

Lecturers and Students Perceptions on E-learning Implementation: A Case Study in English Education Study Program

Muhammad Wahyudi¹, Sofendi², Sary Silvhiany³

¹ Universitas Sriwijaya, Palembang, Indonesia; wahyudimuhammad100691@gmail.com

² Universitas Sriwijaya, Palembang, Indonesia; sofendi@yahoo.com

³ Universitas Sriwijaya, Palembang, Indonesia; sslivhiany@unsri.ac.id

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ABSTRACT

E-learning is mostly acknowledged as a type of learning that is facilitated by electronic media typically connected to the internet. It has been continuously promoted as an alternative to adult learners enrolled in higher education, especially during the pandemic outbreak. Many consider the electronic learning option benefits them upon its implementation, while others argue it raises inconveniences. These opposing views certainly stimulate associated lecturers and learners in English language teaching and learning to also give different responses. Thus, the exploration of their perceptions towards e-learning implementation is highlighted in this article through a case study carried out at one of the private universities in South Sumatra. The participants were two lecturers and ten students from two different courses. Open-ended questionnaires and interviews were conducted to obtain the data and analysed using thematic analysis. A member checking was done to measure the credibility and control of biases in this study. The findings recapitulate that e-learning was implemented to facilitate three main activities: administrative task fulfilment, teaching-learning process, and teaching-learning preparation. Besides, the perceptions from all participants showed that online learning classes generated some benefits and drawbacks.

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Corresponding Author:

Sofendi

Universitas Sriwijaya, Palembang, Indonesia; sofendi@yahoo.com

1. INTRODUCTION

The ongoing 21st century generates some expertise known as 21st-century skills. It is a set of abilities and competencies that must be mastered by people pursuing success in their work and life as well (Ananiadou & Claro, 2009). The skills comprise a few main areas, and one of which is information, media, and technology skills concerning on information, media, and ICT literacies. The emergence of those compulsory competencies is likely to be linked with the breakthrough of digitalized devices which are operated wirelessly. The term Industrial Revolution 4.0 defines such a phenomenon. Sommer (2015) acknowledges that the revolution is mainly carried out by the utilization of advanced computers, super-fast internet connection, inventive products, and skilful machinery through constant information sharing.

The acts of adjusting human resources to be parallel with the technological calls somehow trigger the revolution in the knowledge transferring process. Sharma (2019) points out that Education 4.0 system is enriched with technology-based tools and resources as a response to Industrial Revolution 4.0 to prepare qualified professionals. The rapidly developed ICT has affected the traditional method of teaching and learning process. The process, previously conducted in the class mainly through face-to-face direct interaction within the limited allocation time, has been replaced by the advancement of ICT. E-learning is the general term operated to explain the multiple uses of ICT to improve teaching and learning through novel strategies, including computers, the internet, and other technological tools (Aldowah et al., 2015). In fact, e-learning is starting to become a necessity in higher institutions, and it is projected that this sort of learning will compete with the traditional classroom setting, although some benefits and drawbacks of e-learning might be produced when implemented.

The advantage of registering for online classes is reduced infrastructure fees, such as classrooms, offices, cafeterias, dorms, and libraries aside from the flexibility of time and place settings (Palvia et al., 2018). Arkorful and Abaidoo (2014) further add that e-learning provides more focused learning system which can exclusively fulfil students' need. Zhang et al. (2004), however, argued that text-based learning material use presented in the e-learning system results in boredom and disengagement behaviour, and it leded students to be difficult to comprehend the subject well. Another criticism of e-learning concerns the loose supervision of students' cheating or plagiarism utilized as shortcuts (Pande et al., 2016). These different views certainly stimulate associated lecturers and learners to give different perceptions as well.

Perceptions generate information that can evaluate a system or a program to develop its advanced forms. E-learning has become one of the continuously examined phenomena in the education field. McDonald (2012) explained perception as a particular way of interpreting a phenomenon involving the stimuli process by a person or community, which integrates memories and experiences in the understanding process. Besides, Windiarti et al. (2019) view perception as a result of the thinking process concerning accomplished tasks, and it can be delivered through attitude. Briefly, perception can be defined as a process of obtaining external stimuli through a sensory receptor and later transformed into a basic principle to value particular matters. Regarding that, this study aims to highlight different perspectives derived from both lecturers and students when reviewing e-learning effectiveness. The perceptions from the participants can practically yield continuant benefits, especially in implementing e-learning.

