-Learning Methodologies and Good Practices* (Rome: 2021)

G. Lodico Marguerite – Dean T. Spaulding – Katherine H. Voegtle. Methods in Educational Research: from Theory to Practice. San Francisco: Jossey-Bass

H. Coates, Richard James, and Gabrielle Baldwin."A Critical Examination of the Effects of Learning Management Systems on University Teaching and Learning," *Tertiary Education and Management*. Vol. 11, 2005

Hartanto, W. "PENGGUNAAN E-LEARNING SEBAGAI MEDIA PEMBELAJARAN. JURNAL PENDIDIKAN EKONOMI". *Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi dan Ilmu Sosia*l. V. 10, n. 7-9, 2016

Hikmah, S. Pemanfaatan *E-Learning Madrasah* dalam Pelaksanaan Pembelajaran Jarak Jauh Masa Pandemi di MIN 1 Rembang. *Edutrained: Jurnal Pendidikan dan Pelatihan*. Vol. 4 No. 2, 2020

Horton, William, – Katherine, Horton, *E-Learning Tools and Technologies*. (Canada: Wiley Publishing, 2003).

Kango, R., Saiful Khozi. "Tantangan Pembelajaran E-Learning di Perguruan Tinggi". *Seminar Nasional Teknologi dan Humaniora (SemanTECH)*. Vol. 1 No 1, 2019

Kats, Y. Learning management system technologies and software solutions for online teaching: Tools and application. Learning Management System Technologie and Software Solutions for Online Teaching: Tools and Applications. 2010

Khan, M.A., Vivek, Nabi, M.K., Khojah, M., Tahir, M. Students' Perception toward E-Learning during COVID-19 Pandemic in India: An Empirical Study. 2020

Krishnapatri, K. ``From 'Lockdown' To Letdown: Students' perception of E-Learning amid the covid-19 outbreak". *ELT In Focus.* Vol. 3 No.1, 2020

Kusuma, A "E-Learning Dalam pembelajaran". *Lentera Pendidikan*. Vol 14 No 1, 2011

Latief, M.A. *Research Methods On Language Learning An Introduction.* (Malang. 2019).

M. N., Nadiah Sarjana Degree: *The Students' Acceptance of Learning Management System (LMS) Platforms at English Language Education Department of UIN Sunan Ampel Surabaya."* (Surabaya: Sunan Ampel State Islamic University, 2021)

Mamattah, Raymond Selom, Master Program. "Students' Perception of E-Learning". (Linkoping University, 2006).

Mardiah, H. The Use of E-Learning to Teach English in the Time of the Covid-19 Pandemic. *English Teaching and Linguistic Journal.* Vol 1 No.2, 2020

Ministry of Religion, "*E-Learning Madrasah*" (Https://elearning.kemenag.go.id/, accessed on July 1, 2021)

Moubayed, A., M. Injadat, A. Nassif et al. "E-Learning: Challenges and Research Opportunities Using Machine Learning & Data Analitycs". *IEEE Access*. Vol. 6. 2018

Muhtia, A., Suparno, Sumardi, "Blended Learning Using Schoology as An Online Learning Platform Potentials and Challenges". *English Language and Literature International Conference (ELLiC)*. Vol. 2, 2018

72

Murphy, E., Rodriguez-Manzanares, M., Barbour, M.K. E. "Asynchronous and Synchronous Teaching and Learning in High-School Distance Education". *British Journal of Educational Technology. British Journal of Educational Technology*. Vol 42, 2011

Muruthy, A. E., & Yamin, F. M. "The Perception and Effectiveness of Learning Management System (LMS) Usage Among The Higher Education Students*." Journal of Technology and Operations Management*. Vol. 12, no.1, 2017

Nouh, A., Muneera M. Abdul-Kareem, Hanan A. Taqi. "EFL College Students' Perception of the Difficulties in Oral Presentations a Form of Assignment". *International Journal of Higher Education*. Vol. 4 No. 1, 2015

Raskova, L., O., Afif I. M. "EFL Students Perspective toward Online Learning Barriers and Alternative Using Moodle/Google Classroom during COVID-19 Pandemic". *International Journal of Higher Education.* Vol9, no. 6. 2020.

