IDEAS

Journal of Language Teaching and Learning, Linguistics and Literature

Issued by English study program of IAIN Palopo

A Classroom Transition to Electronic Learning: Improving EFL in Higher Education

Asti Gumartifa*[1]
* asti_gumartifa@um-palembang.ac.id
[1] Faculty of Economic and Business, University of Muhammadiyah Palembang, Palembang, Indonesia

Abstract

Electronic media can be used to keep holding lecturers in contact, giving lots of links interaction to students, and delivering educational content services. Online learning education can eventually become the primary way in supporting the educational enrichment process. The current pandemic of covid-19, online learning has been implemented at all levels of education, especially at the university level. Most are still unfamiliar to the implementation of online learning practice. Some are classified as well prepared lecturers of teaching optimally, but some are still less optimal in the field of English language learning skills through online learning. This is descriptive study that examines relevant literature and enhances academic education by evaluating some of the achievements made by different researchers in the electronic learning context, in particular the strengths and weaknesses of electronic learning in higher education. The aim of this study is to gives information to the English lecturers about internet technology development through online learning practice. Furthermore, it also explains some advantages and disadvantages of the Electronic learning implementation during long-distance learning. Therefore, institutions need to use technology as the digital information for learning and teaching. Finally, this study concluded that electronic learning can be used for distance learning based on the learning purpose and enhance learners' academic information.

Keywords: advantages, disadvantages, electronic learning, transition, education

Introduction

Distance learning is the same kind of usual education but the difference is a school may not direct meeting on students physically. In other words, you are learning, studying, and verifying online in your chosen subject without wanting to face an examination area, school, or college building. Distance learning utilizes many technical methods, like television, DVDs, teleconferencing, and printable content where the urgency and accessibility of online learning can be the first option for some distance learning. These electronic tools are used for delivering the learning content, keeping students in contact with lecturers, and offering access to student communication (Sadeghi, 2019).

Asti Gumartifa
A Classroom Transition to Electronic Learning: Advantage and Disadvantages in Improving
English as a Foreign Language in Higher Education

Digital technology is now one of the crucial ways of making education and teaching resources available for lecturers and students to access and gain knowledge (Arkofur and Abaidoo, 2015). By utilizing digital technology in the learning and teaching process can make knowledge acquisition maximal. Besides, internet learning technology provides various teaching and learning materials for the education side. Therefore, learning and teaching activities mainly need electronic technology to support the education system effectively.

The system of education offered through the Internet is developed year by year, as well as the growth and advancement of digital technology. It is also an internet service that influenced the progress of e-learning to a great extent. Thus, e-learning was impacted by various software programs. Then, E-learning refers to the use of ICT to facilitate online learning/teaching materials to be obtained (Arkofur & Abaidoo, 2015). Using the Internet and other high technology usually produces instructional resources, teaches learners, and also controls the programs of the organization (Pande et al., 2016).

Several researchers have found e-learning in various definitions. E-learning as a framework includes several programs, approaches, and processes for learning (Nazarlou, 2013). E-learning provides a specific activity that is needed in the field of education. (Pande, Wadhai, & Thakare, 2016) pointed to the transition of e-learning from an entire-online training in using technology and offer part or all of the training irrespective of fixed time and place. Besides, as a subcategory of distance learning, online learning has always been about providing access to educational knowledge that is at least quite adaptable in time or space as a campus-based education (Kumaravadivelu, 2008).

E-learning enables higher education to support the changing of global growth for education and institutions (Sandybayev, 2020). Students can make it in regular communication with their virtual lecturers. Most frequently, students have online lectures or discussions with their teacher, often even several times a week where lecturers can ask questions, start discussions, submit additional reference materials, assign topics for seminar articles (Markovic, 2010).

Some studies have developed the principles of e-learning that is the suggestion that focused on distance education, hence the sharing of lectures via instructional videos to distant locations (Thinh, 2016). Modern worlds of learning are categorized by their particular time and place independence, their compatible facility for discussion and interaction, and possibilities to utilize learning technologies as educational content (Postolov, Sopova, & Iliev, 2017). E-learning has played an active part in digital technologies that can enrich online interaction optimally (Sandybayev, 2020).

