



Implementation of E-Learning in English for Islamic Education Study Program during The Covid-19 Pandemic

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Abstract

Covid-19 has been declared as a global pandemic by WHO. It affects all aspects of humans' life, including their education. Teaching and learning processes during the pandemic of Covid-19 are done online or by implementing e-learning. This is to avoid the contact among people. This study aims to find out the media used to conduct e-learning, the consideration in picking the media, as well as the advantages and disadvantages found during the implementation of e-learning. This research involved 6 English Lecturers teaching in English for Islamic Education Study Program IAIN Palopo. Data of the research were gained through online questionnaires. Then the data were analyzed by finding the percentages as well as describing them. It is found that (1) Google Classroom is used by most of the respondents to conduct e-learning, then followed by Zoom, Edmodo, WhatsApp, and YouTube, (2) accessibility, communication feature, media supported, the provided assessment types, design, and the pricing and budget are the consideration for respondents in picking the e-learning media, (3) the inequality of internet access is the biggest challenge faced by the lecturers in implementing e-learning, but they found that it provides a flexibility in terms of time and spaces.

Keywords: Covid-19 Pandemic, E-learning, English for Islamic Education Study Program Learning

Introduction

At the beginning of 2020, a new type of virus shocked and shocked the world. The virus, which is said to have originated from Wuhan, China, has infected almost all countries in the world (Yuliana, 2020). The World Health Organization (WHO) has named this new virus as Severe Acute Respiratory Syndrome Coronavirus-2 (SARS CoV-2) which causes Coronavirus Disease 2019 (COVID-19). Until March 2020, the Coronavirus had caused 118,000 cases spread across 114 countries (Widyaningrum, 2020). Seeing the spread of this virus that continues to expand, the

WHO as world health declared COVID-19 as a global pandemic on Thursday (12 March 2020).

Indonesia is also not spared from this Coronavirus. On March 2, 2020, the President of Indonesia, Joko Widodo announced that 2 positive patients were found to be infected with SARS CoV-2. The first two positive patients in Indonesia are known to have had contact with two foreign countries (Nuraini, 2020). Then the Coronavirus spread to various regions in Indonesia with the capital city of Jakarta as the epicenter. As of May 13, 2020, there were 15,438 positive cases in Indonesia, with details of 3,287 patients having been declared cured, 1,028 patients declared dead, and the rest still undergoing treatment (Task Force for the Acceleration of Handling Covid-19, 2020). This case is spread in 34 provinces in Indonesia.

Seeing the rapid development and transmission of this Coronavirus, the Indonesian Government has taken various ways to deal with it. One of them is the study from home policy. The Minister of Education and Culture of the Republic of Indonesia through a circular letter numbered 36962/MPK.A/HK/2020 urges all higher education leaders, heads of higher service institutions, heads of provincial education offices, heads of district/city Education offices, and heads of technical implementation units of the Ministry of Education and Culture. Culture of the Republic of Indonesia to postpone activities that invite and gather mass and replace them with teleconference activities or other online activities. In response to this, the Governor of Bali Province also issued a circular letter number 60/Satgas Covid-19/III/2020 which urges heads of education units in Bali to organize online learning until an unspecified time limit.

Seeing this, education units, from the lowest to higher education, organize online or online education by utilizing existing technology. This phenomenon is the background of this research. There are 3 main focuses studied in this study, namely (1) media and categories of e-learning or online learning implementation, (2) determining factors or considerations in choosing e-learning media, and (3) advantages and disadvantages found in implementing e-learning. e-learning.

Theoretical Concept

Concepts and theories explore the theories that form the basis for carrying out this research, including the notion of e-learning, characteristics and components of e-learning, categories of e-learning, advantages and disadvantages of e-learning, and choosing e-learning media.

A. Definition of E-learning

E-learning or also often referred to as online learning has a broad and different understanding or definition. But broadly speaking, these definitions have one thing in common, namely the existence of learning and the involvement of technology. Several experts in the field of e-learning or online learning expressed their opinion regarding the definition of e-learning. The definition born by this expert looks at e-learning from various points of view so that it produces a different understanding or definition.

