E-LEARNING DURING THE PANDEMIC: LOOKING FOR AN IDEAL E-LEARNING PLATFORM

A survey to English teachers of vocational schools in Majalengka and Indramayu Regency

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Abstract

This paper reports on finding of research results to English teachers of vocational school in Majalengka and Indramayu districts regarding the learning platforms they used on teaching and learning activities during the pandemic. A total of 31 teachers participated in this study. Data obtained from survey results using google form by open and closed questions. The results stated that 71% of participants using google classroom, but only 29% actually used google classroom. The remaining 42% combines google classrooms with Edmodo, WhatsApp, Zoom, Google Meet, email, google forms, google drive, Schoology and also LMS which is developed in their schools. 54% of respondents stated that they used more than two kinds e-learning platforms to carry out teaching and learning activities on their English class, and even, some of them use 4 or 5 e-learning platforms at once. 64.5% of respondents said the e-learning platform they were using was not ideal so they used a lot of e-learning platforms at once although it is inefficient ways. 83.9% said they were still looking for the ideal e-learning platform and 100% said they need for training on e-learning platforms so that they could choose the best one to apply in their class.

Keywords: e-learning; pandemic; ideal; platform

Introduction

Indonesia confirmed the first case of Covid-19 on March 2, 2020 (Setiawan, 2020; Setiawan & Ilmiyah, 2020; Tosepu et al., 2020). Until May 16, 2020, the number of confirmed cases was 16,496 positive (Kemenkes RI, 2020). The current situation of the Covid-19 pandemic, causing the learning process to be carried out by online. This is in line with the instructions of the Minister of Education and Culture, Nadiem Makariem.

Amid the global wave of pandemic lockdowns, there was an unprecedented rise in e-learning. As of 1 April, nearly 1.5 billion children in 173 countries"Global monitoring of school closures caused by Coronavirus (Covid-19), were affected by school closures. (UNESCO, 2021).

Online learning in a pandemic is an alternative solution (Basilaia & Kvavadze, 2020; Bauerlein, 2008; Laprairie & Hinson, 2006; Taha et al., 2020). The use of online learning is indeed practical because it can be used anywhere and anytime (Bourne et al., 2005; Means, 2010; Nakamura et al., 2018; Özyurt et al., 2013). However, do not close your eyes that the implementation of online learning raises its problems (Hung & Chou, 2015; Smart & Cappel, 2006; Van Bruggen, 2005).

Actually, the era of revolution 4.0 has also required this even before the

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pandemic, that mastery of technology is a necessity, including in the world of education. And this pandemic has further strengthened the fact that e-learning must be done to save our education world. E-learning is present as a necessity that makes the transformation process from conventional learning systems into digital forms. These changes include the system, support capacity and also the content of the e-learning itself.

Much research on barriers caused by the application of online learning in non-pandemic situations (Ali & Magalhaes, 2008; Beetham & Sharpe, 2007; Eady & Lockyer, 2013; Karasavvidis, 2010). While research on barriers to the use of online learning during the pandemic is still not widely done.

Online learning has advantages and disadvantages and has many obstacles to be carried out optimally. However, during this pandemic, online learning is seen as effective in breaking the chain of transmission of the corona virus that has hit the world.

Online learning can be termed as a tool that can make the teaching–learning process more student-centered, more innovative, and even more flexible. Online learning is defined as learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. In these environments, students can be anywhere (independent) to learn and interact with instructors and other students.

The drawback is that online learning requires educators to master technology, especially in operating learning platforms where they must be able to carry out the functions of teaching and learning activities as much as possible. The ideal learning platform must be able

to accommodate all learning control functions such as attendance, provision of learning resources, assessment, and evaluation.

In principle, many types of software and network services can be used for e-learning; examples include e-mail, Usenet, chats, discussion forums, wikis, blogs, collaboration (CSCW) tools, simulation software, testing and assessment software, e-portfolios, vocabulary trainers, and games (Piotrowski, M., 2010) .

A good learning platform must also provide space for teachers and students to develop their creativity in line with the necessity to use the Higher Order Thinking Skills (HOTS) framework in teaching and learning process. In addition, of course, online learning requires good internet access, but, in fact, the availability of internet access in many areas is still poor.