Furthermore, whether or not technology-based learning has full positive impact on both lecturers and students in English language learning process, therefore this research discusses and prepares lecturers to be able to optimize learning outcomes by using technology based-learning. This research is different from previous research where it is more specific about how to optimize the implementation of online learning by explaining the variations of technology-based learning methods. Besides, this study also provides views for lecturers to prepare teaching skills in dealing with bad things that can occur from the use of technology

in learning. As well as open up the insight of lecturers to prepare and create teaching skills through online teaching and learning optimally.

Method

Qualitative descriptive method is used by researcher to determine the existing knowledge or theories related to the title "a classroom transition to electronic learning: improving EFL in higher education". In this study, the researcher describes descriptively the overview of e-learning, the Implementation of electronic learning in education, group of electronic learning, advantages of electronic learning in education, disadvantages of electronic learning in education.

Literature Review

Overview of E-learning

Several researchers (Govindasamy, 2002) claim that e-learning provided an appropriate forum for teaching and learning growth. It commonly covers all types of teaching practices via digital media, such as the internet, antenna, video, and audio, streaming Video, and CD-ROMs. The actual meaning of e-learning gives accessibility, technical support to everyone at anytime and anywhere, as well as delivering this guidance to the right people at the right time with the correct technical skills or information (Postolov et al., 2017) Thus, E-learning means making new skills and knowledge instantly accessible and decreases the learning time needed to learn even the most complex ideas. Technological advancements, especially the Internet, have made education no longer restricted to classroom learning (Pande et al., 2016).

The Implementation of Electronic Learning in Education

Besides, there are still concerns as to what is regarded as E-learning and what the procedure of e-learning is, and what needs to be included to construct a quality online program of study.   These kinds of issues are happening for lecturers and students. The growth of technology and multimedia, including the use of the Internet as a new learning tool, has brought about progressive changes in the traditional teaching and learning process. There are various options of technology for education today. Hammond et al, (2020) argued that school and education programs have been regarded by institutions as having the potential of enhancing persons, knowledge, skills, and efficiency through E-learning.

Effective adoption of e-learning has explicitly shifted the focus from simply managing e-learning content delivery logistics to managing e-learning content (Govindasamy, 2002). E-learning has become incredibly influential in Higher Education institutions (Pande et al., 2016). Bringing and developing a variety of e-learning resources facilitated several modifications to institutions of higher education to assist educational processes (Rose, 2012). Autonomy is one of the most significant self-learning indicators. Self-learning is crucial to distance learning for schoolchildren. Once learners take responsibility for their learning, they act to become lifelong learners (Sadeghi, 2019).

New technologies and methods include e-learning, new courses, and educators playing a major role in virtual education and improving student satisfaction (Postolov et al., 2017). E-learning has become particularly crucial in universities. Placing in and expanding a variety of e-learning tools have been

facilitated in higher education institutions, in particular as regards their educational delivery and support activities (Pande et al., 2016). Technological competence also calls for a shift from using technology as a teaching delivery mechanism for learning using mechanical devices. E-Learning provides various resources as the tools which create teaching and learning effective and efficient. The entrance of computers, tablets, and the Internet gives many contributions to traditional teaching and is generally seen as an opportunity to be improved (Postolov et al., 2017). Besides, (Nazarlou, 2013) mentioned that through web links and online discussions, learners could receive resources from the text, figures, audio and video, and social communication. Thus, even independent learning by using E-Learning also facilitates and develops students' information. It is also concluded by (Sadeghi, 2019) (2019) mentioned that the performance of the students in the distance course was equal to that of the students' on-campus class.

Group of Electronic Learning

Diverse ways of categorizing e-learning categories exist. According to Almosa (2001), as cited in (Arkofur and Abaidoo, 2015), it clarified that internet-based learning is another improvement in computer-based learning, attempting to make the structure available on the internet, with links to related areas of information available, for examples of e-mail services and references that learners can do at any time and place, as well as the adequacy or lack of lecturers or lecturers. According to (Algahtani, Abdullah, & Faleh, 2011), some categories were based on the extent of their educational engagement. He also mentioned that many types are based on connection timing.