The term e-learning actually comes from 2 words in English, namely electronic and learning (Mutia & Leonard, 2013). Then literally e-learning can be interpreted as learning carried out using electronic media. Specifically, e-learning refers to the

use of the internet and technology to provide various solutions to increase knowledge and skills (Jethro, Grace, & Thomas, 2012). This understanding shows that the purpose of using e-learning is to increase one's knowledge and skills by utilizing technology and the internet. Solutions and materials used to improve these abilities and skills are provided and delivered using technology and the internet, such as the use of videos, websites, and audio. Horton (2011) also has the same thought that e-learning is a set of learning delivered through electronic media, such as the internet, intranet, and extranet (Kattoua, Al-Lozi, & Alrowwad, 2016). Both definitions show the important role of technology in the learning process. Learning can be said to implement e-learning if there is technology in it.

Furthermore, Paulsen (2003) said that e-learning is an interactive learning where students will get input from their learning activities automatically and the availability of online learning resources and materials (Bezhovski & Poorani, 2016). It is also said that e-learning is learning that uses telecommunications to convey information and learning materials so that this type of learning does not use learning materials in the form of printed books (Goyal, 2012). The definition states the same thing, namely in the process of implementing e-learning interactions between educators and students occur online. Not only interactions, learning materials are also presented online so that textbooks or other printed materials are no longer used. All learning materials, learning activities, and communication between educators and students are managed by technology.

Along with the development of technology, the use of e-learning is also increasingly widespread. Smith (2019) in Kattoua, Al-Lozi, & Alrowwad (2016) said that e-learning is the latest form of learning that attracts the attention and interest of teachers in the world. Much of the learning has been done online. This can be seen from the many online classes that can be accessed by anyone, anytime, and anywhere. Looking back, e-learning is nothing new. E-learning has been around for a long time. Howe & Knutzen (2012) quoted from Belaya (2012) stated that the concept of e-learning has existed since the 1990s. Eickhoff (2008) in Belaya (2018) believes that e-learning is not a new method of knowledge transfer, but rather a way of presenting and delivering material using new media. Based on this opinion, e-learning is more likely to lead to the use of new media to convey and transfer information and knowledge to students. When e-learning has not developed, learning materials are presented in written and printed form, such as textbooks and so on. However, with e-learning, these printed materials are no longer used and switch to digital forms, such as e-books.

B. Characteristics and Components of E-learning

The implementation of e-learning can be easily marked and recognized by the use of technology and electronic media in the learning process. But in essence e-learning is still a learning process that involves educators, students, and all supporting materials. Bernard Luskin, one of the pioneers of e-learning even interprets the letter "e" in the term e-learning as enthusiastic, emotional, extended, excellent, and educational (Obuekwe & Eze, 2017). In addition, the letter "e" in the term e-learning can also be interpreted as exploration, experience, engagement, ease to use, and empowerment (Mutia & Leonard, 2013).

E-learning is expected to be able to provide opportunities for students to explore learning topics through learning resources available on the internet. So that e-

learning allows students to gain learning experiences that are in accordance with their interests, talents, and abilities. The use of technology in e-learning is also expected to be able to attract students' interest in learning (engagement) so as to foster creativity and critical thinking skills. In addition, e-learning should also be easy to access (ease to use) and can empower students in learning.

In addition to having characteristics, e-learning also has components that ensure that e-learning runs well and smoothly so that learning objectives can be achieved. Gottschalk (1995) mentions 5 important components in the implementation of e-learning (Mutia & Leonard, 2013).

a) Learners

Students are the main component in e-learning. If there are no students, then e-learning cannot take place. E-learning is said to be effective if it is able to facilitate the needs of students.

b) Instructors

Another major component is the instructor. Instructors in the teaching and learning process have such an important role. An instructor must know the needs and characteristics of his students so that he can design effective e-learning. In addition, instructors also act as assistants who are always ready to help students when they need help in learning.

c) Facilitator

Facilitators in e-learning can be regarded as a supporting component. The facilitator acts as an extension of the instructor's arm. The facilitator is in charge of preparing equipment, supervising exams, and collecting assignments.

d) Supporting Staff

Support staff have almost the same duties as facilitators where a support staff is in charge of managing scheduling, duplication and distribution of materials, as well as value processing.

e) Administrator

The administrator in this case leads to a managerial function whose task is to make decisions, make agreements, and evaluate and ensure that the academic focus remains in accordance with the vision and mission.

