

# The Issues of the Implementation of E-Learning in the Master Program of English Education in a Private University in Surakarta, Central Java

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## ABSTRACT

Technological developments have an impact on the world of education in which e-learning appears to facilitate distance teaching and learning activities. In the covid-19 pandemic, the process of teaching and learning must be implemented through online in order to reduce the virus spread. In fact, the implementation of e-learning creates several issues that must be faced by teachers. This study attempts to find out the issues of implementation of e-learning faced by lecturers in the master program of English education in a private University (hereafter termed "Moon University") during distance learning in the covid-19 pandemic. This study investigated the problems found during the implementation of e-learning. There are eight lecturers being sampled to be investigated related to the issue of implementing e-learning in the master program of English education. This study developed interviews and questionnaires to collect the data. The result of this study showed that there was some e-learning application which implemented by lecturers and the issues faced by them. The issues include Internet network instability, lack of interaction between lecturers and students, and difficulties in the learning control.

**Keywords:** *E-learning, Master Program, Obstacles, Online Learning*

## 1. INTRODUCTION

The integration between technology and teaching in general and English teaching and learning in particular has been a matter of great concern in the last few decades starting in the 1980s [1]. This condition brings a new trend even more so in the COVID -19 Pandemic. The COVID 19 pandemic is a condition that requires everyone to undergo physical distancing. This situation certainly has a serious impact on the world of education. In this condition, learning is required to transform and adapt to carry out the teaching-learning process through E-learning.

Nowadays, E-learning is a learning technology that is still commonplace and is rarely used in various elementary schools in particular. E-Learning applications as a support for learning activities, because schools are able to carry out learning activities not only teaching using non-technological media but schools can also use technology media in the learning process [2]. E-learning provides new hope as an alternative solution to most educational problems in Indonesia. Several models and online meetings such as Zoom Cloud and

Google meet, and LMS such as Schoology and other application such as You Tube.

This change and adaptation of the teaching and learning process are in accordance with Circular Decree from the Indonesian Ministry of Education and Culture number 4 of 2020 regarding the implementation of teaching learning activity during the emergency of spreading COVID -19 and reaffirmed by the Circular of the Ministry of Education and Culture ( Ministry of Education and Culture) number 15 of 2020 regarding guidelines for implementing learning from home during the spread of emergency (COVID-19).The concept of E-Learning has an effect on the process of transforming conventional education into digital form, both in content and in systems. It can be called E-Learning.

With the phenomenon, The change in the learning system makes educators also forced to change learning models or strategies that are usually applied offline (outside the network) to online [3]. However, the use of E-Learning in Indonesia in the current era cannot be avoided and has become a necessity, especially in the field of education, E-learning is very helpful in the

learning process so that students continue to learn even though it must be carried out online. Phenomena that arise after implementing e-learning, turn out to arise issues in implementing e-learning during learning activities. Some studies show that there are obstacles in implementing e-learning including. [4] explore teachers' perceptions of barriers to online learning in universities. The findings from their research show that there are obstacles faced by teachers, including barriers to teaching using e-learning, teacher knowledge of e-learning, time management, and student motivation. [5] also explored the challenges of using e-learning among EFL students at Bisha University. His research shows that technical challenges related to E-learning are the dominant challenges of E-learning at the University of Bisha. However, this study investigated the issues that arise in implementing e-learning faced by lecturers in the Master program of English Education in private university in Surakarta.

## 2. LITERATURE REVIEW

Along with the times, the learning scenario changes with the changing introduction of information and communication technology, which makes room for a new concept called e-learning. Especially during the COVID-19 pandemic that hit all over the world, e-learning is very useful for education so that it can still carry out distance learning. [6] defines e-learning as a network phenomenon that enables instant change and distribution, however, [7] argues that E-learning goes beyond training and instruction for the delivery of information and tools to improve performance in learning. [8] explain that the phenomenon of the online teaching and learning process is one of the new things by utilizing internet technology. They assume that online-based teaching can include communication anywhere and anytime or be flexible.

With the development of e-learning, it brings many benefits as well as many difficulties. The benefits of e-learning include being cost effective, increasing responsiveness to change, consistency, timely content, flexible accessibility, and delivering customer value [7]. However, the success of learning through e-learning also depends on many factors, as [9] argues that the effectiveness of using e-learning in education depends on how they are used and for what purpose they are intended.