E-learning implementation in Indonesian higher education has been regulated in some constitutions (i.e., Ministerial Decree of the Minister of National Education (No. 107/U/2001), Ministerial Regulation of Minister of Education and Culture (No. 24/2012), and Minister of Education and Culture Regulation of the Republic of Indonesia on Remote Learning Implementation in Higher Education, Article 1 (4) (No. 109/2013)). These policies are basically concern with providing quality and affordable higher education for everyone in Indonesia through distant learning to equip the graduates with 21st-century skills. The laws also regulate the scope of distant learning modes which can be implemented through single, double and consortium learning (Belawati & Nizam, 2020). Equally important, due to the Covid-19 pandemic, the Indonesian government through the Ministry of Education and Culture subsequently issues the Circular Letter of Ministry of Education and Culture (No. 3/2020) to massively conduct online teaching and learning. This has been applied to prevent the virus spread, following the policy to close the universities and to learn from home. Therefore, all the universities in Indonesia have conducted this learning approach as an alternative to continuing education to reach its goal, one of which is to master English.

Cai (2012) believed that this substitute learning approach enhances teaching and learning English more efficiently, reduces teachers' workload, and assists students in acquiring English easily. Eaton (2010) additionally supported that e-learning is an exceptional medium for EFL educators who try to use more advanced learning technologies due to offering a range of authentic learning experiences for students. Moreover, Aloraini (2018) recommended instructors use e-learning media to create

opportunities for language practice and as an additional resource to obtain feedback externally (outside the classroom) from a pedagogical point of view. Due to its previously mentioned benefits while conducting e-learning, an English Education Study Program at an Indonesian Private University has also implemented e-learning to facilitate teaching and learning activities. In this program, e-learning was initially used as an alternative approach to complement the traditional learning method. However, e-learning has become the primary mode of remote learning during the Covid-19 pandemic. To explore more about its implementation, the writers were interested in conducting a study aimed to explore activities done by the participants in their e-learning classes that could be used as a reference to conduct the distinct teaching-learning English activities through the technology integration. Besides, the generated perceptions in this study could be used as an evaluation to improve the quality of teaching and learning processes. Therefore, the research questions were formulated as follows: 1) what did the lecturers and students do in e-learning classes? and 2) what were the lecturers and students perceptions on the implementation of e-learning?

The current study provides valuable insight of research novelty which focuses on investigating perceptions obtained by both the lecturers and the students on e-learning implementation in teaching and learning English. Most of the previously conducted research aims were solely explored to obtain the perceptions from participating educators towards the implementation of e-learning in English classes (Ly et al., 2021; Sutrisna & Dewi., 2021; Windiarti et al., 2019; Zulfahmi et al., 2018). Besides, many studies have been conducted to yield the participating students' perceptions (Mulyani et al., 2021; Mu'in & Amelia., 2018; Sakkir et al., 2021; Sudewi, 2021). However, none of them focused on investigating the perceptions of lecturers and students towards the implementation of e-learning classes.

2. METHODS

The research was conducted by using a qualitative method with a case study design. According to Creswell (2013), a qualitative method is a study of which the research problems are aimed to explore the meaning underlying human or social problem. Tracy (2013) further adds that this research concerned the meaning of life experience placed in its context and interpreted participants' perspectives and stories. In addition to that, as an approach of qualitative study, a case study was conducted in this research since it is an in-depth exploration of a bounded system focused on a program, event, or activity (Creswell, 2012). In short, a qualitative method with a case study approach was suitably used in this study inasmuch as the researchers intend to explore the participants' experiences while implementing e-learning in English class and describe phenomena occurred at that time from their own perceptions.

This study took place in an English Education Study Program at a private university in South Sumatera, Indonesia because of the easy accessibility and familiarity with the research site. There were twelve participants in this research, consisting of two lecturers and ten students from two different courses. Selecting the participants was because of some criteria; quite active to implement e-learning in the teaching and learning process at the representative university, willing to involve in this study, and good at English especially in speaking and writing skills due to providing information through questionnaires and interviews.