C. Categories of E-learning

Similar to the definition of e-learning, the category of e-learning also varies depending on the point of view used to classify it. The German Federal Academy of Public Administration divides e-learning into 4 forms, namely individual learning, tutorially supported learning, collaborative learning, and blended learning (Belaya, 2018).

a) *Individual learning* is a type of e-learning that gives students the freedom to organize their learning. In this form, only learning materials and resources are available in the media used online and there is no monitoring process from educators.

b) *Tutorially supported learning* is a different type from individual learning. In individual learning, students do not get supervision from educators, while tutorially supported learning provides supervision to students.

c) *Collaborative learning* is a learning process that occurs and involves a virtual community, such as a classroom.

- d) *Blended learning* is a combination of several types of learning. Blended learning combines individual learning, face-to-face learning, and group work.

In addition to the 4 types of e-learning above, Horton divides e-learning into 5 major classifications, namely learner-led e-learning, instructor-led e-learning, facilitated e-learning, embedded e-learning, telementoring and e-coaching. (Mutia & Leonard, 2013).

- a) *Learner-led E-learning* has similarities with individual learning where students can learn independently. All study materials and resources are submitted online.
- b) *Instructor-led E-learning* is a type of e-learning where educators present learning materials online. This is like a typical face-to-face meeting, but is done online.
- c) *Facilitated E-learning* is a combination of learner-led e-learning and instructor-led e-learning.
- d) *Embedded E-learning* is a just in time training where educators can provide assistance immediately when students need it.
- e) *Telementory and e-coaching* are distance learning and training and are carried out like teleconferencing.

D. Advantages and Disadvantages of E-learning

E-learning has various advantages that can be obtained by both students and educators themselves. Some of the advantages of using e-learning (Mutia & Leonard, 2013) are as follows.

- a) The implementation of e-learning can reduce the costs incurred for the learning process, such as the absence of costs for purchasing textbooks and printing tests and learning materials.
- b) The implementation of e-learning allows educators and students to have flexibility in time, place, and speed of learning.
- c) E-learning has the same standards and learning effectiveness. Whenever students access teaching resources and materials, the quality and standards of teaching resources and materials remain the same.

In addition, other advantages that will also be obtained from the implementation of e-learning are increased interaction between students and educators and allows students to learn according to their abilities and speed of learning (Arkkorful & Abaidoo, 2014). The implementation of e-learning allows an increase in the quality of relationships and communication that occurs between students and educators. Online education eliminates the existing boundaries between educators and students so that there is no awkwardness for students in communicating and expressing their opinions. In addition, e-learning provides opportunities for students to learn according to their own abilities.

However, e-learning also has shortcomings that can be taken into consideration for educators in deciding the use of e-learning (Mutia & Leonard, 2013).

- a) Students and educators must have good computers and internet access so that learning can run well.
- b) Students will feel confused in learning given the absence of class routines so that it will be a threat to students.
- c) Students and educators will have long distances due to the absence of face-to-face meetings.

E. Choosing E-learning Media

In choosing media for the implementation of e-learning, there are several factors that can be considered for educators (Clarity Innovations).

- a) The selection of media for the implementation of e-learning should consider the learning objectives to be achieved at the end of the class.
- b) The budget that educators have given that some media require users to make payments to get additional features.
- c) Plans for learning activities can also be considered for having e-learning media, such as interactive communication support, videos, and so on.
- d) The type of assessment given by e-learning media is also a consideration in choosing e-learning media.
- e) The type of communication supported by the media can also be considered for having e-learning media.
- f) The design of the media used for e-learning is a consideration for choosing e-learning media.
- g) Media accessibility can also determine whether a media can be used to implement e-learning.
- h) The technical support provided is also an important factor in selecting media.

Research Method

This study was designed as a descriptive study. Descriptive research is research that aims to describe an event and its characteristics and is more directed to the "what" question (Nassaji, 2015). This study involved 6 English lecturers who teach at English for Islamic Education Study program at IAIN Palopo. Data from the 6 lecturers were obtained using an online questionnaire. The data collected is then analyzed and interpreted so that conclusions can then be drawn.