There have been different kinds of e-Learning and various ways of using the technique in education. (Algahtani et al., 2011) discovered 3 different designs of the use of e-learning in education, including the "adjunct, mixed e-learning and online". The e-learning complement is the condition in which e-learning is applied as an assistant in the traditional classroom and offers independence for the learners or students. Blended e-learning is the distribution of system and e-learning systems in this form of using e-learning. The third one online is completely lacking in conventional engagement in schooling or the classroom.

(Algahtani et al., 2011) separated e-learning into two major types, constructed of computer-based and Internet-based e-learning. Computer-based learning usually involves the use of a broad range of devices and software for the use of information and communication technology, each aspect may also be used in two ways: computer-managed instruction and computer-assisted learning. Computers facilitated learning using interactive applications as the fundamental support in the classroom or as a self-learning resource outside the classroom rather than conventional approaches. Computer-managed instruction, however, is the role of saving and collecting data to improve the management of education.

Both collaborative and individual learning consists of synchronous and asynchronous (Arkofur and Abaidoo, 2015). The synchronous category enables students to communicate with the instructors at the same time as using technologies such as video conferencing and chat rooms, and also among themselves via the Internet. Then, the asynchronous category enables students to communicate online at various times with instructors or lecturers as well as

between themselves (Algahtani et al., 2011). According to (Jacobs, 2015) differentiated e-learning is the online learning method that is classified into personal and collaborative learning, where collaborative learning also includes synchronous and asynchronous learning.
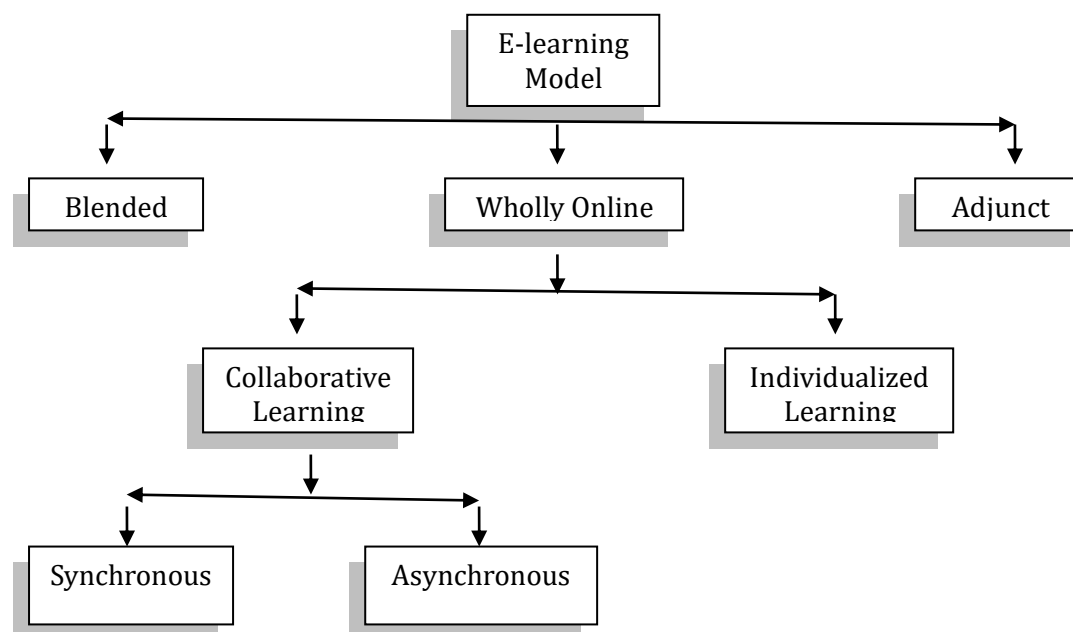

Figure 1. Design to Use E-learning in Education

Advantage of Electronic Learning in Education

Implementing e-learning has several advantages, especially for higher education institutions, and e-learning is considered among the best forms of education given its varied advantages and benefits. Several studies and authors have provided the benefits and advantages of implementing e-learning technologies in education (Arkofur & Abaidoo, 2015), (Pande et al., 2016), and (Thinh, 2016). There are among the advantages of following the education e-learning (Sadeghi, 2019) such as; can be learned anywhere and every time, saving considerable money, no access for transferring, choosing the lesson flexibly, saving time or efficient, and obtaining the information until students get the point of the information.