An open-ended questionnaire and a semi-structured interview were the techniques to collect the data in this study. The initial instrument used to gain the data was an open-ended questionnaire piloted to obtain as many follow-up questions as before conducting an interview. According to Fraenkel et al. (2012), in a questionnaire the participants can answer a question through writing or more commonly marking an answer sheet, and the question can be delivered to a lot of partakers at the same time. Weller et al. (2018) further added that open-ended questions can be solely used or combined with other techniques in interviewing to explore topics profoundly and generate short- or long-narrative answers. Twelve questionnaire items directly addressed the research questions. However, the items were non-ready-made, so the writers made or modified the questions. To distribute the questionnaire, the

researchers conducted an online meeting via Zoom Apps and asked the participants to fill out the questionnaire via Google Form due to the Covid-19 pandemic disruption.

Following that, an interview is conducted in this research since this instrument is an effective way to find out information about what is on people's mind, what they think, or how they feel about something (Fraenkel et al., 2012). The writers used a semi-structured interview, including a set of questions to obtain detailed responses from the selected respondents and gain information that can be compared later (Fraenkel et al., 2012). To answer the research questions, the writers administered an interview in two different approaches. First, a One-on-One Interview, for collecting data from the participating lecturers, is to ask one participant only and record the answers (Creswell, 2012). Due to the interaction restrictions in the current pandemic outbreak, the writers conducted it virtually on Zoom Meeting with one of the lecturers. However, the second participant had a special request to do it face-to-face with the strict health protocol on campus. Second, a Focus Group Interview was conducted to gain data from the students. This interview enables to collect data from a group of individuals (usually consisting of four to six participants), gather mutual thoughts, and obtain some perspectives (Creswell, 2012).

The researchers analyzed the collected data using thematic analysis. The researcher initially transcribed the recorded interview conducted in the field to obtain the research data. The researchers, then, used coding of the interview data to obtain careful descriptions and categories of data. This step included creating codes used for data analysis. In addition, the writer organized the codes into several themes that had been determined previously. Lastly, analytic interpretations of the interview results of each participant's statement that had been systematically collected, categorized, and encoded were done by the researchers. However, to determine the credibility and accuracy of the findings the researcher piloted a member checking; a strategy to ask one or more participants about the accuracy of the findings (Creswell, 2012). The writer gave the participants the data findings and asked them about the accuracies.

3. FINDINGS AND DISCUSSION

The following research findings are analysed to answer the objectives of this study; what the lecturers and students do in their e-learning classes and what their perceptions are on the implementation of e-learning.

3.1. Activities Done by the Participants in E-learning Classes

From the results of the data analysis, the researchers found several activities commonly done by the participants in their e-learning classes. Table 1 presents the themes and sub-themes obtained from the thematic analysis.

Table 1. Themes and Sub-themes of Activities Done in E-learning Classes

Themes	Sub-themes
<ul style="list-style-type: none"> • Fulfilment of the Administrative Task 	<ul style="list-style-type: none"> • Tracking the attendance sheet
<ul style="list-style-type: none"> • Teaching-learning Process 	<ul style="list-style-type: none"> • Explaining the materials • Doing online Discussions/ Q&A sessions • Conducting online presentations • Assigning tasks • Conducting assessments
<ul style="list-style-type: none"> • Planning Process 	<ul style="list-style-type: none"> • Making a lesson plan

3.1.1 Fulfilment of the Administrative Task

Fulfilment of the Administrative Task refers to the activity of tracking the students' attendance sheets. Both lecturers regularly checked the attendance when conducting a videoconference utilized the Zoom Meeting application.

"... to check the attendance is by checking from Zoom; one by one is fine or even if it is taking time, just screen shot and then check from that." (Lecturer 1)

"At first, I print the attendance lists that have been provided by the study program. I print and then I call the name. And then, I cross check at the beginning of the class on Zoom." (Lecturer 2)

3.1.2 Teaching and Learning Process

The teaching-learning process refers to the reciprocated activities conducted by the educators and students in education to reach its objectives. Several activities were involved with the use of e-learning platforms, from materials delivery to assessment. To begin with, the lecturers explained the materials through Zoom videoconferencing.

