

## Chapter Four

### Finding and Discussion

The findings and discussion would be delivered in this chapter. The findings of this study are related to activities, benefits, and challenges of E-learning implementation from the students' perspective. Based on the result of the interviews, there are two main perceptions of the students towards E-learning, six results of E-learning activities that has been done by the participants, and three findings related to the benefits of E-learning, and also six findings related to challenges that the students faced in E-learning. The research is also provided the theory of the experts to support the findings.

#### Students' Perception towards E-learning

Based on the data obtained from the participants who were involved in this research, the research found there are two main findings about how the students perceive E-learning. The findings and discussion about their perception towards E-learning are reported below:

**Finding 1: Simple and flexible.** The first perception of E-learning perceived by the participants was that it was simple and flexible. Participant one argued that “I think E-learning makes everything simple because I do not need to submit my task with paper. All I need to do is just upload and submit my task on the websites” (P1.4). The same point was expressed by participant two who stated that “first of all, E-learning is surely more practical” (P2.6) and added that “by providing a device and

internet connection, we already could conduct E-learning” (P2.9). Due to its flexibility, Participant four and five also thought that E-learning has made the students easier to learn (P4.8). Five out of six participants also declared that E-learning is flexible. Participant two mentioned, “E-learning is also more flexible” (P2.7) and participant three also mentioned, “we could conduct E-learning from anytime and anywhere” (P3.8).

E-learning offers great flexibility in learning (Kocur & Kosci, 2009). From the statement of participants above, it is clear that five participants admitted that E-learning offered flexibility in terms of time and place. According to Smedley (2010), the adoption of e-learning provides the institutions as well as their students or learners the much flexibility of time and place of delivery or receipt learning information.

**Finding 2: Enjoyable.** The next perception of E-learning that the students perceived was enjoyable. This is supported by statement of two participants who agreed that E-learning is enjoyable. First participant mentioned, “we felt more enjoyable when learn through E-learning” (P3.7). Participant six also admitted that “although it is quite challenging, E-learning also interesting and we gained so much fun from that” (P6.11), “E-learning also attracts students’ attention” (P6.13) and added “E-learning makes the students not feel bored during the lesson” (P6.14).

It is obvious that when people feel enjoy, they are more motivated to learn, this holds true both in the classroom and in an E-learning environment (Melissa, 2013). The students will easily feel enjoy when teachers apply fun teaching activities. Based on the researcher’s experience, E-learning has offered many fun

activities such as icebreakers, games, puzzles, and group projects that will make the students not feel bored while doing E-learning. According to participants' statements related to their perception of E-learning, it is obvious that E-learning is also enjoyable due to its fun and varied activities.

### **Students' Perception towards E-learning Activities**

The research found there are seven activities done in E-learning such as learning how to operate free learning platform, how make use of free online teaching tools, doing quiz and games, doing online discussion, giving and submitting assignment, making use of available learning tools, and learning how to create an online class. The findings and discussion about those E-learning activities are reported below:

**Finding 1: Learning how to optimize free learning platform.** This study found that one of the activities in E-learning is learning how to optimize free learning platforms. E-learning is expected to improve students' learning outcomes through its function as supplement (additional), complement (complementary), and substitution (substitute) of learning (Darmawan, 2014). E-learning provides different kind of platforms that can be used for the students. The platforms that widely used include *Schoology*, *Edmodo*, *Moodle*, *Quipper School*, *Dokeos*, and *LRN dot*. There were several E-learning platforms that has been used by the participants and would be discussed below:

***Schoology and Edmodo.*** The first platform that are used by the participants when learn with E-learning are *Schoology* and *Edmodo*. Participant two mentioned

that they learned about how to operate *Schoology* and *Edmodo*. Both of the platforms were created using the same concept of social networking and provided same learning activities such as quizzes, assignments, and polls.

***Padlet.*** The participants mentioned that they were asked to do a voting through *Padlet*. Participant one and six mentioned that in E-learning, they did voting in one of the education websites. First participant of this study mentioned that “we have also learned to make a vote about landmark in *Padlet*, the teachers will post about several landmarks around the world, and we were asked to vote which landmarks that we would like to visit” (P1.2). Participant two also stated that the most activity done in *Padlet* is writing (P2. 5)

Ming-Chi (2010) argued that on the implementation of E-learning as web-enhanced delivery mode, the activities that can be done are documentation distribution, providing link, voting or polling, and providing source information. A study that has been conducted in Malaysia by Rayyan (2016) also found that *Padlet* facilitates learning since some features of *Padlet* helps them to develop their skill to write. Based on participants’ statement, it is obvious that they were used *Padlet* to do different kind of activities such as voting and writing.