Further specification and definition of advantages by implementing E-learning in educations mentioned by Smedly (2010) as cited in (Arkofur & Abaidoo, 2015) are; in terms of time, considering time and place issues it is flexible. The growing student has the choice of identifying the appropriate place and time. The implementation of e-learning shall provide the institutions and their students with or Learners a great deal of flexibility in the time and place of service or receipt of knowledge according to learning.

Arkofur and Abaidoo, (2015) agreed that E-learning improves the effectiveness of understanding and competencies through easy access to an extremely large quantity of information. They also mentioned that E-learning provides chances for the learner to learner interactions through public

conversation forums thus it helps to remove obstacles that have the potential of Inhibits participation, including worry of conversation with other learners. E-learn encourages students to communicate with others and shares and supports various points of view (Arkofur & Abaidoo, 2015).

E-learning is successful on the cost side. Voyage is not needed for students or learners. It is also fee-efficient in the sense that for the maximum number of learners with different cultures of ethnic variations it offers an educational experience. Besides, learners don't need to pay any kind of school building fee, the monthly cost for each current time. (Arkofur & Abaidoo, 2015) indicated that E-learning always includes consideration of distinctions between the individual learners. Sometimes the learners tend to focus on certain parts of the course, while others are ready to go over the whole course.

(Algahtani et al., 2011) said that Utilizing E-learning allows for personality-pacing. The asynchronous method, for example, allows the students to read at their pace and level, slower or quick. And it improves happiness and reduces anxiety. Finally, for education sectors, E-learning helps reduce the lack of academic staff, such as lecturers, facilitators, laboratory technicians, etc. Other studies suggested some advantages of e-learning to students. For instance, according to (Singh, Donoghue, & Worton, 2005) stated that E-learning systems facilitate good communication between faculty, teacher, and students. (Brown, 2003) observed that e-learning adoption and implementation offers people with disabilities to continue their education from anywhere.

Disadvantages of Electronic Learning in Education

E-learning that is used in training makes the student or college contemplative, distant and deficient in contact or partners. E-learning doesn't need to have a meeting between lecturers and students. In the case of the learning process, distance can change the close relations for both lecturers and students. Thus, long-distance learning decreases students' encouragement as well as teamwork skills (Pande et al., 2016). In fact team of learning unconsciously teaches learners how to behave with each other correctly.

Then, the method of e-learning becomes less effective than the traditional method of learning in aspects of explanations, interpretation, and definitions (Markovic, 2010). E-learning is more complicated than the traditional one, where learners cannot solve the learning problem directly or face to face with the instructor. There is trouble sometimes happens with the quality of internet connection that breaks target learning.

E-learning is as a Learner approach could be having a significant impact on the process of acquiring a good attitude. The learner could have good skills in academics but may not have the skills needed to pass on their acquired knowledge. In other words, there is various negative impact of E-learning on some other sides (Nazarlou, 2013). Fosters the distinction of learners from the actual world, weakens learners' rational skill and interactive relationship eases face-to-face.

The isolation of learners from the actual world weakens learners' logical ability to have face-to-face social interaction, and also the examination process. E-learning evaluation assessments can be conducted by using a proxy, the bad practices, such as cheating, exchanging, and discussion, could not be controlled or

regulated. Cybercrime and plagiarism which tend to lead to insufficiency can also mislead e-learning (Markovic, 2010).

The use of E-learning affects the health of learners. Several types of research indicate that long-term computer use can affect the health of people. It mainly includes radiation, damage to eyesight and damage to organs, and so on. (Nazarlou, 2013). The last certain disadvantage is E-learning can also cause delays or hard use of certain online sites that are caused by unexpected limitations in terms of cost and time. E-learning could offer students learning-on-demand possibilities to decrease costs and time as their goods grow.