"... In my classes also the first time in the beginning of the classes, I always try to give the students explanation about the materials today by explaining through the Zoom. ..." (Lecturer 1)

Meanwhile, the other lecturer tends to deliver the materials through videos shown in online class while joining the videoconferencing from Zoom as well.

"In a subject of CCU (Cross Cultural Understanding), I have shown them several videos about American cultures, Indonesian cultures in order to know the differences and similarities between two countries". (Lecturer 2)

Following that activity, the lecturer did online discussion sessions among participants in order to master the discussed lesson deeply, as uttered below:

"After reviewing and delivering the materials [on Zoom], of course I let my students ask any questions. And then, not only ask the questions but also let them give some opinions or comments about the material to know they really understand, they focus or not during teaching and learning activity". (Lecturer 2)

Some participating students similarly confirmed that Question and Answer Session (discussion) was usually done following the lectures' explanation to obtain more insights about the material. The following lists down some students' feedback:

"Besides doing presentations or asking questions, ...". (Student 1 G1)

"We pay attention to the lecturer explaining the material and ask a question. After that, we discuss together". (Student 2 G2)

Besides honing the lesson through Q&A activity, the lecturers occasionally had students present the particular topics in their online classes. This was employed to develop the students' confidence to express their ideas in front of their colleges and comprehend the discussed material more thoroughly.

"Commonly, teacher or students make a PPT and present in Zoom class". (Student 5 G1)

"There are so many activities in my e-learning classes such as we do a presentation ...". (Student 4 G2)

Assigning the students with some tasks related to the topic discussed in online classes was the next practice done in their e-learning classes. The tasks were assigned by both lecturers by taking advantage of Zoom and Google Classroom as media to do so.

"... After that, when they are asked to have a practice, again I use Zoom and the feedback is also given from Zoom. But if it is relating to make a video or others, I use Google Classroom. ..." (Lecturer 1)

"[About assigning the exercise or task or project], I usually use Google Classroom to submit all exercises". (Lecturer 2)

Lecturer 2 further confirmed that the assignment submission in terms of video projects was generally done by utilizing YouTube, a free video sharing website. Here is the revealed feedback:

"... I give them exercise to make a video, and they have to upload the video on Google Classroom, or I ask them to make their channels "YouTube". (Lecturer 2)

To support the statement, some students in both groups revealed that they were asked to do assignment by making video projects submitted to YouTube channels.

"Most of the lecturers ask to create a video for the assignment." (Student 1 G2)

"... make a video and share it to YouTube, and make some short story telling with socio gram, and we share it to YouTube and we're going to discuss it on the Zoom." (Student 5 G2)

To measure the students' knowledge or proficiency towards the subject mastery, the participating lecturers agreed to give assessment to the students. During the e-learning classes, the examination was still conducted through Zoom and Google Classroom.

"To do an examination, I prefer to use Google Classroom" (Lecturer 1)

"When I give a mid or final test, first I collect them to Zoom, and I have to know their face one by one ..." (Lecturer 2)

Not only did the lecturers confirm that they conducted assessment in online classes, but the participating students also acknowledged that the activity was done, as explained below:

"We're only doing the exam for one time so mostly some of the lecturers send the questions through Microsoft Word, and then we just try to answer to Microsoft Word, and then we convert it to PDF and share the answer through WhatsApp Group. But, one of the lecturers is doing the video conference in WhatsApp, so we have to answer the questions from the lecturer." (Student 3 G1)

"... For the examination some of lecturers held it on Zoom, so we answered questions while being watched, and the others just asked questions on E-learning platform." (Student 2 G2)

3.1.3 Planning Process

Regarding the activity to plan the teaching and learning process, some participants confirmed to access the other additional education platforms namely YouTube, Google, ESL, Busy Teachers, and so forth to enrich their courses before teaching and studying. To recapitulate, both lecturers and students confirmed to do several activities during their e-learning classes from fulfilling the administrative affair to conducting the teaching and learning process. Besides, the participants regularly made lesson plans by accessing other education platforms. All practices were carried out through the help of e-learning platforms such as Zoom Meeting, Google Classroom, YouTube, Google, and the list goes on.

