E-Learning in Indonesia

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Abstract

As part of this research, students rated the e-learning module on the LMS. We give substantial qualitative interview data. General satisfaction and disapproval questions indicate student assessment criteria, whereas module-specific questions reveal student learning processes. Lesson topics, discussion forums, student interactions, and other learning tools are utilized by students to show pleasure. Topics of discontent include platform robustness and usability, study materials (articles and books), and student workloads. The flow of debate and engagement is appreciated, but students are worried about participating, and expectations regarding the role of lecturers in e-learning haven't been developed.

Keywords: e-learning, LMS, student, college, Indonesia

1. Introduction

Universities are very interested in the future growth of e-learning (Crook, 1998; DfES, 2003; Roussos, 1997). E-learning applications are being developed, and e-learning possibilities are quickly being provided for education and training throughout the COVID-19 era, particularly in the education industry (Imel, 2002). E-learning is widely acknowledged to have the potential for performance, and knowledge, which may reshape the ability (Gunasekaran, McNeil & Shaul, 2002). Many people believe that e-learning may improve educational quality, broaden educational opportunities, reduce education costs, and boost efficiency (Alexander, 2001).

Several aspects of student engagement with learning experiences practices require additional examination and critique and may be useful to students since they provide insight about pupils. The research endeavor described in this article contributes to a better understanding of students' e-learning experiences; students' qualitative data were gathered to understand their attitudes about and expectations for e-learning. The students chosen for this study are enrolled in the Learning Management System (LMS) module, these college students with a background in the discipline of public administration are ICT savvy, maybe staged by platform, and registered full time. They are typical pupils who have been told that the most convenient and appropriate mode of education is e-learning. Nonetheless, some reports are very optimistic about learning outcomes regarding their impact on work practices and student organizations.

This research starts with a systematic review of the practice and evaluation of e-learning. The process is given, and the outcomes are analyzed; conclusions and suggestions for future study concentrate on improving our knowledge of why students engage in an e-learning study and the criteria they use to assess an e-learning experience.

2. Literature Review

Research and development funds' interest in e-learning has been substantial. There are now various books, articles, papers, references, and other websites dedicated to providing information on how to create practical e-learning. These resources can be found all over the internet. Many frameworks are implicit and explicitly meant to guide e-learning activity at the macro level. They define the aspects that

need to be considered when creating a high-quality e-learning experience based on prior theoretical frameworks or empirical investigations.

E-learning experience quality may be improved with the help of these frameworks. For example, emphasize the framework's primary components: technology and structure (Georgouli et al., 2008; Ireland et al., 2009; Masoumi & Lindström, 2012). Focus on technology and creativity is recommended by Jones (2018). Several other writers, like the Zhang et al. (2006), have used activity theory and cybernetics as a foundation for their online education studies. To evaluate the applicability, design, interactivity, and assessment of electronic learning, Blass & Davis (2003) established a framework that included four criteria. These guiding principles encompass staff and content appropriateness, market and student suitability, learning objectives, college-student interactions, student interactions, reinforcement mechanisms, and goal completion in their framework.

Apart from developing general frameworks to aid in designing effective e-learning environments, some scholars have concentrated their efforts on components of the e-learning process. Many different topics have been investigated, and this list provides you a sample of a few.: societies (Ng & Hung, 2003), e-assessment (Stödberg, 2012), analyzing screen text (Seifert & Paleczek, 2021), characteristics that influence learners' online learning usage (Pituch & Lee, 2006).

Our understanding of e-learning may be limited due to a lack of scientifically valid evaluation and a lack of understanding of online resource quality criteria (Childs et al., 2005). Others point out that we still don't know learners' perceptions of e-learning platforms and their ability to learn (Bharuthram & Kies, 2013; Birch & Burnett, 2009; Eze et al., 2018). According to (Hamid, 2001), most e-learning falls short of expectations set by students. For this reason, it seems relevant to concentrate on students' online learning experiences and hear from them about how we might improve our understanding of e-learning.

3. Method

This study intends to 1) add to the literature on students' experiences with e-learning; 2) identify students' criteria for evaluating e-learning; 3) shed light on students' e-learning habits. The information gathered and evaluated in this study originates from the student module assessment process connected to the delivery of the module, it is available in e-learning format to students who have registered in e-learning. The first lesson is for students who will study in this e-learning program, and it will be their first time exploring this style for many of them. This module has 22 students from Indonesia's area registered. All students are enrolled in college; however, most of their past educational experiences have been via conventional face-to-face delivery methods. In theory, students have assisted in their studies at their institution. Eligible e-learning students have a profile like this set of students' (Dwivedi & Bharadwaj, 2015). Personal and organizational objectives encourage students to succeed in college, allowing them to flourish as self-directed learners who can take charge of their education. Consequently, it's worthwhile to examine how individuals evaluate their experiences and their statements about the educational process.

