

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature that provides the theoretical and empirical foundation for the study on Students' Learning Experiences on Using E-Learning Madrasah in EFL Class at MAN 3 Nganjuk. The discussion highlights three main aspects: students' experiences in using digital platforms for language learning, the challenges they encounter in the process, and the discussion on E-Learning Madrasah followed by the previous studies. By reviewing relevant theories and prior research, this chapter aims to situate the present study within the broader academic context and to identify gaps that justify further investigation into students' learning experiences with E-Learning Madrasah in EFL classrooms.

A. The Concept of Learning Experience

The reality of the students should be considered while analyzing their learning in the educational context. It is possible to suppose that reality has significant relevance for students' experiences. Three different sorts of interaction can be identified in students' experiences. Examples include interacting with the course material, the lecturer, and other students. These interactions are believed to close the distance in the E-learning context.

1. Experiences Concerning Course Design

Concerns raised by students about the course design relate to the total amount of time spent on the course's readings, lectures, PowerPoint presentations, and discussion boards.⁷ When students interact with the knowledge and information course content, it will be presented in a well-organized manner and be simple for them to obtain. Well-designed course content also reduces cognitive load and enables students to focus on higher-order thinking rather than struggling to locate or interpret information. This is particularly important in EFL contexts, where language proficiency can add an extra layer of difficulty in processing information. In this sense, thoughtful course design in E-Learning platforms like E-Learning Madrasah can facilitate effective knowledge acquisition, improve student satisfaction, and enhance overall learning outcomes

2. Experiences Concerning Interaction with the Instructor

A course creator or teacher facilitator is some of the roles that teachers' play. Students and teachers interact not only when the teachers explain their knowledge and information, but also when they encourage students, motivate students, respond to students in a timely manner, and promote open communication. This is a beneficial practice to improve the rapport between instructors and students. Teachers in the

learning process play multifaceted roles, including being a course creator and organizer, a facilitator¹⁰. These roles are particularly critical in fostering a

⁷ Su, B., Bonk, C. J., Magjuka, R. J., Liu, X., & Lee, S.-h. "The importance of interaction in web-based education: A program-level case study of online MBA courses", *Journal of Interactive Online Learning* 4, no. 1 (2005): 1-19.

productive educational environment, especially in online or blended learning contexts. Teacher is the one who has a task to design the curriculum, including selecting and structuring learning materials, activities, and assessments to align with learning objectives. They need to plan students' learning experience, ensuring that the course content is relevant, accessible, and engaging for students.

As a facilitator, teachers are supposed to be able to actively guide students through their learning journey. This includes not only delivering content but also fostering critical thinking by posing challenging questions and encouraging reflective dialogue. Facilitators create opportunities for intellectual growth and skill development, supporting students to build on their existing knowledge and helping them navigate difficult concepts. Effective facilitation also requires timely responses to student inquiries, personalized guidance, and continuous feedback, all of which contribute to students' academic success and motivation

3. Experience Concerning Interaction with Peer Students

Peer help during the learning process is referred to as peer interaction. Through cooperative information sharing activities like group discussions, where communication takes place through chat groups or email, peer engagement can enhance an active learning process. Through peer engagement, students can exchange knowledge about the course material.

Any interaction, course, program, or other experience in which learning occurs is referred to as a learning experience, regardless of whether it happens in traditional academic backgrounds (classrooms, schools) or non-traditional backgrounds (outdoor environments, outside-of-school locations), or whether it

contains traditional educational relations. The term experience learning was first defined as "the interaction between the learner and the external conditions in which he or she can react" ⁸. This is one of the basic principles in designing curriculum. It is also understood as what students do to learn something, not what teachers do. A "planned learning experience" is any activity that imparts knowledge or skills, or that changes attitudes, and is intentionally planned and presented as a learning event to contribute to the development of learning outcomes⁹. Then it is understood that every interaction that involves students in the learning process is considered a learning experience¹⁰. What students talk, hear, see, and feel about learning is part of the experience.

Learning experiences are different from learning activities even though both are carried out by students specifically not teachers. Although students receive the same type of learning activity, it becomes their own learning experience depending on how they process it¹¹. Therefore, learning experiences are generated from learning activities carried out by students. In the context of the ELT classroom, the learning experience consists of learning experiences in speaking, listening, reading, and listening activities.

The term learning experience is first defined as “the interaction between the learner and the external condition in the environment to which he can react”¹². In

⁹ Tyler, R. W. Basic Principles of Curriculum and Instruction. Chicago: The University of Chicago Press. (1949).

¹⁰ Ning, H. K., & Downing, K. The interrelationship between student learning experience and study behavior. Higher Education Research and Development, 30(6), . (2011). 765- 778.