Research question

This study conducted to answer the questions of reasearch:

1. What is e-learning platform that used by English teacher of vocational school in Majalengka and Indramayu regency?

2. Are they satisfy and think that e-learning platform they used is an ideal platform?

3. What are they need to reach the best teaching and learning process related to e-learning platform?

The purpose of research

The purpose of research is to know what e-learning platform that used by English teacher of vocational school in Majalengka and Indramayu regency, are they think that the platform they used is

an ideal platform, and what they really need to increasing quality of teaching and learning along this pandemic.

Benefits of research

In fact, the pandemic is still occurs in a long time. So, the learning also still conduct from home by online learning. This study has benefit can be an alternative for teachers or stakeholders how to conduct online learning better using e-learning platform that suitable with their condition and willingness.

Methodology

This research is qualitative research with a type of case study. The cases studied are the challenges faced by teachers in choosing e-learning during a pandemic and what basic abilities lecturers have to support e-learning. In line with (Creswell, 2012a; 2012b), qualitative research is exploratory in nature, which helps researchers to find out more about the challenges faced by english teachers during the Pandemic in teaching and learning activities especially in using e-learning platforms. This research can help understand how English teachers in Majalengka and Indramayu Regency experience obstacles in undergoing teaching and learning activities using e-learning platforms during the Pandemic.

The questionnaire applied to English teachers had 6 items, consists of 3 closed questions and 3 open questions. It has been applied online, by using google form application. 31 English teachers answered the questionnaire, which aimed at English teachers perception on e-learning platform which they used in the class.

The respondents are Vocational English teachers at various schools in Branch of Education Office Region IX, Majalengka and Indramayu regency.

31 teachers participated in the study, which shows the teacher's interest in looking for an ideal e-learning platform that can be used in their learning process especially in English in order to make learning more effective.

Finding and Discussion

The teachers who filled the questionnaire are 22 male (71%) and 9 female (29%).

Table 1. Distribution of respondents by sex.

	Number	Percentage (%)
Male	22	71
Female	9	29
Total	**31**	**100**

The English teachers who participated in this study have experience in teaching for some years. They are who have experience in teaching more than 10 years as senior teachers (37%) and the remain is still have experience less than 10 years (63%).

Table 2. Distribution of respondents by teaching experience.

	Number	Percentage (%)
More than 10 years	12	37
Less than 10 years	19	63
Total	**31**	**100**

The results of the distribution of questionnaires about this learning platform in the working area of the Regional IX Branch of Education Office covering Majalengka and Indramayu regency stated that they are still looking for an ideal learning platform that allows the implementation of complete learning activities. So far, they have used various platforms for teaching and learning. Most use Google Classroom, followed by WhatsApp and Zoom. There are also those who use Edmodo, Schoology,

Google Form, a platform developed by the school's IT team, Google Meet, email, and Google Drive although the numbers are not significant. The willingness to obtain maximum learning outcomes also made them to combine various platforms at once and this is certainly quite inconvenient.

The results stated that 71% of participants using google classroom, and 29% using other platforms.
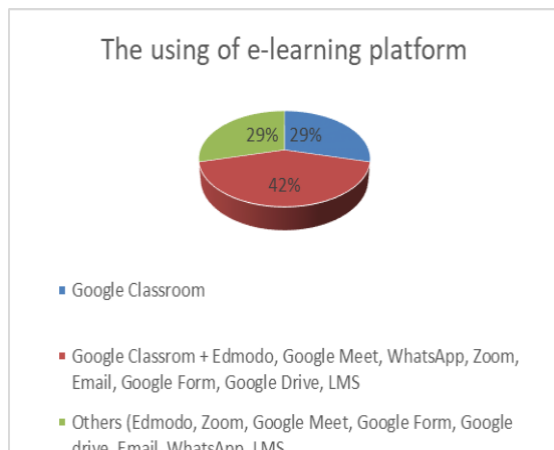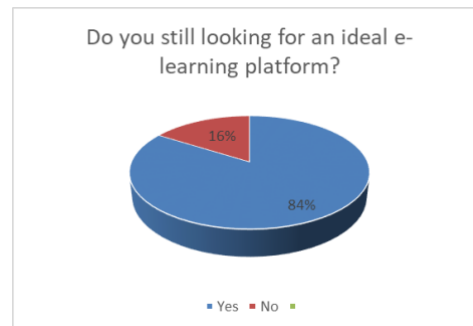

Picture 1. The using of e-learning platform

However, from 71% respondents who using Google classroom, only 29% actually used google classroom. The remaining 42% combines google classrooms with Edmodo, WhatsApp, Zoom, Google Meet, email, google forms, google drive, Schoology and also LMS which is developed in their schools.

