

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the research problem, the objective of the study, the significance of the study, the scope and limitation of the study, and the definition of key terms.

A. Background of the Study

The pandemic has significantly transformed various aspects of life, including health, economy, and education. The shift to online learning during the Covid-19 pandemic revolutionized how education was delivered globally, including in Indonesia. While the immediate challenges of the pandemic have passed, the impact on education persists. Remote learning has become a permanent feature of the educational landscape, as both teachers and students have adapted to using digital platforms for learning. In this new era, E-Learning continues to play a critical role in education, allowing for flexible learning experiences and enabling teachers to deliver lessons effectively. The integration of communication and information technology in education has proven to be invaluable, even in the post-pandemic era. As proposed that the online learning platforms are used fairly commonly in various stages of formal education processes; Broadly, E-learning denotes every educational context where communication and information technologies play a prominent role¹.

¹ Dodun, O. Analysis Of An E-learning Platform Use employing The Axiomatic Design. International Conference on Axiomatic Design,(2015). 244.

In contemporary times, technological advancement has significantly redefined daily life and education alike. This influence is evident in English language instruction, where educators are expected to incorporate technology to increase student involvement in teaching and learning activities. The use of technology in language education can be manifested through resources, media, tools, or educational contexts. Educational technologies are generally classified into tools, resources, environments, and methods that support the learning process². It may be both digital and non-digital technologies which are used to support learning process.

In this case, technology has an important role to promote online learning. It serves various media platforms which can be implemented for online teaching. It also could help teachers to organize their classroom effectively hence it can support the students to achieve learning objective. Moreover, the online learning platforms are also used as a complementary tool to promote independent learning. In this case, students are supposed to be more autonomous. One of online learning platforms is E-learning Madrasah which is launched as Learning Management System (LMS) for teaching. LMS is a technology that provides a variety of tools to help teachers managing their courses³.

² Dorf, R. C. . Educational Technology. In IEEE Transactions on Education (2019) (Vol. 12, Issue 1).

³ Mohammed J. Asiria, Rosnaini Mahmud, Kamariah Abu Bakar, and Ahmad Fauzi Mohd Ayub,, 'Role of Attitude in Utilization of Jusur LMS in Saudi Arabian universities', International Educational Technology Conference Ietc. vol. 64, 2012. pp. 525-534.

Besides, E-learning has expanded rapidly in the last several years as technology becomes increasingly embedded within education and training. It is defined as instruction transmitted electronically, utilizing the Internet, intranets, or multimedia channels such as CD-ROMs and DVDs. The use of E-learning has improved significantly mostly in this era since the pandemic situation demands all education practitioners to have online learning. The activity of teaching and learning has been moved virtually using E-learning. One of LSM platforms which is used in Indonesia is E-learning Madrasah.

In this research, the term of E-learning Madrasah refers to the learning tool or learning media that facilitate teachers and students during Covid-19. Developed by the Ministry of Religious Affairs of the Republic of Indonesia, E-learning Madrasah serves learners from Roudlotul Athfal (RA) through Madrasah Aliyah (MA). With stable internet access and user credentials, the platform is available around the clock, enabling distance learning and addressing the challenges of increasingly sophisticated technological progress.

Developed by the Directorate of Student and Institutional Facilities Curriculum (KSKK), E-learning Madrasah provides a platform for teachers and students to conduct distance learning both during the Covid-19 pandemic and beyond. Institutions must access the official portal using their Madrasah Statistics Number (NSM) and submit an operator decree as a prerequisite for approval. Following a verification process of approximately one to two weeks, institutions are granted permission to download the application, available in installer and hosting formats.

Within E-learning Madrasah, teachers are provided with a menu to manage and distribute teaching materials. They are able to establish multiple classes aligned with their instructional duties, including subject instruction, classroom management, or counseling guidance. Online classes may also feature electronic books accessible at any time and place. Furthermore, the system supports the distribution of materials in diverse formats such as PDF documents, PowerPoint presentations, videos, and video links.

Previous studies into students' experiences and perceptions of E-learning include the study by Sanad, which demonstrated that learners generally view Facebook as a valuable online learning medium that fosters an effective teaching and learning environment⁴. Then, a study conducted by Cakrawati proposed that students who took part in the study in virtual learning platforms as user friendly learning media that lets them to communicate with their lecturers and friend outside the classroom. The students also agreed that utilizing electronic learning tools is beneficial because it saves time and energy⁵. Additionally, Spires also stated that exploring story of students' learning experiences also allowed the researchers to comprehend better students' learning habit, students' satisfaction with the program which lead to the educational evaluation and development. Another research conducted by Rahayu who found that students agree if they can communicate comfortably before the lessons, asking and answering questions during learning

⁴ Sanad, H. A. EFL Students' Perception and Attitudes Toward Facebook as an Educational Learning Tool. *International Journal of Humanities and Social Science Invention*, (2016). 15-25

⁵ Cakrawati, L. M. Students' Perception on the Use of Online Learning Platform in EFL Classroom. *English Language Teaching and Technology Journal*, (2017). 22-30.

process⁶. It also revealed that students are also possible to give feedback directly through screen sharing feature. It may help them to have collaborative learning process. In addition, the students agreed that the lesson that is provided in E-learning could be accessed and understood easily. However, despite all of the positive feedbacks on E-learning, the students assumed that conventional face-to-face meeting still provides easier and better access to get the materials and easy access to have classroom communication as well.