3.2. Perceptions Created Towards E-learning Implementation

Regarding the lecturers and students' perceptions on the implementation of e-learning in the English Education Study Program at an Indonesian Private University, both participants revealed positive and negative points of view.

3.2.1 Positive Perceptions

A positive view can be perceived if things are in accordance with what is expected beforehand. In this case, the participants should obtain good feedback towards e-learning implementation in their

classes. The initial perception is that electronic learning helped the participating lecturer to teach materials, as explained below:

"E-learning helps me meet the objective of teaching and learning for some theoretical material or some individual works ..." (Lecturer 1)

Besides, the lecturers believed that the student's creativity was improved when online learning was employed in terms of video projects, as uttered in the following response:

"... they are more creative in doing the task particularly in creating video." (Lecturer 2)

"... In the whilst activity especially in interactive speaking class to make them become creative I assign them to make a conversation video in a team about the topic given where they can freely express their ideas towards it." (Lecturer 1)

In addition, the lecturer confirmed that teaching in the cyber space could promote the students to become autonomous learners. Some literature commonly posted on e-learning platforms were expected to be accessed by the students anytime and anywhere to enrich more information on the discussed materials. Here is the response:

"In my online learning in order to encourage students to be an autonomous learner, I always provide more information about some literature that they can have for their further references. I put them on Google Classroom, WA, or PPT materials while giving explanation to them." (Lecturer 1)

Several students in both Group agreed with the lecturer's previously mentioned view if online learning classes could encourage them to be autonomous learners, as stated in the following feedbacks.

"I think e-learning classes provided autonomous learning. It is when the lecturer asks me to find the material by myself to be presented for the next meeting. So, I have to get the lesson independently." (Student 3 G1)

"Yes. We do self-learning. Some lecturers give us e-book." (Student 2 G2)

Due to getting more exposure on e-learning tools and platforms the participating lecturer affirmed that this alternative learning enhanced the students' technological information skills.

"... It is also important for students for being literate, being accustomed with some electrical devices, platforms, or other teaching aids, electrical in this case, so it is also good for them because they can upgrade the skills." (Lecturer 1)

The previously mentioned feedback was in line with the students' reactions. The exposure of ICT facilities in their e-learning environment could improve their ICT skills.

"I think it's useful for us because mostly we don't know about technology, but while having online learning e-learning lessons, we know about technology more than before like Zoom, Google Classroom. We never use them before, but now we know how to use Zoom Meeting, how to interact with people if they are not here, so I think it is beneficial." (Student 3 G1)

"... and personally can learn a lot about internet like using Zoom class, Google Meet because when I was in high school, I never used it." (Student 5 G1)

Equally important, the new habit in teaching online classes automatically triggered the lecturer to upgrade her competency in getting information relating to the teaching aid use through some education websites:

"... the advantage is I can make myself upgrade in getting some information relating to some teaching aids used ..." (Lecturer 1)

The virtual learning also enabled the students to search further information related to the discussed topic while having problems in their classes, as uttered below.

"... When I can't get the point of the material given during the class, I use Google and YouTube to get more information, so I can understand clearly about the material." (Student 1 G1)

"... And whenever we don't understand about the lesson, we can open another browser from the laptop through Google. So, it's really beneficial for us ..." (Student 3 G1)

The next benefit of conducting online education is the simplicity to access the class. Not only did the lecturers confirm so, but the students perceived similar thoughts.

"... it is going to be easier also to access. I mean providing teaching that is easily accessible to all students in every situation" (Lecturer 1)

"... It is easy to access my class." (Lecturer 2)

"... I think the positive is we can easily access the link to join the classes ..." (Student 4 G1)

"... I think it also has advantages because we can access anywhere, and we can easily access the class because we only must have a gadget and then the internet data." (Student 4 G2)

This simplicity then generates flexibility when conducting the e-learning classes. Several students in both groups clearly explained as follows.

