IS E-LEARNING MADRASAH CHALLENGING FOR TEACHERS? A CASE STUDY IN SOUTH SUMATERA

[1]Della Avista, [2]Dewi Warna, [3]Winny Agustia Riznanda

UIN Raden Fatah Palembang

winnyagustiariznanda_uin@radenfatah.ac.id

ABSTRACT: E-Learning Madrasah is one of the web-based learning tools used by teachers in Madrasah due to its flexibility. However, preliminary study found that some teachers encountered challenges in using it. Thus, this study was aimed to investigate EFL teachers' challenges on the use of E-Learning Madrasah in MAN 1 Pangkalan Balai, Banyuasin. One of the qualitative approach, case study design was applied with two teachers of English as the participants by using purposeful sampling. Semi-structured interviews were used and analyzed by using thematic analysis. This study revealed EFL teachers' challenges in using E-learning Madrasah, such as: (1) EFL teachers' capability in managing the web (E-learning Madrasah), (2) web management, (3) limited Connection, (4) technical issues, (5) pedagogical matters, and (6) lack of motivation in using web due to the school system. This study implied that more development on the web, internet connection, and training for teachers are required to be improved.
Keywords: *E-learning madrasah, teachers' challenges*

In the teaching and learning process, teachers has essential roles. Muilenburg (2000) proposed that teacher's role has been changing from lecturer and instructor to consultant, guide, coach, and resource provider other than teachers that become expert questioners, rather than providers of answers, teachers that provide structure to student work, encouraging self-direction, a shift of teachers from total control of the teaching environment to sharing with the student as a fellow learner. Briefly,teachers control an important role that requires can do a variety of roles and can fit the medium of learning. Moreover, Harmer (2007) proposed that the role of teachers are: as a controller, prompter, participant, resource,and tutor. Teacher as controller means leading from the front in the class and give a directive. Teacher as prompter when students lost for word because lack vocabulary. The teacher is as a participant when students make activities in group discussions. Teachers as resources when students preparing for a presentation they are to make to the class. Teacher as a tutor when students are working on longer projects, such as writing.

In delivering the instruction, teachers need modernly designed media, namely technology. Meloni et.al (2002) argued that computer technology help ESL/EFL classrooms become ALIVE (Authenticity, Literacy, Interaction, Vitality, Empowerment). Thus, technology is included as a part of instructional delivery system, as a means of aiding instructions, and a tool to enhance the entire learning process. Therefore, technology in the curriculum is a means of infrastructure in the learning process.

One of the technological-based teaching and learning tools suggested to be used is web-based learning. According to Rusman et.al (2012), web-based learning is a learning experience by utilizing the internet network to communicate and convey learning information.Examples of web-based learning, include: Google Classroom, Moodle, Edmodo, Schoology and the web belonging to the educational institution/institution itself, such as: E-Learning Madrasah.

Despite its significance, web-based learning is challenging for teachers. According to Fajarwati (2018), teachers' challenges in delivering web-based learning are: technological support, learner engagement, and motivation. Technological support is the support of the technology and the Web that can affect to the teachers' process in delivering Web-based Instruction. Learner engagement is related to students' participation in the teaching and learning process. Motivation is meant for teachers to encourage students in delivering E-learning Madrasah. This researcher focuses on E-learning Madrasah which is defined as a form of information technology applied in the education sector in the form of a website that can be accessed anywhere determined by the ministry of religion affairs.

One of the web-based learning used by teachers is E-learning Madrasah. According to Cucus and Aprilinda (2016), E-learning stands for Electronic Learning, is a new way in the teaching and learning process that using electronic media especially the internet as a system. Furthermore, Hikmah(2020) argued that E-Learning Madrasah is an application released by the Ministry of Religious Affairs for teachers and students in Roudlotul Athfal (RA) up to Madrasah Aliyah (MA). E-Learning Madrasah can be accessed anywhere by users, as long as the user have stable internet access via https://elearning. kemenag.go.id/web.

Preliminary study was conducted by interviewing one of the teachers of English of MAN 1 Pangkalan Balai, Banyuasin. The interview revealed that MAN 1 Pangkalan Balai, Banyuasin used E-Learning Madrasah for teaching and learning activities,

especially English. In addition, the teacher said that she used several E-Learning Madrasah features for teaching English, including: attendance features, lesson plans, questions and quizzes. In addition, for teaching activities, sometimes the teachers used the video conferencing feature in E-Learning Madrasah. However, the teacher found some challenges in applying E-learning Madrasah during the teaching and learning process. Therefore, the challenges encountered by teachers in using E-learning Madrasah is the main focus of this study (MA, personal communication, January 24, 2022).