Ridho, A., R. "BLENDED LEARNING VIA SCHOOLOGY AS A LEARNING MANAGEMENT SYSTEM IN READING CLASS: BENEFITS AND CHALLENGES". *Journal of Linguistic Terapan (JLT)*. Vol. 9, no. 2, 2019

Armstrong S. *Advantages and Disadvantages of Online Learning -eLearning Industry. eLearning Industry*. 2013. Retrieved 21 February 2022, from http://elearningindustry.com/advantages-and-disadvantages-of-online-learning

Samir, M. A. E., Islam A.T.F., Taj-Eddin, Naglaa Seddiek. "E-Learning and Students' Motivation: Research Study on the Effect of E-Learning on Higher Education". 2014

Sarvestani, M. Shafiei, Mehdi M., Jalil A., Lale, R. Students' Experiences of E-Learning Challenges; a Phenomenological Study. *Interdisciplinary Journal of Virtual Learning in Medical Sciences*. Vol. 10 No. 3, 2019

Som, Naidu. *E-Learning A Guidebook of Principles, Procedures, and Practices.* (New Delhi: CEMCA, 2006)

Srichanyachon, N. "EFL Learners' Perceptions of Using LMS". The Turkish Online Journal of Education Technology. 2014, vol 13

Stefan, H. "Asynchronous and Synchronous E-Learning. *EDUCAUSE Quarterly*". Vol. 31 No. 4, 2008.

Suryatika, D. "The Effectiveness of E-Learning as Teaching Media in EFL Classroom". *Jurnal Bahasa dan Satra*. Vol. 8 No. 1, 2019.

Suwandi, E., Refnaldi, Havid Ardi. "The Effectiveness of Using E-Learning Moodle for Homework in Improving Reading Ability of Grade X Students of SMAN 4 Padang". *Journal of English Language Teaching*. Vol 1 No. 3, 2013

Syakur, Abd., Esti Junining, Yulianto Sabat. "The Effectiveness of Cooperative Learning (STAD and PBL type) on E-Learning Sustainable Development in Higher Education". *Journal of Development Research.* 2020.

Taurus, J. K., David Gichoya, Alex Muumbo. "Challenges of Implementing E-Learning in Kenya: A Case of Kenyan Public Universities". *International Review of Research in Open and Distributed Learning*. Vol 16 No. 1, 2015.

Tawalbeh, T. I. "EFL Instructors' Perceptions of Blackboard Learning Management System (LMS) at University Level". *English Language Teaching*. Vol, 11 No.1, 2018

Uziak, J. Oladiran, M. T., Lorencowicz, E., & Becker, K. Students' and Instructors' on the Use of Blackboard Platform for Delivering an Engineering Course. *Electronic Journal of E-Learning*. Vol. 16 No. 1, 2018

Watson, William R. & Watson, Sunnie Lee. "What are Learning Management Systems, What are They Not, and What They Should Become?". *TechTrends.* Vol, 51. No. 2. 2012

Weaver, Debby. Christine Spratt, Chenicheri S. N. Academic and Students Use of a Learning Management System: Implications for Quality. *Australian Journal of Educational Technology.* Vol. 21 No. 1, 2008

Welsh, E. T., Connie R. Wanberg, Kenneth G. Brown, Marcia J. Simmering. "E-Learning: Emerging Uses, Empirical Results and Future Directions. *International Journal of Training and Development.* 2003

Wiratna, S. V. *Metode Penelitian: Lengkap, Praktis, dan Mudah Dipahami.* Yogyakarta: Pustaka Baru Press. 2014

Yacob, A., Aini Zuriyati A. K., O. Zainudin, A. Zurairah. "Students' Awareness Toward E-Learning in Education". *Procedia- Social Behavioral Science.* 2012