***Lectora.*** One of the participants claimed that he was experienced to create a learning media through a software name *Lectora*. As Participant five stated “we were also learned how to create a learning tool in the software named *Lectora*” (P5.2). *Lectora* is E-learning development tool used to create online training courses,

assessment, and presentations (Mas'ud, 2012). From the participants' statement, it is obvious that the students could create learning tools through *Lectora*.

**Finding 2: learning how to make use of free online teaching tools.** The next activity that has been found through this study is learning how to make use of free online teaching tools. E-learning also provides different kind of platforms that can be used as teaching tools. The platform that is used by the participants is explained bellow:

*Prezi*. Participant six mentioned that “they were also learned how to operate *Prezi* and after managed to master it, we were asked to do a presentation by using *Prezi* as the media” (P6. 8). In order to develop students' creativity, *Prezi* can be used as an alternative to traditional slide making programs such as *PowerPoint*. Based on the participants' statement, it is clear that at the first step in learning *Prezi*, the teacher taught about the know-how in operating *Prezi* and then asked the students to do a presentation with *Prezi* as the media.

**Finding 3: Doing quiz and games.** This research found that the other E-learning activities done by the students in E-learning are doing quiz and games. Four out of six participants claimed that they experienced doing the quiz while participant five mentioned that she ever experienced doing games in E-learning.

There is an application named *Kahoot* that is used a teaching tools in E-learning. The brief explanation *Kahoot* and discussion about how students perceive *Kahoot* in E-learning subject is delivered bellow:

***Kahoot.*** One of E-learning tools that are used in E-learning is *Kahoot*.

Participant six mentioned that, “there is an application named *Kahoot*, and my lecturer held a quiz section through those application” (P5.3). *Kahoot* is a game based technology that manages to do quizzes, discussions, and surveys. It is played by the whole class in real-time. Based on students’ statement, the students were asked to answer questions in *Kahoot* with their smart phone, tablet, or computer. In addition, participant three and five both also similarly mentioned “there is an application named *Kahoot* that allows us to do an online quiz” (P3.3).

Despite the fact that E-learning lacks teacher’s presence in the classroom, quiz is still an essential part of the educational process (Aldrich, 2011). Online quiz will usually provide the users with result instantly. This is good for the students because it allows them to know whether they did it right or wrong immediately, what they need to focus on, and what improvement they should have to retake the quiz (Aldrich, 2011).

The next activity mentioned by the participant is games. E-learning offers a wide range of tools to enable teachers and learners to be innovative, creative and resourceful in all learning activities. E-Learning platforms allow users with different skills to experience many activities such as listening activity, writing activity, reading activity, quiz, and games (Thomas, 2012). In order to keep the students spirit high, games would be a good choice while learn through E-learning.

**Finding 4: Giving and submitting assignment.** This study also found that the activities that can be done in E-learning are giving and submitting the

assignment. Five out of six participants mentioned that the other activity in E-learning is submitting assignment. Besides participant one, the rest participants are stated that “we were asked to submit our assignments by uploading it in one of the websites” (P2.2). Participant two also added that “we were also asked to answer a topic given by the lecturer such as case study and asked to submit the answer through one of the platform” (P2.3). Participant two responded that “the lecture gave us an assignment by uploading it in one of the websites” (P2.1). Participant two also added that “we were divided into groups and each group is given a topic to discuss and then we uploaded or submitted the results of the discussion in one of learning platforms.” (P2.7). Based on the participants’ statement, it is also clear to say that giving assignment when conducting E-learning is also included as one of the activities.

According to Pop (2013), the activity that can be done in web-enhanced delivery mode are submitting the assignment, sharing material and information and sharing link. Valentina (2014) argue that sharing link, sharing material and information, and submitting the assignment are the activities that can be done through E-learning. Therefore, it can be said that in E-learning, student can submit the assignment and teacher can send the assignment. Martin (2016) also argued that in one of the E-learning websites there is an assignment feature that allows teacher to send assessment. Hence it can be said that besides submit the assignment, in E-learning, teachers can also give and send the assignment.

**Finding 5: Making use of available learning tools.** The next activity that can be done through E-learning is learning how to operate websites. This was shared by one of the participants that involved in this study. Participant four declared that

they were being introduced to some E-learning platforms such as *Edmodo*, *Schoology*, *Padlet*, *Google Form*, *Kahoot*, And *Prezi* (P4.4).

The participants also mentioned that at the beginning of the semester, the introduction of E-learning to the students begins with the preliminary stage of knowing how to operate E-learning tools. This activity was extremely important because in order avoid critical mistakes, the students should know the basic steps in operating E-learning before operate it.