Some previous studies were conducted to find out EFL teachers' challenges in web-based instruction, especially E-learning Madrasah. Firstly, a study conducted by Fajarwati (2018) showed that the EFL teachers used two different Webs to deliver web-based instruction and they faced challenges in three categories, such as: technological support, student's engagement, and time management aspects. Secondly, a study conducted by Nur'aini (2020) found that the students felt happy and easiness in utilizing E-learning Madrasah. Thirdly, a study conducted by Mulyani (2020) shown that E-learning received a positive perception because it was flexible and effective. Thus, this study intends to discover the challenges that are encountered by EFL teachers in delivering Web-based Instruction (E-learning Madrasah) at MAN 1 Pangkalan Balai, Banyuasin, South Sumatera.

METHOD

One of the qualitative research designs, case study, was applied. Creswell (2009) states that Qualitative research means for exploring and understanding the meaning individuals or groups ascribe to asocial or human problems. In Qualitative research, the researcher seeks to establish the meaning of a phenomenon from the views of participants. The qualitative method is used to investigate and explain the challenges that are faced by EFL teachers in delivering Web- based instruction. The challenges faced are the phenomenon that occurred to EFL teachers which was suitable with this qualitative research design. Creswell (2012) states that qualitative study is a research method for a problem that can be studied for to get an in-depth understanding of the case.

Purposeful sampling was used to select the participant in this study. According to Creswell (2007), purposeful sampling is synonymous with qualitative research, because the researcher select participants and research sites that are associated with the

phenomenon and research problem being studied. The participants in this study were chosen based on the following characteristics: (1) teachers of English of MAN 1 Pangkalan Balai, Banyuasin who uses E-Learning Madrasah for English learning activities, (2) certified teachers of English, and (3) teachers of English with more than ten years of English teaching experience. Therefore, two teachers of English were selected as the participants since they fulfill the requirements.

To collect the data, qualitative interviews were used. As supported by Adhabi and Anozie (2017), one of the data collection techniques for qualitative researchers is the interview which has unique features over other methods that make them superior. The type of interview the researcher used was a semi-structured interview in which the interview questions are made by the researcher, and the researcher has the opportunity to explore certain points. Chen (2011) stated that semi-structured interview is a type of interview that is included in the category of in-depth interview, which in its implementation is freer when compared to structured interviews. This interview aims to find problems more openly, namely by asking questions that trigger the opinions and ideas of the informants so that in this interview process, researchers need to listen carefully and record everything that is said by the informants. The interview was conducted face-to-face. The interview consists of three main discussions that were derived from a study conducted by Fajarwati (2018) which discusses the challenges in delivering web-based instruction, such are: teachers' challenges in technological support, learners' engagement, and teachers' motivation.

In analyzing the data, thematic analysis was used. According to Creswell (2012), there are six steps in analyzing the data in thematic technique, such as: compiling and preparing data for analysis, reading alldata, detailed analyzing in detail with the coding process, implementingthe coding process, advancing how descriptions and themes is represented in qualitative narratives, and making interpretations or meaning of data. Based on this concept, first, the researcher collected the data from interview. The researcher put the data into computer filesand archive folders after transcribing the raw data into text. Second, the researcher read through all the data that reflect the overall meaning and make marginal notes about the general ideas that are obtained. Third, the researcher analyzed the data in more detail through coding. Fourth, the researcher described the information in more detail by applying the coding process about the people,

places, or events in the setting to be written. Fifth, the researcher showed how these descriptions and themes were written in a qualitative report. And last, the researcher made interpretation as final summary about teachers challenges in delivering web-based instruction.

FINDINGS

The following are the descriptions of the discovery:

Table 1. Themes and Sub-Codes

Themes	Codes
EFL teachers' capability in managing the web-based (E-learning Madrasah)	a. Students' lack of understanding in the learning process using E-learning Madrasah made the teachers difficult to manage the class
Web Management	a. Teachers only had limited time to manage the web.
Limited Internet Connection	a. Internet connection did not reach all places in school b. E-learning Madrasah did not run smoothly when the teaching and learning process is in progress.
Technical issues	a. Difficulty in understanding the material through E-learning Madrasah
Pedagogical matters	a. Lack of real-time discussion and interaction with peers and staff members.
Teachers' lack of motivation in using web due to the school system	a. Inadequate facilities and infrastructure for the use of E-learning Madrasah.