¹¹ Tyler, R. W. Basic Principles of Curriculum and Instruction. Chicago: The University of Chicago Press. (1949).

¹² Tyler, R. W. (1949). Tyler, Ralph W., Basic Principles of Curriculum and Instruction. Chicago: The University of Chicago Press, 1949.

curriculum design, one essential principle highlights that learning is determined by the actions of the learner, not the teacher. A ‘planned learning experience’ may be understood as any structured activity intentionally designed to provide knowledge, foster skills, or modify attitudes, thereby supporting the attainment of learning outcomes. Consequently, every student interaction that occurs during the learning process is recognized as a learning experience¹³. What students speak, listen, see, and feel about learning are parts of the experience.

Learning experience should be distinguished from learning activity, despite the fact that both are undertaken by learners, not teachers. Students may participate in identical activities, yet the outcomes evolve into diverse learning experiences, shaped by the manner in which each student processes them¹⁴. Therefore, learning experiences are the outcomes of the activities undertaken by students. In English Language Teaching (ELT), these experiences encompass the development of four essential language skills: speaking, listening, reading, and writing.

Within the domain of speaking skills, students’ learning experiences are shaped through interactions with teachers as well as fellow learners. Tuan and Nhu highlight that oral interaction in the classroom may take various forms, such as posing and answering questions, offering remarks, and engaging in discussions¹⁵. Other forms of interaction may include class discussions, role-play activities, collaborative problem-solving tasks, or the use of dialogue journals.

¹³ Ning, H. K., & Downing, K. (2011). The interrelationship between student learning experience and study behavior. *Higher Education Research and Development*, 30(6), 765- 778.

¹⁴ Tyler, R. W. (1949). Tyler, Ralph W., *Basic Principles of Curriculum and Instruction*. Chicago: The University of Chicago Press, 1949.

¹⁵ Tuan, L. T., & Nhu, N. T. (2010). Theoretical review on oral interaction in EFL class-room. *Studies in Literature and Language*, 1(4), 29-48.

In the context of listening instruction, students' experiences may consist of activities such as engaging with video or audio materials, attending to teacher talk, or completing listening tasks that require selecting correct responses. Listening pedagogy is typically categorized into extensive and intensive practices. Extensive listening involves comprehensible and enjoyable activities, while intensive listening adopts a more controlled approach, concentrating on particular elements of the input.

A common example of intensive listening in the classroom is listening to a video to extract specific information. In the case of reading, Broughton et al. categorize the activities into two types: extensive reading (such as survey reading, skimming, and superficial reading) and intensive reading (such as content study reading and linguistic study reading). Extensive reading refers to texts that learners choose based on their own interests, while intensive reading involves texts determined by the curriculum, focusing either on content or linguistic aspects. Writing also represents another important dimension of the learning experience, often realized through various tasks. These tasks may include collaboratively constructing a text, completing an information gap activity, engaging in role-play, conducting debates, or preparing sections of a procedural text.

In addition, teachers often categorize language use into four skills: reading, writing, speaking, and listening. These are commonly grouped into two types. Receptive skills refer to reading and listening, in which learners extract meaning from discourse. Meanwhile, productive skills refer to speaking and writing, where

learners are required to generate and produce language themselves¹⁶. Reading and listening are categorized as receptive skills because learners receive language input, comprehend it, and decode its meaning. In contrast, speaking and writing are regarded as productive skills since learners use language to generate messages either through spoken interaction or written text.

Students may gain valuable learning experiences through interactive software applications. One engaging activity is the use of E-learning, which incorporates technology to support the learning process. Educational games can take various forms, such as branching stories, interactive spreadsheets, and other innovative models. Identifying students' learning experiences plays an important role in syllabus design, as prior learning experience serves as a foundation for addressing students' needs. This process not only helps to review each student's strengths and weaknesses but also assists in identifying common areas of interest, as well as both individual and group learning needs¹⁷. The degree of attention that students devote to learning activities can reflect their perception of the significance of the learning experiences they encounter. This perception is closely related to the adequacy of the needs analysis, as a well-conducted analysis ensures that learning activities are relevant and meaningful to students.

B. Students' Challenges

The rapid integration of digital platforms in education has reshaped the way students' access and engage with learning materials. One extensively adopted

¹⁶ Harmer, J. (2007). *The Practice of English Language Teaching*. Cambridge, UK: longman. Productive Skills: Teaching Beginners in English Medium School (265)

¹⁷ Tuan, L. T., & Nhu, N. T. (2010). Theoretical review on oral interaction in EFL classroom. *Studies in Literature and Language*, 1(4), 29-48.

innovation is E-learning, which offers flexibility, accessibility, and diverse resources for language learning. However, despite its potential benefits, students often encounter significant challenges in using E-Learning platforms effectively. Issues such as limited technological support, unstable internet connections, technical problems, pedagogical constraints, and a lack of motivation influenced by the school system hinder the learning process. These challenges not only affect students' engagement and achievement but also shape their overall learning experiences, making it essential to explore the barriers that students face in order to optimize the use of E-learning in English as a Foreign Language (EFL) classroom.