Findings and Discussion

This study focuses on the implementation of e-learning at English for Islamic Education study program courses at IAIN Palopo the Covid-19 pandemic. The results of the analysis refer to 3 important things related to the implementation of e-learning, namely the media used to implement e-learning, considerations in choosing the media used, as well as the advantages and disadvantages of implementing e-learning that were found and felt during e-learning during the Covid-19 pandemic. -19. In addition to these 3 things, the study also found that 50% of the respondents (3 people) held e-learning for the first time. Two of the 6 lecturers (33.3%) said that they had implemented e-learning before the Covid-19 pandemic.

A. E-learning Media

There are various learning management systems (LMS) or learning management systems available today. In fact, educators can take advantage of social media and instant messaging features to implement e-learning. The data obtained from the respondents in this study showed a tendency in the selection of media used to implement e-learning.

a) Google Classroom

All respondents (100%) said that they use Google Classroom to organize e-learning for English courses. Google Classroom is the most popular media by educators in implementing e-learning. This platform provides facilities for interactive communication in the form of text.

b) Zoom

There are 5 respondents (83.3%) who also use the Zoom application to implement e-learning. This application allows educators and students to meet face-to-face online so that educators can give instructions and explain teaching materials directly.

c) Edmodo

Only 1 respondent (16.7%) uses the Edmodo application to organize e-learning. Edmodo is an e-learning application that allows users to upload teaching materials and conduct online discussions.

d) WhatsApp

In addition to the three applications and platforms mentioned, several lecturers also take advantage of the WhatsApp instant messaging application by using the video call or video message feature.

e) YouTube

YouTube is also one of the media used by lecturers to organize e-learning. Students can access videos that are relevant to the learning topic being studied.

The selection of the media was based on several categories of e-learning conducted by the respondents. This is in accordance with the e-learning category proposed by Horton quoted from Mutia & Leonard (2013).

a) Facilitated E-learning

Five out of 6 respondents (83.3%) said that teaching materials were uploaded online and then they would then carry out interactive communication with students. Lecturers provide further explanations about learning materials and topics so that students' confusion and problems during online learning can be answered and assisted by the lecturers concerned.

b) Learner-led E-learning

There are 2 lecturers from 6 respondents who only upload online learning materials and resources and then provide opportunities for students to study independently according to their learning abilities.

c) Instructor-led E-learning

Similar to learner-led e-learning, there are 2 respondents who said that the respondents explained all learning materials and topics interactively and communicatively without uploading learning materials online.

d) Embedded E-learning

There is only 1 respondent who does embedded e-learning, which is only giving direction to students if they need help and guidance. Lecturers provide opportunities for students to seek and find appropriate learning materials and resources. If there are problems, students can ask questions and ask for help from the lecturer.

From the results of the analysis of the media and e-learning categories used by research respondents, it can be seen that lecturers who are respondents in this research tend to apply facilitated e-learning where respondents will upload learning

materials and resources online and then will provide an explanation of the material and interactive learning topics. Seeing the trend of the e-learning category used, Google Classroom provides features that can support the e-learning category.

B. Factors Considering the Selection of E-learning Media

In choosing the e-learning media that is implemented, the respondents have several factors to consider. The results of the analysis show several factors that become material for thought for respondents in determining e-learning media.

a) Accessibility

Media accessibility is an important factor that determines whether a user will use a media or not. An e-learning media should have easy accessibility. The easier the accessibility, the more sought after by users. This factor was chosen by 5 out of 6 respondents (83.3%).

b) Supported media devices

Teaching and learning activities involve various kinds of media, such as audio, visual, and even audiovisual. Reflecting on this, it is important for educators to consider supporting the ease of uploading learning media. Compatible e-learning platforms or LMS for various types of learning media will be widely used. Some LMS and e-learning platforms do not provide access to upload videos, some do not have features for uploading images, and so on. As many as 4 out of 6 respondents (66.7%) agreed that supporting media is important in choosing an LMS or e-learning platform.