Respondents also give their answer for the question, has their e-learning platform ideal or not yet? A total of 64.5% stated that e-learning platform they had used so far is still not ideal.
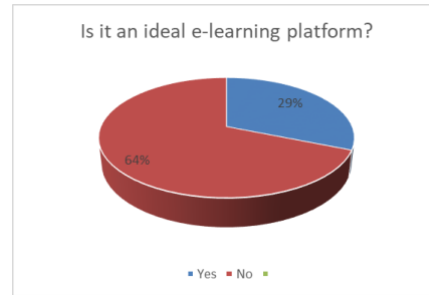

Picture 2. Is it an ideal e-learning platform?

Although just 64% who said that their e-learning platform is still not ideal, but 83.9% respondents stated that they are still looking for ideal e-learning platform. It seems that 36% who said yes for questionnaire no 2, actually confuse to looking for better e-learning platform.

Picture 3. Looking for an ideal e-learning platform.

Respondents also asked will they change e-learning platform if they find better platform, and 71% respondents said they will change e-learning platform they are currently using if they find a platform that is free, easy to use and it has complete features.
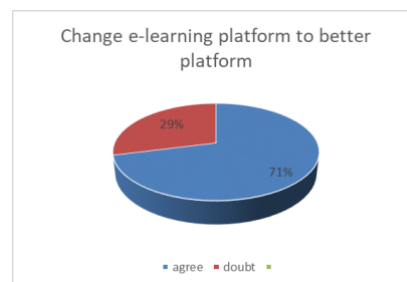
Picture 4. The possibility to change e-learning platform

From various items of questionnaire, at least, 100% respondents stated that there is a need for training on e-learning platforms for teachers so that they can choose which one is the best to use in their classrooms.

Picture 5. Teachers need e-learning platform training.

Regarding the ideal learning platform, according to them are:

• practical learning platform,

• easy to use and able to control participants,

• it does not eliminate the interaction between teachers and students,

• the inclusion of attendance, assignments, live videos, learning materials and structured test aids,

• it can accommodate video uploads in large amounts of memory,

• easy to access but there are also many facilities,

• which can make it easier for students and teachers, mutual communication occurs, which makes it easier to convey learning, and students can access it easily,

• it gives experience to interact with audio-visual,

• it can display material and make pretests,

• it gives the freedom to interact without being limited by cost constraints,

• saving quota, free, easy to access,

• simple, easy to understand yet full-featured,

• it possible to create situation like face to face platform, easily accessible by teachers, students and parents,

• offer unique learning system that can increase student interest during study from home and which can facilitate aspects of student learning.

Conclusions

E-learning platform is main tool in teaching and learning activities along the pandemic. To obtain the best result, teachers using various e-learning platform.
Most of them using Google Classroom but they often combine it with another platform to conduct some feature that can not be cover by Google Classroom. It includes WhatsApp, Zoom, Edmodo, Schoology, Google Form, LMS which developed by their school's IT team, Google Meet, email, and Google Drive. They realized that it was not an effective and very inconvenient way but they were forced to use these platforms until they found an ideal e-learning platform that could cover all the features they needed. So that, they really need a training of e-learning platform.
The pandemic is still not can be predicted when will be ended. Online learning has been conduct for more than a year and it seems will still on going at least in some next months. This study can be an input for teachers and stakeholders to hold better online learning especially relate to e-learning

platform they used on teaching and learning activities.

Trying to solve their problem in choosing the ideal e-learning platform, the researcher conduct further research by take Indisch, one e-learning platform, it has all of feature that teachers needed in their process learning activites. Indisch, the researcher called it as one stop e-learning platform, will be studied how far it can used by English teacher to make their learning process better.

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