1. Students' Capability in Managing Web-Based E-Learning Platforms

Students' ability to manage web-based E-learning platforms plays a crucial role in shaping their overall learning experience. In the context of EFL learning, the E-Learning Madrasah platform has been widely utilized as an alternative medium for instruction, especially during the COVID-19 pandemic. However, some students are not well-equipped with sufficient digital literacy skills. Many students still struggled to adapt to its features due to unfamiliarity with digital tools¹⁸. This lack of capability often led to difficulties in accessing learning materials, submitting assignments, and participating in online assessments, thereby reducing the platform's effectiveness in supporting language learning.

Moreover, research highlights that limited prior exposure to learning management systems (LMS) contributes to students' challenges in managing E-

¹⁸ Purwantoro, A., Asari, S., & Maruf, N. (2021). The effectiveness of E-Learning Madrasah in English teaching and learning. *Budapest International Research and Critics Institute-Journal*, 4(3), 5234-5244. <https://doi.org/10.33258/birci.v4i3.2314>

learning. Students often relied heavily on teachers for guidance when using E-Learning Madrasah, indicating a lack of confidence in independently handling the platform¹⁹. This dependency suggests that although the platform provides flexibility and autonomy, students' insufficient digital competence undermines these potential benefits. Consequently, the learning process becomes less efficient and can create additional stress for students who are not digitally prepared to engage in online environments.

Improving students' capability in managing web-based platforms requires targeted strategies, including digital literacy training, orientation sessions, and continuous technical support. Empowering learners to become autonomous users of E-learning systems is essential for enhancing participation and learning outcomes²⁰. In the case of MAN 3 Nganjuk, strengthening students' competence in operating E-Learning Madrasah will not only improve their interaction with online resources but also foster greater independence in language learning. This reflects the broader educational goal of equipping students with the necessary skills to thrive in increasingly digitalized learning environments.

2. Web Management Challenges in E-Learning Systems

Effective web management is crucial for the smooth operation of E-learning platforms. Challenges such as inadequate system maintenance, poor user interface design, and lack of scalability can impede the learning process. These issues often

¹⁹ Handini, A. N. (2021). Students' perception towards the use of E-Learning Madrasah in supporting EFL learning during COVID-19 pandemic. IAIN Kediri. <https://etheses.iainkediri.ac.id/4085/>

²⁰ Ja'ashan, M. M. N. H. (2020). The challenges and prospects of using E-learning among EFL students in Bisha University. *Arab World English Journal*, 11(1), 124-137. <https://dx.doi.org/10.24093/awej/vol11no1.11>

lead to user frustration, decreased engagement, and technical difficulties during lessons. Some students might encounter technical challenges, including lack of technical support, inadequate home internet access, and complicated E-learning software, which hindered their learning experiences²¹.

Moreover, the integration of various digital tools and resources requires cohesive management strategies. Without proper coordination, students may encounter difficulties accessing materials, submitting assignments, or participating in interactive activities. Such barriers can diminish the effectiveness of the E-learning experience and hinder academic performance.

To mitigate these challenges, institutions should invest in robust IT infrastructure, user-friendly platforms, and dedicated technical support teams. Regular system updates, user training, and feedback mechanisms can also enhance web management and ensure a seamless E-learning experience for both teachers and students.

3. Limited Internet Connectivity as a Barrier to E-Learning

Limited internet access remains a significant barrier to effective E-learning, particularly in rural areas. Students with slow or unreliable connections often experience disruptions during online classes, leading to disengagement and missed learning opportunities. Students faced challenges such as poor internet connectivity

²¹ Ja'ashan, M. M. N. H. (2020). The challenges and prospects of using E-learning among EFL students in Bisha University. *Arab World English Journal*, 11(1), 124-137.
<https://dx.doi.org/10.24093/awej/vol11no1.11>

and limited access to certain online applications, which affected their ability to participate fully in E-learning activities²².

The digital divide exacerbates educational inequalities, as students from low-income backgrounds or remote locations struggle to access necessary resources. This disparity can result in lower academic performance and increased dropout rates, undermining the goals of inclusive education. Addressing this issue requires infrastructure development, such as expanding broadband access and providing affordable devices. Additionally, adopting low-bandwidth teaching strategies and offline resources can help bridge the connectivity gap and ensure equitable learning opportunities for all students.