DISCUSSION

The first challenges were EFL teachers' capability in managing the web based (E-learning Madrasah). When the teachers taught English by using web-based (E-learning Madrasah), they found that there were some students who did not understand how to learn by using E-learning Madrasah. This could happen because students cannot do face-to-face interactions with their teachers in addition, students cannot ask the teacher freely through E-Learning. Accordingly, Chen et al. (2017) argued that one of the weaknesses of using E-Learning is conflict with face-to-face communication between teachers and

students or students with each other. Therefore, teachers must be able to manage Madrasah E-learning in order to achieve learning targets.

The second challenges were web management. The difficulties faced by teachers when managing the web were limited time using the web (E-learning Madrasah) as a teaching medium. In addition, teachers also need to remember the features contained in E-learning Madrasah so that they are not confused when opening online learning. Garrison and Vaughan (2008) argued that the features should be understood to manage the web followed. Therefore, teachers need to test the web before starting the lesson.

The third challenges were limited connection since E-learning needs an internet network to be able to communicate and learn to use online must prepare a good connection. The limited or problematic internet made the teachers look for other alternatives to teach English. In line with this, Hartley (2001) argued that E-Learning is a type of teaching and learning that allows the delivery of teaching materials to students using the internet, internet or other computer network media.

The fourth challenges were technical issues. In teaching English by using Madrasah E-learning, the teachers knew that E-learning uses technical interactions, such as video teleconference, network video, and so on. The technical problem is that it is connected to a signal that is indeed in MAN 1 Pangkalan Balai, Banyuasin, which does not cover the surrounding area or the network is not smooth. This finding is related to a research conducted by Mulyani (2020) which stated that learning English through E-Learning is quite difficult, because the material presented by the teacher is not well received and lacks questions and answers interactions during online learning resulted in students are not understanding. Even so, teachers must find ways to stay connected when learning remotely by using other alternatives.

The fifth challenges were pedagogical matters. Teachers have difficulties when guiding students to use Madrasah E-learning as a learning medium. This could happen because of the lack of real time for discussion and interaction with peers. In addition, Walker et.al (2010) argued that the pedagogical problem was that some students noted difficulties with asynchronous discussion forums and the lack of real-time discussions with peers and staff members and felt that this affected engagement and motivation. Therefore, teachers are expected to give additional time or free time to achieve learning targets.

The sixth challenges were teachers' lack of motivation in using the web due to the school system. This could happen because of inadequate facilities and infrastructure for the use of E-learning Madrasah. E-learning Madrasah really need to use adequate facilities so that teachers can explain the material being taught properly and have a good impact on teachers if the learning process is good and smooth without obstacles this can increase teacher motivation and also affect the quality of learning in the school system. The importance of motivation for teachers can increase the willingness to work voluntarily which will result in better work, so that it will increase worker productivity. This is in line with a study by Akuoko et.al (2012) who argued that teacher's motivation is important because it correlates with the quality of education. Teacher motivation can refer to school system factors. However, if it is not in accordance with the teacher, it will result in lower performance, stress, dissatisfaction, and frustration. Therefore, teachers need to find and form motivation before teaching in order to produce nice quality.

CONCLUSIONS AND SUGGESTIONS

Based on the findings, the following conclusions can be drawn. There were some EFL teachers' challenges using e-learning madrasah. First, EFL teachers' capability in managing the web based (E-learning Madrasah) means that teachers need to have IT skills and develop these abilities by using the internet and laptops or cell phones as media to access online classes Second, web management that teachers must know the features contained on the web (E-learning Madrasah) so that teachers can manage E-learning Madrasah to media well and effectively. Third, limited connection is a network that cannot cover widely and that connection is needed when teachers use online media (E-learning Madrasah). Fourth, technical issues are some of the obstacles that come from supporting tools when using E-learning Madrasah, such as electronic devices and the internet. Fifth, pedagogical matters is that teachers are judged not to be able to manage learning optimally, design and implement learning, evaluate learning outcomes, and develop student potential. And sixth, teachers' lack of motivation in using web due to the school system can affect teacher motivation in a more positive direction. The school encourages teachers to teach well and new ways for better learning outcomes. Therefore, more development on the web, internet connection, and training for teachers are required to be improved.

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