However, the facts in the field showed that there were many obstacles encountered in the application of e-learning in teaching and learning activities. Several studies have stated that there are obstacles regarding e-learning, including: [10] found e-learning constraints in the form of lack of infrastructure, training, technical skills, lack of incentives and motivation for staff members, [11] also found e-learning obstacles in the

form of technical problems, lack of technical skills of teachers and their teaching styles that were not suitable for the online environment. [12] found e-learning obstacles such as limited IT mastery and limited access to supervision of students, limited supporting facilities, and internet network access.

Thus, it can be concluded, although there are various benefits of e-learning, but this is a new thing that has been applied recently in teaching and learning activities and creates several obstacles for educators and students due to obstacles in implementing e-learning.

## 3. RESEARCH METHOD

The method used in this research is descriptive qualitative in which the researcher describes and analyses the implementation of E-Learning applications during COVID 19 pandemic at a Master of English Education at Moon University in Surakarta, in which the data are taken from the lecturers at Magister of English Education 2020/2021 academic year. There are eight lecturers being subject of the research. They helped the researcher look at the questions that researcher wanted to study. The subject of this research is lecturers facing issues in implementing E-Learning during COVID-19 pandemic at Magister of English Education at Moon University in Surakarta 2020/2021 academic year.

The object of the research is the results of questionnaire and interview from eight lecturers who used (E-learning) or were implementing E-Learning during COVID-19 pandemic. Transcripts of interviews used were based on the obstacles in implementing E-Learning during COVID-19 pandemic. The information was collected through google form and the interview conducted directly. In collecting data, this study used direct interactions with individuals on a one-to-one basis and indirect communication using google forms. Then, the data were described into narrative description.

## 4. RESULT AND DISCUSSION

Online learning is a new challenge for teachers and students in the midst of learning during a pandemic like nowadays. Although there are advantages of implementing e-learning during covid-19 pandemic, there are also several obstacles that arise from the implementation of e-learning during learning online activity happened. However, this study found several problems faced by lecturers when implementing online learning including; Internet network instability, lack of interaction between lecturer and student, and difficulty in the learning controlling. The following points discuss the obstacles in implementing E-learning during online learning activity.

#### **4.1. Internet network instability**

The internet network is an important factor to encourage online learning because in online learning the smoothness of the internet network greatly affects the smoothness of learning activities. However, based on the interview and open ended question with lecturers, there are 4 informants who argue that one of the obstacles in implementing e-learning is the unstable internet network. The following data discuss the obstacles of unstable network faced by lecturers.

*“When teaching online from home, I often experience unstable internet problems. That's because the internet provider has interference from the centre. And I think my students also experience this, when they are late in submitting assignments for the reason that the internet is very slow.”* (Informant A)

Based on the data above, it can be seen that one of the problems is the unstable network. It is because the provider used by the informant has a network problem which interferes with online teaching and learning activities. Another informant also gave the same statement which confirms that one of the problems faced when online learning is an unstable signal.

*“One of the problems I face when online learning is that my signal is bad, it causes my voice to be delayed or the voice of incoming students is delayed so that learning is hampered.”* (Informant B)

The data above also confirmed that the unstable signals were the obstacle in the online teaching learning process. The unstable signal in a zoom meeting caused delays in sound which might interfere the learning process and could also cause interference when lecturers and students were discussing or delivering material. The data below also showed the difficulties of implementing e-learning when the internet network was bad.

*“I sometimes experience a bad signal which causes me to be slow in presenting the material and explaining the material not freely.”* (Informant C)

The data above showed that the informant who has signal trouble causes him not to be free to convey the material and present the material during online learning. It can be concluded that 4 out of 8 lecturers have problems with signal instability in online learning. This problem can cause interference during online learning. This is one of the keys so that the online teaching and learning process can run smoothly, namely with a stable signal. With a stable signal, the lecturer can explain the material well, and can discuss with students through e-learning smoothly.

#### **4.2. Lack of interaction between lecturer and student**

The second finding based on interviews and open ended questionnaires is that there is a lack of interaction between students and lecturers during online learning. This is very visible the difference in the interaction between meetings with applications during online learning and face-to-face meetings. This is evidenced by the data below which explained the limitations of lecturers in interacting through applications during online learning. There are 5 lecturers who mentioned the lack of interaction between lecturers and students to be one of the problems faced.