c) Communication features provided

The results of the analysis of the applied e-learning categories found that the respondents tended to do facilitated e-learning. This is what makes the communication features available in an LMS and e-learning platform become one of the factors of consideration for educators in choosing e-learning media. The more communication features provided, the more users will tend to choose them. It is also not surprising why there are various e-learning media used by the respondents where the selection is based on the type of communication required. This was stated by 4 out of 6 respondents (66.7%).

d) Assessment process and types

The type and assessment system provided by e-learning media is an important factor in choosing a medium to implement e-learning. Assessment cannot be separated from the teaching and learning process. There are various types of assessments used in the learning process that are tailored to the thing or learning improvement that you want to measure. Three out of 6 respondents (50%) stated that it is important to consider the types of assessments available in an LMS or e-learning platform.

e) Design

Design is also a consideration for respondents to choose an e-learning media. Design will add to the aesthetic value of a lesson. There are 3 out of 6 respondents (50%) who state that design is one of the factors considered in choosing media to implement e-learning.

f) Price

Some LMS and e-learning platforms require users to pay a certain price or subscribe to enjoy some of the additional features provided. Judging from the media

used, respondents tend to choose free e-learning media, such as Google Classroom, Edmodo, Zoom, and WhatsApp and YouTube. There is only 1 respondent who agrees that price is a consideration in choosing media to implement e-learning.

These considerations are in line with what is contained in the Learning Management System Toolkit written by Clarity Innovations, namely accessibility, supporting media, communication features, types of assessments supported, design, and also price.

C. Advantages and Disadvantages of E-learning Implementation

The final focus discussed in this study is the advantages and disadvantages of implementing e-learning that were encountered and felt by respondents in implementing e-learning during the Covid-19 pandemic. Based on the results of the analysis, the advantages of implementing e-learning can be explained as follows.

a) Provide opportunities for students to learn according to their abilities.

As many as 83.3% or 5 out of 6 respondents agree that the implementation of e-learning provides opportunities for students to learn according to their abilities. Students are not forced to study beyond their ability and speed so that students do not feel burdened in the learning process. This is according to Arkkorful & Abaidoo (2014)

b) Provide opportunities for students and lecturers to be more innovative and creative

There are 5 out of 6 respondents who stated that the implementation of e-learning gave students and lecturers the opportunity to be more innovative and creative. With the use of technology, students and lecturers always find new ways of learning. This is in line with what was stated by Jethro, Grace, & Thomas (2012).

c) Provides flexibility in study time

Mutia & Leonard (2013) stated that the implementation of e-learning allows students and teachers to have flexible time. This is supported by the results of the analysis in this study where there are 4 out of 6 respondents who stated that they have flexible time in learning.

d) Provide easy access to learning resources

The use of technology and the internet in the implementation of e-learning makes it easy for students and lecturers to access learning resources. As many as 50% of respondents agreed with this advantage.

In addition to finding the advantages of implementing e-learning, respondents also encountered several shortcomings that were present in the implementation of online English learning. The results of the analysis of the shortcomings of the use of e-learning are described as follows.

a) Uneven internet access

Uneven internet access is a fundamental issue encountered in the implementation of e-learning. As stated by Mutia & Leonard (2013) that to get an effective e-learning process, students and lecturers must have good devices and internet access. As many as 5 people out of 6 respondents encountered this problem in implementing e-learning.

b) Limitations of available assessment types

This type of assessment becomes an important focus in the teaching and learning process. This was stated by 4 of the 6 respondents involved in this study.

c) The interaction between lecturers and students becomes more distant

Mutia & Leonard (2013) said that the implementation of e-learning can result in the interaction between students and lecturers becoming less warm. This was also found by 50% of the respondents who were members of this study. The three respondents agreed that the absence of face-to-face contact resulted in distant relations and communication between students and lecturers.

In its implementation, e-learning provides several benefits for both students and lecturers. But on the other hand, several obstacles were also encountered in its implementation.

Conclusion

The implementation of e-learning in learning English during the Covid-19 pandemic is not a new thing for educators, especially in tourism vocational higher education. They choose the media for implementing e-learning based on several factors, such as accessibility, supporting media, communication features, and so on. The implementation of e-learning in English learning has various advantages or benefits but also has several obstacles that must be faced by students and lecturers.

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