Meanwhile, implementing E-Learning Madrasah has been proven significantly influence students' learning outcomes at MTsN 1 Kota Bekasi, with over 78% of result variation explained by E-Learning usage⁸. Further, it is also found that research at MAN 2 Tulungagung highlighted a direct and indirect effect of E-learning Madrasah. A TAM (Technology Acceptance Model) based analysis at MAN 2 Tulungagung identified perceived ease of use and usefulness as key factors influencing the acceptance and effective use of E-learning Madrasah. The study also pointed to obstacles such as limited socialization of the platform features and challenges in operational understanding⁹.

As the previous studies have mentioned the students' perspective and the benefit of the use of E-learning, it is also crucial to investigate students' experience that deals with students' practices on how to use E-learning especially E-learning Madrasah to support their learning as well as their challenge. Thus, this research focuses on the students' experience on E-learning Madrasah. It is conducted to

⁸ Cahyaningrum, A., Kejora, M. T. B. ., & Akil, A. (2021). Pengaruh Penggunaan E-Learning Madrasah Terhadap Hasil Belajar Siswa Kelas VII MTsN 1 Kota Bekasi. *Jurnal Pendidikan Tambusai*, 5(2), 3884–3893. Retrieved from <https://jptam.org/index.php/jptam/article/view/1478>

reveal their experience of E-learning Madrasah especially in students' learning processes. To be more specific, the present study aims at exploring and making sense of students' experiences. The researcher also concerns to do the research by dealing with the use of E-learning Madrasah which is applied in MAN 3 Nganjuk. Moreover, this study aims to fill that gap by exploring not only the benefits but also the practical experiences and challenges faced by the students in using E-learning Madrasah to support their English learning at MAN 3 Nganjuk.

⁹ Cahyaningrum, A., Kejora, M. T. B. ., & Akil, A. (2021). Pengaruh Penggunaan E-Learning Madrasah Terhadap Hasil Belajar Siswa Kelas VII MTsN 1 Kota Bekasi. *Jurnal Pendidikan Tambusai*, 5(2), 3884–3893. Retrieved from <https://jptam.org/index.php/jptam/article/view/1478>

B. The Statement of Problem

Based on the background of the study, the researcher formulated the research questions in question form as follow:

1. What are the students' learning experiences on using E-learning Madrasah in EFL Class at MAN 3 Nganjuk?
2. What are students' challenges in using E-learning Madrasah in EFL Class at MAN 3 Nganjuk?

C. Objective of the Study

Based on the statement of the problems above, the researcher has the purposes of the study as follows:

1. To find out students' learning experiences on using E-learning Madrasah in EFL Class at MAN 3 Nganjuk.
2. To find out students' challenges in using E-learning Madrasah in EFL Class at MAN 3 Nganjuk.

D. Significance of Study

This research is expected to provide theoretical and practical significance. Theoretically, this research can be useful as information about students' responses to learning English using E-learning Madrasah, and teachers can find out how students experience online classes. Practically, the findings of the study are expected to be of some use for English teacher and students. The teacher can find effective way to manage their EFL Classroom. Meanwhile, the students can find the way to equally study on E-learning Madrasah in EFL Class.

E. The Scope and Limitation of the Study

The study focuses on exploring the students' learning experiences on using E-learning Madrasah in MAN 3 Nganjuk. Further, this research is limited to students at MAN 3 Nganjuk using E-learning Madrasah for their EFL classes. Briefly, the focus is on the students' process of learning in EFL Classroom. The researcher analyzed students' experiences and their challenges in using using E-learning Madrasah in EFL classroom.

F. The definition of Key Term

In order to avoid misunderstanding some keywords and research content, it is necessary to define the following terms:

1. The students' experience is the experience that is selected when students participate themselves on using E-learning Madrasah in EFL Class. The experiences are affected to their achievements.
2. Students' challenge refers to the difficulties or problems students may face while using E-learning Madrasah in the EFL classroom. These challenges encountered may relate to EFL learners' proficiency in utilizing Madrasah E-learning, difficulties in web management, restricted Internet availability, technical and pedagogical concerns, and diminished student motivation resulting from systemic factors within schools.
3. E-learning Madrasah refers to the learning tool or learning media that facilitate teachers and students during pandemic. E-learning Madrasah is an application released by the Ministry of Religion of the Republic of

Indonesia and it was applied to all Islamic school including MAN 3 Nganjuk. In this research context, E-Learning Madrasah is a tool that is used by the teachers and the students in teaching and learning processes in English class.