**Finding 6: Learning how to create an online class.** Another activity that can be done through E-learning is creation an online class. This finding was in line with the statements that have been stated by participants of this study. Four out of six participants stated that they have experienced to be a virtual teacher through E-learning. The participants similarly stated that “we were asked to create an online class in digital technology and education subject” (P2.4). Participant six added that “we were divided into group and each group was asked to submit our learning material and acted like we are the real teacher” (P6.4).

There are plenty of free or low-cost E-learning website platforms that can teacher-student use as the activity while conducting online learning (Harris, 2010). Based on the findings above, one of the activities that can be done through E-learning is creation an online class. The students were divided into group first, and then they were asked to submit their learning material as the teacher through one of the E-learning platforms. In other words, the students were asked to create their own online class through the platform and act as the real teacher.

### **Students' Perception towards the Benefits of E-learning**

The next objective of this study is to find the perception of student towards the benefit of E-learning. According to the research data, there are three general benefits of E-learning such cost effective, enriches the students' knowledge of technology, and useful for the students' references as their teaching method in the future. This study also found the findings and discussion on students' perception towards the activity in E-learning.

**Finding 1: Cost effective.** From the interviews, cost effective became the utmost benefits that E-learning offered. All the participants are admitted that E-learning is cost saving. Participant one said that E-learning is costs effective in the sense that there is no need for the students to go to the campus (P1.6). Participant six also stated, "E-learning is cost effective. We do not need to print out our tasks and waste papers" (P6.8).

There are the immediate cost-effective gains from E-learning in terms of reducing training time as well as cost-effective savings in terms of course materials, travel and accommodation (Rosenberg, 2001). This finding is similar with Marc (2012) who argues that E-learning is cost effective in the sense that there is no need for the students or learners to travel. It is also cost effective in the sense that it offers opportunities for learning for maximum number of learners with no need for many buildings.

E-learning is also efficient in terms of saving time. Three participants mentioned in the interview that E-learning is efficient. Participant one argued, "I think E-learning makes teaching-learning process more efficient when issues of time

is taken into consideration” (P1.3). Participant three supported that opinion by stating that “first of all, I think E-learning is efficient” (P3.5). In addition, Fifth participant also claimed that “E-learning is also save time.” (P5.6).

Because E-learning can be done whether in real-time or not, it can be said that E-learning is more time-saving than face-to-face learning (Patricia, 2007). Similarly, a study conducted by Maria (2006) showed that E-learning saves time. E-learning is save time because it can be completed at students’ desk; there is no need to spend additional time to travel the college.

**Finding 2: Enriches the students’ knowledge of technology.** The data of the interview also showed that E-learning enriched the students’ knowledge of technology and the students became more familiar with technology. Two of the participants agreed E-learning enriches their knowledge. Participant three argued that “we became more knowledgeable by knowing the websites that frequently used in education” (P3.9). Participant five also declared that “with E-learning we have acquired many new things, so it is enriching our knowledge of technology” (P5.8). Both of participant four and six also shared that “we became more update with the recent technology” (P4.6).

This finding is similar with the finding of study by Nageswara (2014) that showed that E-learning develops the students’ knowledge of the internet and computers skills. He also stated E-learning will help learners throughout their lives and careers. In this digital era, it would difficult for the students if they do not understand how to operate online tools. Hence E-learning is one of the innovations in education that is very useful to sharpen their technology skill. Based on the statement

of the participants, it is clear to say that E-learning is really does enrich the students' knowledge.

**Finding 3: Useful for the students' references as their teaching method in the future.** E-learning is also beneficial for the students who want to be a teacher in the future. Two out of six participants declared that "E-learning can be useful as our learning method references when we became a teacher in the future" (P4.7) and "as the future teacher, we must create a learning method as creative as possible, E-learning could be our references to create a new method of teaching" (P6.12).

In order to create an effective, innovative, and enjoyable teaching method, future teachers should know about the suitable method in teaching. Because the participants of this study were the students that will become the future teachers, they can adapt the use of E-learning as their references in teaching. E-learning could be use later in their teaching in the future because as it stated earlier that E-learning provides a wide range of tools to enable teachers and learners to be innovative, creative and resourceful in all learning activities.

### **Students' Perception towards the Challenges in E-learning**

Even given all the benefits of e-learning, one cannot deny there are some challenges. Based on the finding of this research, the researcher found that there are six challenges that student face in E-learning such as unclear instructions, indirect and satisfying feedbacks, techno-literacy, low interaction, and distraction. Here are the findings and discussion for the challenges that student face when using E-learning.