After the module, students were sent the interview as an evaluation questionnaire to help improve future modules and the quality of the college's work. All of the students in the class did the interview, and it was done in the best way for student surveys (Rowley, 2003) and has two questions: 1) questions that seek general feedback; 2) questions that invite feedback on specific module areas. For the whole discourse, two questions were posed: 1) Identify elements of the module that you found the most beneficial. 2) Specifics module areas that it should improve. There were many qualitative responses to these questions, which were gathered and analyzed for further study. For this study, the most appropriate level of analysis is this one. As seen from the student's viewpoint, the module's merits and flaws discussed the criteria students use when assessing modules.

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Groups of questions and comments are used to gather qualitative data regarding different lesson areas. Activities and modules are contained in the learning objects and core documents. As a result of their answers, teachers may get valuable information about how well students are paying attention to and understanding the material in the module. Questions with open-ended answers and those that allow for a range of replies from informants are good sources for gathering qualitative information. These were evaluated, and it concluded the findings of qualitative remarks for further study.

An iterative technique influenced by a grounded theory approach was used to examine qualitative data (Miles, 1979). These analyses are compared to one another in pairs. The researchers revised their findings and created a consensus analysis following this procedure. This consensus analysis serves as the foundation for providing the qualitative aspects of the findings section.

4. Result

The findings are organized into sections that correspond to the interview questions. Illustrative excerpts from student feedback interviews are presented judiciously.

Students' favourite features of the module

The interviews indicated that the students regarded the module as a success. Several of the remarks are focused on student learning, including data management methodology, while others are focused on processing, such as connecting theory to practice and accessing additional resources. Students' practice and the theory they acquire in the module are intertwined, as seen in the following checklist of numerous comments; the informant says, "the e-learning module has assisted me in analyzing not just public administration knowledge but also interactions with friends. I am now more equipped to plan and design public administration studies, and I will use what I learned in the e-learning module."

Other students explicitly remarked on areas of the module's topic matter. Informants reveal "comprehending what ICT failure is and why ICT fails, the idea of utilizing disappointment as a learning experience." Other students believed that understanding about techniques had benefitted them, "methods—gaining insight into the strengths and weaknesses of learning models allows me to assess the strengths and weaknesses of my approach at key points in my learning development." The most often mentioned parts of the education process are discussion forums and peer assistance; this was useful to nine students.

Module components that might be upgraded

Comments about module components that should be improved often center on the'mechanics' of learning delivery, such as the delivery platform's usability and robustness. "I have a broadband Internet connection," the informant added, "but occasionally browsing the e-learning site may be really slow, suggesting that the server capacity is inadequate." For updates, including information on the availability of online papers and access to the main text. As mentioned by the informant during the questioning, "convenient access to the module's required literature Universities, in my opinion, should offer students the required materials till the completion of the course—perhaps as e-books or something similar."

The next point is about assisting students in arranging their work, as expressed by the informant's remarks "I'll find the suggested study plan quite helpful, particularly since this is my debut module. People can grow at the same rate and engage more in online forums this way. I'm hoping for additional guided activities throughout the learning session."

Elements of the module

The arrangement, flow, style, and timeliness of the module material where all factors students were encouraged to consider while evaluating their classmates' work. Overall, they were pleased with the module's content. More interesting data comes from the students' remarks on the sequence in which they learned the module. As a result, students typically followed the tutor's recommended learning sequence through the menu. Others said that the evaluation brief and core document had an impact on how they approached the task. Interview findings from the informant said, "I examined the learning goals from beginning to finish, although I began making notes on topics relevant to my task, once I had settled on the subject," they wrote.

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Teaching concepts with modules

The module contains several learning items, and students are requested to mark the percentage of learning objects that they have thoroughly examined. The findings of the interviews demonstrate a wide range of 'persistence.' Only five students examined all learning things, 14 examined most of the learning items. According to responses to questions concerning learning objects, most students preferred to read larger materials offline; however, some students read short learning items shown on the screen. Fourteen students answered that printed or downloaded items is important to them, and they have the impression that their study time is often free.

Main file

A variety of methods are used to aid student learning, with 17 of the students reading the bulk of the main document before moving on to anything else. Each lesson's content and learning goals are described in the main document, offering advice on approaching the module material effectively. Students were questioned about how they used the main document during an interview. "I downloaded the material and analyzed it in full to understand what to anticipate," the informant said. Meanwhile, as mentioned by the informant, "I resort to the primary paper every time I lose sight of what I should learn and what the module should provide me."

Forums and posts for discussion

According to the interview summary, students log in to the learning platform more often than they utilize discussion threads; nonetheless, almost every student uses discussion threads once a week. Most students are extremely comfortable adding comments to discussion threads; however, others are concerned that certain students are not confident enough to participate. The next question talks about using other ways to communicate with other students in class, like email, WhatsApp, or Zoom Meetings. Many of the students said it was true because they have different interactions with other students outside of forums.