"In my perception the main advantage in e-learning is this is flexible in place; we can join the learning and teaching process in everywhere ..." (Student 1 G2)

"My opinion's same as [the previous speaker], so we can access our e-learning content anytime, anywhere without unlimited times." (Student 2 G2)

The previously mentioned advantage absolutely led the students to reduce the travel costs fee and the paper use. It is because they did not need to go to campus to join the courses and all of activities were carried out in electronic forms, as stated below.

"... I think it's quite beneficial because it doesn't cost any money to go to campus." (Student 3 G1)

"... Usually in offline class, we collect with paper, but in e-learning we can just write down at Word (Microsoft Word) or PPT, like that. So, it is paperless." (Student 1 G1)

Experiencing real teaching as in face-to-face classes was the next advantage. Even though separated in different location, the chosen platform could facilitate just like the real traditional class. They could synchronously interact each other although in virtual space.

"In my perception, I believe that each platform has its own advantage. for example, I feel better if I use zoom meeting in explaining the material to the students where I can share the material directly. it feels like I am teaching them in the real classroom" (Lecturer 1)

"I have ever used [another platform] but seldom because I think it is not interactive like Zoom. I cannot see my students while sharing the screen, so I just see the material not their face, not the activities behind the background." (Lecturer 2)

Assigning the students through Google Classroom was also positively perceived by the participants due to facilitating the tasks through its useful features and simplifying the task submission.

"In my perception, I believe that each platform has its own advantage. ... I think Google Classroom is the best because this platform provides some important features relating to evaluation indicators such as attendance lists, submitting time, and students' score distributions." (Lecturer 1)

"... I think make it easier when we want to collect assignment ..." (Student 1 G1)

Furthermore, the others believed that conducting online classes during the pandemic outbreak was the right choice to help them keep learning while being prevented from the viruses, as portrayed in the following statements.

"It is the only way that we can do since we are all in the pandemic. I think it is fine even we have some problems in facing this, but it is the only way to do ..." (Lecturer 1)

"Actually, it is the only good way to keep learning, especially in a pandemic era like right now, so it's a good way." (Student 3 G2)

"This is effective because it can reduce the spread of the corona (not face to face) ..." (Student 5 G1)

Following the previously mentioned benefits from virtual teaching in English classes, lecturer 2 additionally affirmed that it improved the student's confidence to speak, as detailly explained in the following statements.

"As long as I see the activity for my students, they are confident to talk. I don't know maybe because mentally they do not study directly, they do not meet each other directly like offline, so maybe they can raise up their mental to speak up." (Lecturer 2)

3.2.2 Negative Perceptions

A negative perception, however, appears when the participants in this study give bad feedback towards e-learning implementation because it contradicts what has been expected. Initially, the lecturer experienced difficulty to create teamwork or collaborative learning activities for students in her class, as depicted below:

"... relating to some activity or collaborative learning where we ask them to make some groups and others, we cannot have that, so most activities that can be conducted using this e-learning is about their individual performances or individual works, group it is very hard to be assessed ..." (Lecturer 1)

Besides, e-learning takes more time for the lecturers not merely to prepare but also to run the classes. These two lines are the interview transcript describing the issues.

"... the lecturers will spend so much time for thinking about how to be creative, how to be accustomed ..." (Lecturer 1)

"Well, ... It makes inefficient and time consumption when we have unstable signal, so we lose all." (Lecturer 2)

"It's time consuming because we have limited access of Zoom for example, and it takes a lot of time to check students' work." (Lecturer 2)

Another drawback of online education is that its tendency be costly than traditional on-campus classes. This is because the partakers had to buy an internet package and compatible electronic devices to support the teaching-learning process to apply synchronous online learning and to enable the participants involved in learning activities.

“Talking about efficiency, I assume that learning process conducted through online learning costs more money than offline one. Because seeing from the students and lecturers’ point of views, they have to spend more money for buying internet data, and some compatible electronic devices.” (Lecturer 1)

Some students in both groups similarly perceived that conducting online classes consumed a lot of internet data, as complained in the following statements.