Results

E-learning and new courses are examples of new technology and approaches, and lecturers play a significant role in digital learning and improving the student experience. E-learning offers a suitable arena for learning and teaching development. Technological competence also involves a transition away from using technology as a delivery channel for technical learning instruments. E-Learning offers a variety of materials as tools that make teaching more effective and practical. The ultimate definition of e-learning is that it gives accessibility and technical services to someone at any time and from any location, as well as giving this instruction to the appropriate person at the right time with the required expertise or knowledge. The advancement of technology and multimedia, particularly by the use of the Internet as a new study aid, has resulted in gradual modifications to the conventional teaching-learning activities.

There were several types of e-Learning and diverse applications of the education practice. (Algahtani et al., 2011) revealed three distinct patterns of e-learning use in education, including "adjunct, hybrid e-learning, and virtual." (Jacobs, 2015) defines varied e-learning as an online learning strategy that is divided as personal and collaborative learning, while collaborative learning includes synchronous and asynchronous learning. There are synchronous and asynchronous components to collaborative and individual learning (Arkofur and Abaidoo, 2015). The synchronous classification includes communicating with lecturers while using technology like videoconference and discussion forums, as well as with one another through the Internet. The asynchronous classification, on the other hand, means communicating online at different times with educators, as well as among themselves.

Integrating e-learning has multiple benefits, particularly for higher education institutions, and e-learning is regarded as one of the greatest aspects of education due to its numerous advantages and benefits. Sadeghi (2019) highlighted the following benefits: studying anywhere and at any time, saving significant money, no need for transfer, picking the course flexibly, time-saving or being efficient, and gaining knowledge till students understand the meaning of the information. E-learning, according to Arkofur and Abaidoo (2015), enhances the efficacy of knowledge and competencies by providing simple access to a massive amount of information. They also highlighted that E-learning allows for teaching and learning process exchanges through public discussion forums, which helps in removing barriers that may restrict involvement, such as fear of conversing with some other learners. E-learning promotes learners to communicate with one another while

also sharing and supporting other viewpoints (Arkofur & Abaidoo, 2015).

Distance, for example, can affect the personal relationships between lecturers and students as a drawback of e-learning. As a result, long-distance learning reduces students' motivation and collaborative abilities (Pande et al., 2016). A group of learners unconsciously teaches learners how to interact appropriately with one another. Then, in terms of descriptions, comprehension, and concepts, e-learning becomes less effective than traditional learning methods (Markovic, 2010). E-learning is more difficult than traditional learning since learners cannot tackle learning problems immediately or meet in person with the instructor. The utilization of E-learning influences the health of students. Several types of research stated that long-term computer users can have an impact on people's health. It primarily consists of radiation, eye damage, and organ damage.

Discussion

The writer used some existing research theories to know the classroom learning transition from face-to-face learning to e-learning then find out some benefits and weaknesses in implementing the e-learning. Therefore, lecturers must prepare some solutions related to the bad impact and improve some learning targets from the good side of e-learning. The writer also concluded from some related and existed resources that e-learning could not be said as the most appropriate learning method. It is most useful for the independent students' level like university. E-learning can be used for achieving the academic target but not for the learning target. Academic target concerns the complete discussion related to the learning material, where learning target concerns to well attitude and behavior that students can learn unconsciously from direct meeting or face to face of learning.

Based on the result above, the writer also creates some problems and solutions based on that issue. It can be used by the lecturers, students, and some researchers in doing the same research. Furthermore, e-learning can be implemented to all categories of students learning levels, it is hoped that utilizing e-learning can minimize the negative effect on the institutions and students, and finally blended learning is much better than just using e-learning in the learning process.

Conclusion

E-learning is the information and communication technology to access resources for learning and teaching online. Education systems offered the development of the Internet year by year, as well as the growth of digital technology. Electronics provides several advantages such as; the flexibility of time and place, large access to information, cost-efficient, and improve huge communication. Besides, there are various disadvantages of electronic learning or E-learning such as; E-learning can cause a lack of communication or partnership, less effective because of connection trouble, less in acquiring good attitude or behave, less monitoring of bad activities during learning, and effect of bad health. This study considers some conclusions related to the advantages and disadvantages of E-learning. Both lecturer and student must be ready to integrate technology based-learning by optimizing their update information and skills.