**Finding 1: Unclear instructions.** An unclear instruction is also one of challenges for the students. This is clearly stated by three participants of this study. Participant one stated, “I also often faced the problem where the instructions from my teacher is not clear enough” (P1.10). Participant four also mentioned “the instructions on the apps are sometimes confusing” (P4.14) while participant five declared, “sometimes there was misperception when we got ambiguous or unclear questions from our lecturer” (P5.15).

A clear instruction from lecturer is very important in teaching-learning process (Adam, 2007). Especially in E-learning which is also known as a distance learning. Distance learning means the students are not doing face-to-face learning. Unclear instructions will greatly affect the students’ understanding and lead to misunderstanding during the lesson.

**Finding 2: Delayed and Unclear Feedbacks.** Another obstacles faced by students in E-learning is about teacher’s feedbacks. As stated by first participant, “we cannot get direct feedbacks from the lecturer since we do not meet them or do the teaching-learning process directly” (P1.11). She also added, “sometimes, I also felt that the feedbacks from the lecturer are not very clear and satisfying” (P1.12). Equally, Participant Two also mentioned that “we did not get instant feedbacks from the lecturer” (P2.16). The teachers are sometimes unexpectedly give unclear feedback for students’ work. And because E-learning means distance learning, it is obvious that students could not get direct feedback from the teacher.

**Finding 3: Techno-illiteracy.** Techno-illiteracy is also an obstacle in E-learning. Participant one claimed that “not every student is familiar with E-learning”

(P1.14). Participant four stated, “I and those who are not familiar or techno-illiterate took a long time to learn with E-learning.” (P4.15). Participant four added, “due to unfamiliarity, we cannot operate all the E-learning applications well” (P4.16) while participant mentioned, “and for those the students who are not familiar or techno-illiterate often feel lazy to learn” (.P5.13)

The students also need to have the necessary computer skills and feel confident in the use of computers. The lack of these skills can be an obstacle for students who are entirely new to computers as computer confidence accounts for much of the predictive power of good achievements. This finding is similar with a study by Kwofie and Henten (2011) that showed many students in Ghana have either not been introduced to computers or have a difficult time grasping the concepts and skills because of limited access to use the computers due to the high number of the students wanting to access it. Many students therefore leave school with little confidence in their ability to use these type of technology. Where this is the case, implementing e-learning systems become a challenging task both for the implementers and the users.

**Finding 4: Cheating and plagiarism.** The other challenges that often found in E-learning based on this study are cheating and plagiarism. Three out of the participants mentioned that cheating and plagiarizing is one of bad activities that frequently happened in E-learning. Participant two declared, “there are some students who have done their assignment by copying all over the content from the websites” (P2.14) and also added, “because this is online class, it is easier for the students to cheat” (P2.15). In addition, Participant Five and Six also claimed that

since teaching-learning process are possibly done with the use of proxy, it will be difficult to control or regulate bad activities like plagiarizing (P5.17) and several students completed their task by plagiarizing from websites (P6.19).

Since tasks or assignments in E-learning are possibly done with the use of internet, there is also a possibility for students to cheating and plagiarizing (Ahmeed, 2012). Students may also tend to complete the given task by copy and paste from internet source. When this happen, it will be tough for the teachers to control or regulate those bad activities.

**Finding 5: Low interactions between students-teacher or student-student.** Low interaction is also included as a drawback in E-learning. Participant three mentioned, “it is troublesome to ask friends to re-checking my job whether it is already done properly or not” (P3.13). Participant four also declared, “because we rarely seeing each other directly in the classroom, I sometimes feel lonely and miss the presence of the classroom” (P4.17). Participant five also added, “there was a limited interaction with the lecturers because we do not meet them directly” (P5.14).

One of the participants in a research that has been conducted by Annika (2008) also revealed that the questions, or doubts, that arise when going through E-learning materials cannot be solved immediately as in traditional class due to the distance with the teachers. It means that the students may feel isolated or miss social interaction they get in a classroom setting and the possibility of getting direct feedback and a feeling of someone being there and the learning process is much easier if the students are in the same place with the teachers.

**Finding 6: Distraction.** The last finding about the obstacles that students faced in E-learning is distraction. Participant five said, “the students that are not under teacher’s supervision will freely access unrelated websites” (P5.16). Participant six also shared that students are easily distracted to browse some unrelated websites (P6.20).

Because E-learning is done through online learning media, many students are often easily distracted to browse more interesting websites such as *facebook, twitter, pinterest, instagram*, and uneducated online game. The finding by Mokhtar (2016) revealed that the limitation on the use of web-enhanced learning (Mix mode) learning is that the students cannot really focus to the activity in on line learning. Since an online learning requires the students to conduct their learning online, hence there is possibility of the students to get distracted from the real focus (Mokhtar, 2016).