“I think it spends much data especially while doing a conference in Zoom Meeting.” (Student 3 G1)

“... about the quota, it is also a problem because when we do zoom meeting, we meet all day we need 1-2 GB quota data.” (Student 1 G1)

Moreover, the highest challenge for conducting e-learning was the unstable internet connectivity. When this case occurred, it could lead to the inefficiency and ineffectiveness.

“Well, actually it doesn’t run smoothly when we have unstable signal. It makes inefficient and time consumption when we have unstable signal, so we lose all.” (Lecturer 2)

The students in both groups similarly experienced the case while studying in their online classes. As a result of its instability, the condition could lead to misunderstanding the discussed materials. The interview lines are obviously stated below.

“Bad connection makes misunderstanding.” (Student 5 G1)

“... and then same as [the previous speaker’s] opinion we cannot understand about the teacher’s explanation because they sometimes have bad connection.” (Student 2 G2)

In addition, the lecturer and students perceived that learning facilitated by virtual platforms lacked social interaction.

“I prefer to have offline class actually because I can see my students directly, and I know their competencies, skills, and confidence when they practice English.” (Lecturer 2)

“I think the disadvantages from e-learning is decreasing social interaction between me and my friends. If we always meet face to face on offline class, I think it’s more efficient than online class. Yeah, the main point is the interaction social.” (Student 4 G1)

The other students further confirmed that the lack of interaction with the lecturer made the students unable to follow up the material that had not been mastered yet due to the limited access of the virtual class.

“... if we talk about the effective or efficient about e-learning if compared with face-to-face, it is not effective because in e-learning we sometime have less interaction to the lecturer, we have no time more to interact or ask some questions, it is not effective ...” (Student 1 G2)

“... My understanding of the lessons conveyed is a little bit I can’t understand because it’s not directly learning. If only it could be directly practiced then corrected, I would know wrong and right about the lesson.” (Student 5 G2)

Another negative view concerns about the problem of time management. The lecturers sometimes changed the schedule, so the recent one was not based on the actual Course Selection Sheet.

"... I don't think e learning is an effective way to learn because so much trouble we have in e learning, such as internet connection and also time management." (Student 2 G2)

"... What I mean by time management here is the lecturer changed the class schedule not according to the schedule it should be. So, sometimes there are two class occurred at the same time, or we have classes at night even though in our study program there is no schedule at night." (Student 4 G2)

Related to the instruction delivered by the lectures, another pupil claimed that the lecturer sometimes provided unclear instruction. Consequently, it made the student confused about what they needed to do in their class. It is shown in the following interview line.

"In my opinion the disadvantage of e-learning class is sometimes we as the students cannot understand the material easily because the teacher's explanation is not clear enough, or sometimes the lecturer does not explain the material, just give the task without the explanation of the material, so it makes us as the students confused and don't know how to do the task." (Student 4 G2)

3.3. Discussion

The findings of this study conclude that the participants typically utilized some well-known platforms namely Zoom, Google Classroom, and YouTube, to facilitate e-learning classes. The participants routinely initiated to fill out the attendance lists as to fulfil the administration purpose. Besides, teaching-learning processes, such as delivering the materials, conducting online discussions (Q&A session), doing online presentations, processing tasks, and assessing the students were also carried out. To create a lesson plan, some participants accessed other education website platforms. Several activities revealed in this study were similarly employed by the participants in the previous study conducted by Nashir and Laili (2021). These e-learning routines are said to be similar to what the educators and learners do in their traditional offline classes. It could be inferred that e-learning enabled the lecturers and students to conduct teaching-learning activities, and this approach could be used as an alternative to compete with the traditional classroom setting.