Besides, technology based learning provides some pros and con, therefore lecturer and students should anticipate some disadvantages that might happen. This research also suggests to some organizations or higher education in order to support technology in teaching and learning process. Besides, lecturers and learners must keep upgrading self-skill in the application of E-learning, both lecturers and students don't too rely-on the E-learning technology fully, because the combination of traditional and electronic learning is better than just pointing out the one only.

References

Algahtani, Abdullah, & Faleh. (2011). Evaluating the E ectiveness of the E-learning Experience in Some Universities in Saudi Arabia from Male Students ' Perceptions.

Arkofur, V., & Abaidoo, N. (2015). The Role of E-learning, Advantages and Disadvantages of its Adoption in Higher Education. International Journal of Institutional Technology and Distance Learning, 12(1), 29–39.

Brown, T. (2003). The role of m-learning in the future of e-learning in Africa ? In Research Gate.

Darling-hammond, L., Flook, L., Cook-harvey, C., Barron, B., Flook, L., Cook-harvey, C., … Barron, B. (2020). Implications for educational practice of the science of learning and development. Applied Developmental Science, 24(2), 97–140. https://doi.org/10.1080/10888691.2018.1537791

Liunokas, Y. (2020). Assessing Students' Ability in Writing Argumentative Essay at an Indonesian Senior High School. IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 8(1), 184 - 196. doi: https://doi.org/10.24256/ideas.v8i1.1344

Guntur, L., & Pordanjani, S. (2019). Indonesian University Students' Perception on Instructor-Initiated Writing Activities. IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 7(2). doi: https://doi.org/10.24256/ideas.v7i2.1054

Govindasamy, T. (2002). Successful implementation of e-Learning Pedagogical considerations. The Internet and Higher Education, 4(1), 287–299.

Jacobs, G. (2015). Collaborative Learning or Coorperative Learning. Beyond Words, 3(1), 32–52.

Kumaravadivelu, B. (2008). Understanding Language Teaching : From Method to Postmethod. The Reading Matrix, 8(1), 0–3. https://doi.org/10.4324/9781410615725

Masruddin, M. (2016). The Efficacy of Using Language Experience Approach in Teaching Reading Fluency to Indonesian EFL Students . Arab World English Journal,7 (4). DOI: dx.doi.org/10.24093/awej/vol7no4.21

Markovic, M. (2010). Advantages and Disadvantages of E-Learning in Comparison to Traditional Forms of Learning. JEL Classification, 10(2), 289–298.

Nazarlou, M. (2013). Research on Negative Effect on E-Learning. International Journal of Mobile Network Communications and Telematics, 3(2), 11–16.

Pande, D., Wadhai, V. M., & Thakare, V. M. (2016). E-Learning System and Higher Education. International Journal of Computer Science and Mobile Computing, 5(2), 274–280.

Postolov, K., Sopova, M., & Iliev, J. (2017). E-Learning in the Hands of Generation Y and Z. JEL Classification, 2(1), 107–120.

Rose, H. (2012). Language Learning Strategy Research : Where do we go from here ? Studies in Self-Access Learning Journal Language learning strategy research : Where do we go from here ? Trinity College Dublin , Ireland. Studies in Self-Access Learning Journal, 3(2), 137-148. Retrieved from http://sisaljournal.org/archives/jun12/rose

Sadeghi, M. (2019). Sadeghi, Manijeh. International Journal of Research in English Education, 4(1), 80–88.

Sandybayev, A. (2020). The Impact of E- Learning Technologies on Student ' s Motivation : Student Centered Interaction in Business Education. International Journal of Research in Tourism and Hospitality, 6(1), 16–24.

Sihotang, A., Sitanggang, F., Hasugian, N., & Saragih, E. (2021). The Effective Way to Develop Speaking Skills. IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 9(1). doi: https://doi.org/10.24256/ideas.v9i1.1777

Singh, G., Donoghue, J., & Worton, H. (2005). A Study Into The Effects Of eLearning On Higher Education A Study Into The Effects Of eLearning On Higher Education. 2(1), 14–24.

Thinh, D. (2016). The Role of E-learning. Obuda University.

Weng, C., & Tsai, C. (2015). Social support as a neglected e-learning motivator affecting trainee ' s decisions of continuous intentions of usage. Australian Journal of Educational Technology, 31(2), 177–192.