Some students criticized discussion forums despite or maybe because of the importance students place on discussion and engagement, as seen by their answers to the interview. According to the interview findings, "I would appreciate more connection with other students. I believe universities need to look building threads depending on each other's schoolwork." The content of the discussion forums and topics was also evaluated for their value in helping students comprehend the module's curriculum. Students generally agreed that they gained knowledge through working with their peers. The interview findings said that "discussion forums are highly valuable for learning the thoughts of other students; posting to the forums is a wonderful method to concentrate comments on the subject at hand, be aware of students' present level of comprehension, and obtain alternative points of view on the same item."

The discussion forums themselves were the subject of many of the comments. Some students were apprehensive about becoming the first person to contribute. This is congruent with the interview findings "When I'm not sure how to organize my comment, I generally wait until at least one other person adds to the forum. Seeing other people's efforts motivates me to give more." Several students wanted their tutors to be more involved, Interviews with college students provide context for this claim, "as a student, I want my instructors to be more active in discussion forums, and I hope they will open up dialogues so that we can learn more about the subject matter."

Feedback of the instructor

Participants were polled on how satisfied they were with the services they got from the teachers and how quickly they responded to queries posted on the discussion boards. As shown by the interview findings, there was considerable consensus among students as to how well teachers were generally assessed. "Tutor response times may be improved if they checked the boards daily."

In other remarks, students said conventional (face-to-face) learning experiences affected their expectations, with tutor interactions causing the most anxiety. "I am still acclimated the lack of real-time interaction with other students and professors; therefore, it is rather tough for me because of the adaption from conventional education to online education," the interviewee said. Perhaps this statement effectively summarizes the dilemma: "particularly not in person yet was there when I needed assistance."

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Component events
This module has a variety of exercises that encourage students to participate in their learning and put theory into practice. Almost all students complete all module activities. In general, students pick their degree of engagement with the activity, such as "I initially attempted the module activity utilizing the knowledge I already knew from experience." Nonetheless, most informants were enthusiastic about the activities' significance in improving conceptual understanding, "the activities were quite beneficial. The approach is difficult to work, but it is really interesting since there are so many ways to interpret certain things."

5. Discussion

Responses to typical queries concerning the module's usefulness and the advantages of additional investigation gave birth to the success criteria that students used to execute the program. Interviews with students yielded the following results: 1) E-learning fosters theory-practice synergy; 2) e-learning module topics broaden knowledge; 3) the presence of forums and student interactions; and 4) additional learning assistance, emphasizing document access. Students expressed their content with 1) e-learning platforms, 2) supplementary learning aid, such as articles and books, and 3) student work schedules.

Multiple dimensions of an existing framework may be used to align it. Andragogy is one such term (Muresan & Gogu, 2013; Ritonga et al., 2022; Waight & Stewart, 2005; Wang et al., 2013). Information and communication technologies are among the other subjects covered (Karagiannidis et al., 2014; Nikolić et al., 2019; Zhao & Jiang, 2010). As Khan (2001) defined, the organizational context includes a reference to resources. Student involvement and objective accomplishment may be used to discussion topics that boost student understanding and experience.

This study validates the need to study the social dimensions of e-learning (Arbaugh & Benbunan-Finch, 2006; Blanken-Webb, 2017; Kulikowski et al., 2022; Littlejohn & Pegler, 2007; Vlachopoulos & Hatzigianni, 2017). Most notably, there are no frameworks, maybe because they adopt a provider's quality perspective, citing student work schedules or other student-influenced aspects. These students understand that they are responsible for their learning, and the andragogy framework and execution reflect this.

The best-designed materials and online training may accommodate different learning styles. Every student's experience with the material is unique as they interact with it. This is an interesting discovery in line with past research (Alexander, 2001; Baldwin & Sabry, 2003). In e-learning, students are more likely to download papers rather than interact with the integrated state. This indicates that they utilize the integrated state as a menu. This approach to e-learning does not negate its potential, but it must the construction of e-learning and the learning elements that make it up. The concerns about e-learning develop due to student group studies, emphasizing the direct connection between learning and actual life. Additional study is required to determine if the same issue exists for other students, such as participation expansion when e-learning is used to bridge the digital and social gap.

6. Conclusion

The major findings of this research include students' attitudes to e-learning and their opinions of tutors' roles. While students do not study sequentially inferred by the meticulous design and placement of learning packages, they participate in discussion groups, connect with knowledge in a variety of ways, and choose information while reading or writing. They communicate with one another and extract key remarks from the text for offline reading. When it comes to students' perceptions of the function of tutors in e-learning, students are unsure of what the tutor's job is intended to be; they are unsure of what the tutor is supposed to be doing.

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7. Future Research

Future studies may look at: 1) the influence and various learning techniques for successful learning; 2) the dependence on group level of e-learning exploration and 3) tutor function in e-learning. Qualitative in-depth interviews for case studies may give greater insights into students' e-learning settings. This will lead to a better grasp of how e-learning works can assist improves the level of learning through various media.

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