The associated lecturers and students in this study developed particular perceptions. Positive and negative perceptions could be generated from online learning implementation (Nashir & Laili, 2021). Speaking of the positive feedback, the participants initially claimed that e-learning facilitated the teaching-learning process during the pandemic outbreak, contributing to the preceding study conducted by Almahasees et al., (2021) and Wijayanengtiyas and Claretta (2020). The participants also affirmed e-learning could promote the students' autonomous learning (Almahasees et al., 2021; Harahap & Ratmanida, 2021; Mutambik, 2018; Zulfahmi et al., 2018). Besides, the participating lecturers viewed that e-learning improved the student's creativity, peculiarly due to the creation of video projects. This kind of practice helped them to actively engage with the subject matter and to come up with creative ideas for the videos. E-learning also offered accessible classes (Zboun & Farrah, 2021) and flexible classes (Mutambik, 2018; Serhan, 2020; Sudewi, 2021). The participants only needed supporting gadgets connected to the internet to join the courses anywhere and anytime. Consequently, it reduced the travel cost fee and paper use claimed by the participating students. Equally important, the lecturer and students confirmed that the students' knowledge of technological information was enhanced after having conducted e-learning classes, and the lecturer upgraded skills to collect teaching aids from online learning platforms as well. This showed that the educators had a willingness to enhance their skills from the existed online platforms to enable teaching during the pandemic disruption (Silvhiany, 2022). Lastly, the lecturer believed that e-learning was able to improve students' confidence to speak, the same as the result of Rodrigues and Vethamani (2015) who claimed that online learning had developed students' speaking abilities and self-confidence.

On the other hand, the findings showed that the participants likewise perceived some negative feedback following the implementation of e-learning classes. To begin with, a lack of direct or real interaction/ feedback among users in teaching-learning process had become crucial issue even though synchronously virtual video lectures were carried out. Having time management issue was the next drawback relevant to the perceptions conveyed by the participants in the research of Zulfahmi et al., (2018) and Windiarti et al. (2019). The lecturers and students also experienced internet connection issues (Octoberlina & Muslimin, 2020; Suadi, 2021) and high demand of internet data. Besides, the participating lecturer also faced difficulty conducting teamwork or collaborative learning activities for students and measuring the students' ability directly. In addition to that, the other students confirmed to have unclear instructions from the lecturers sometimes.

Based on several points yielded from both positive and negative perceptions toward the e-learning implementation, it is implied that most positive feedbacks concern more on how the technology shapes the individuals to gain practical and novel competencies in utilizing technology in education. In other words, it internally impacts the lecturers and students' capability to conduct distinct teaching-learning processes from the traditionally approached method. Meanwhile, the negative perceptions are mostly generated by external obstacles found in e-learning classes, and some underline the lack of supporting teaching-learning tools. The point is that proper learning inputs can result in proper learning outcomes when assisted by proper and supporting facilities.

4. CONCLUSION

To summarize, e-learning in English Education Study Program at an Indonesian Private University was implemented by the lecturers and students to conduct three main activities: administrative task fulfilment, the teaching-learning process, and teaching-learning preparation. The activities were conducted by utilizing e-learning platforms such as Zoom Videoconferencing, Google Classroom, and YouTube to facilitate the teaching and learning process during the outbreak. Besides, both positive and negative perceptions towards e-learning implementation were also revealed in this study. The positive views mostly concern about improving technology utilization and creativity, promoting the students to become autonomous learners, enhancing the students' confidence in speaking skill, and enabling to keep teaching-learning during the pandemic. Meanwhile, some negative perceptions highlight the difficulty to conduct collaborative learning, the need to spend costly expenses, the problems of internet connection, and the disobedience of following the required schedules.

From the conclusions above, some suggestions related to the implementation of e-learning are outlined. To begin with, the researchers may recommend the government of Indonesia to assist all universities, including private universities, to allocate more funds to the unlimited internet packages, compatible electronic devices, and the supporting e-learning platforms to enable the technological integrated teaching-learning activities well. Furthermore, to the faculty boards of Teacher Training and Education Faculty especially in English Education Study Program an Indonesian Private University Palembang, they might be recommended to optimize the university e-learning platform which could be integrated with all education activities to compete in education 4.0. Equally important, they need to regularly conduct various kinds of workshop or training related to e-learning implementation in teaching and learning English to upgrade themselves and excel in technology to succeed in the 21st century. The researchers also hope that this research can be used as the additional information to cope with the implementation of e-learning. Lastly, for the following researchers they might be recommended to conduct the research with a larger number of sample participants and One-on-One interview so that e-learning implementation could generate wider and representable perceptions. Besides, it is also important to investigate e-learning implemented for each skill of English Language Teaching and Learning to find out the distinctions.

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