*“the thing that becomes an obstacle when learning online is the limited free discussion space, because face-to-face through the application make me can't see which students understand and which ones already understand unless they take the initiative to ask what is not clear, like... if it is offline I knew through their face expression whether students understand or not on the material I explain.”* (Informant D)

The data above showed that the informants felt there was a lack of interaction between lecturers and students, because with online meetings, lecturers could not distinguish whether students have understood or not, unless students take the initiative to ask questions related the materials that are not clear. The same thing was also given by other informants who experienced the same problem, namely the limited interaction during online learning.

*“Sometimes I feel that with online learning, the teaching and learning process through the application limits me and students from discussing, this is because passive students will remain silent and only active students often talk and answer questions.”* (Informant E)

The data above confirmed that informants have difficulty interacting because online learning through this application makes passive students become more passive, and only the same or active students always answer questions from the lecturer.

*“I have to provoke them, or mention their names one by one to make sure they focus and listen to my discussion of material, I also have to call them one by one so they want to discuss and ask questions, this may be because they are shy to open the mic and tend to turn off the mic.”* (Informant A)

The data above also mentioned the limited interaction between lecturers and students

because students tend to turn off the mic rather than open their mic and start the discussion. The lack of interaction between lecturers and students causes students to tend to be passive and not really focused on the material being explained because they can take up other activities. It can be concluded that e-learning has limitations during discussion so that lecturers and students cannot discuss freely because of the limited space.

### **4.3. Difficulty in the learning control**

The third finding is the difficulty of lecturers in controlling online classes. with learning facilitated by e-learning applications, lecturers change the way they control the class so that successful online learning can occur. The following data described the findings of 2 lecturers who have difficulty controlling online classes.

*“in online learning, of course, the way to manage the class is also different, I have difficulty when students in passive class and turn off the mic and camera. I can't make sure if I've clearly transferred the material to them because they're just silent”* (Informant A)

The data above showed that lecturers experience problems in managing online classes. he feels that his students are passive because of online learning. The same thing was also conveyed by another informant who conveyed the same thing about the difficulties in managing online classes.

*“I find it a bit difficult to control the online class, because sometimes when the class is not finished but the students leave the meeting. and usually in full attendance, but students who join meetings do not match the number of meetings. this causes me to be confused about how to keep students focused and follow the lesson from the beginning to the end of the meeting not just filling in attendance”* (Informant E)

From the data above, it can be seen that the informants have difficulty controlling the class during online classes, this is due to the limitations of the application in checking student attendance which is different from face-to-face learning.

After processing data from open ended questions and interviews, it can be concluded that although lecturers find it easier to implement e-learning during distance learning during the pandemic, some problems also arise and are experienced by lecturers when implementing e-learning. This became the focus of further discussion of findings regarding how to overcome problems experienced by lecturers in implementing e-learning including: unstable signals, limited interaction between

lecturers and students and difficulties in handling online classes.

According to the data, the problems on implementing e-learning during COVID-19 pandemic in Magister of English Education are the internet network trouble, lack of interaction between students and lecturers, and difficulty in controlling online class. The finding is in line with the study from [11] who stated the implementation of online learning is related to the readiness of human resources, the absence of clear directions from the local government, the absence of an appropriate curriculum, and limited facilities and infrastructure, especially technology support and internet networks. However, the finding of the difficulty in managing the online class is also supported by [11], it must be understood that managing e-learning is relatively different from managing learning using media print. The thing that should get attention is the problem that students have to reach in the e-learning process. For example, response time, and in doing downloading, or technical problems sometimes experienced by the network used

## **5. CONCLUSION**

This study investigated the issues that raised due to the implementation of e-learning faced by lecturers who implement e-learning during online learning during the pandemic. Although many studies mentioned the superiority of e-learning, this study found problems or obstacles faced by lecturers during online teaching and learning activities. The obstacles encountered by lecturers, especially in the master of English education in private universities, were problems with unstable internet, limited interaction between lecturers and students, and also difficulties for lecturers in controlling the class.

The results of this study can be used as a reference for the development of research in order to overcome the problems encountered in implementing e-learning.

## **AUTHORS' CONTRIBUTIONS**

Fina Azulfia is the first author who coordinated all activities, compiled article outlines, compiled theories, and analyzed data; Koesoemo Ratih is the second author who designed methodologies, compiled research instruments, and being the proofreader in this study. Muly Halwat Hikmat is the third author who contributed to the design and implementation of the research, to the analysis of the results and to the writing of the manuscript.

## **ACKNOWLEDGMENT**

The author would like to thank the head of English Department of Master Program at the moon University who has given permission to researchers to be willing to take data from lecturers in the English Education Master Program.

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