4. Technical Issues Affecting E-Learning Engagement

Technical issues, including software glitches, hardware malfunctions, and platform incompatibilities, can disrupt the learning process and diminish student engagement. The complexity of E-learning platforms can also pose challenges for both students and teachers. Without adequate training and support, users may struggle to navigate systems, access materials, or participate in activities, further hindering the learning experience.

To mitigate these issues, institutions should provide comprehensive technical support, user-friendly interfaces, and regular system maintenance. Incorporating user feedback into platform development can also enhance usability and ensure that E-learning systems meet the needs of all users.

²² Ariyanti, A. (2020). EFL students' challenges towards home learning policy during COVID-19 pandemic. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 5(1), 1-15. <https://doi.org/10.21093/ijeltal.v5i1.649>

5. Pedagogical Challenges in Online EFL Instruction

The shift to online learning necessitates adaptations in pedagogical approaches. Traditional teaching methods may not translate effectively to digital platforms, requiring instructors to redesign curricula, incorporate multimedia resources, and employ interactive strategies to maintain student engagement. ELT practices could apply asynchronous strategies to reduce signal interference and time limitations in online teaching using the E-Learning Madrasah platform²³.

However, many teachers face challenges in implementing these changes due to limited training, lack of resources, and resistance to new methodologies. Without appropriate support, the quality of instruction may decline, impacting student learning outcomes.

To overcome these challenges, professional development programs focusing on digital pedagogy, collaborative planning, and resource sharing are essential. By equipping teachers with the necessary skills and knowledge, institutions can enhance the effectiveness of online EFL instruction and improve student engagement.

6. Students' Lack of Motivation

Motivation is a critical factor in student success, yet many learners experience a decline in motivation in online settings. Low student motivation in online learning can decrease productivity and learning outcomes, especially when

²³ Putri, N. R. (2019). Investigating English teaching strategies to overcome obstacles in online EFL instruction using E-Learning Madrasah platform. *Journal of English Language Teaching and Learning*, 2(1), 23-31.
<https://pdfs.semanticscholar.org/8051/50cee53a52aef45dc3d70a7e9593c29d77f8.pdf>

internet services are weak and instruction is poorly understood²⁴. The traditional school system, with its emphasis on rote memorization and standardized assessments, may not align with the interactive and self-directed nature of online learning. This misalignment can lead to a disconnect between students' learning preferences and the instructional methods employed, further diminishing motivation.

To address this issue, educational institutions should adopt student-centered approaches that promote active learning, provide timely feedback, and foster a supportive online community. Aligning instructional strategies with students' needs and interests can enhance motivation and improve learning outcomes in E-Learning environments.

C. E-learning Madrasah

1. The Implementation of E-learning Madrasah

There is no denying that the Covid-19 pandemic has completely altered how people live their lives in Indonesia and even around the world. In addition to being a hazard to everyone's health, Covid-19 also poses a risk to daily life, the economy, and even Indonesia's educational system in particular.

Online learning can be defined as various kinds of online learning media that can be used by schools to continue to carry out the mandate of education in Indonesia are applications that are often used in online learning, namely WhatsApp,

²⁴ Rahmawati, D. (2016). E-learning implementation: Its opportunities and drawbacks perceived by EFL students. ResearchGate. https://www.researchgate.net/publication/333225414_E-Learning_Implementation_Its_Opportunities_and_Drawbacks_Perceived_by_EFL_Students

Google Classroom, social media, and others²⁵. Within the Madrasah itself, an application for online learning has been provided, called E-learning Madrasah. Madrasah E-learning is a learning infrastructure to help in the world of education to keep it running smoothly, especially during the Covid-19 pandemic²⁶. Insiyah said that the E-learning Madrasah initiated by the Ministry of Religion is an application that can be used for free by teachers and students by visiting the website <https://elearning.kemenag.go.id/web>²⁷. This Madrasah E-learning designed so that online learning can be structured, interesting, and interactive.

Web-based technology was available for E-learning. The Ministry of Religion recently launched a new website as an online learning platform to aid in the teaching and learning process. Based on the statement of Gilbert, E-learning Madrasah is classified as fully web-based, where all parts of lectures are delivered online, there is no face-to-face interaction, and the entire course is conducted online²⁸. One of the Madrasah facilities, MAN 3 Nganjuk, has overhauled the majority of the educational system in order to enhance the amount of knowledge that is provided to each student there. Each class at MAN 3 Nganjuk that involved students during the Covid-19 epidemic was conducted online. In order to make the

²⁶ Nabilah, A. The Teachers' implementations Of Distance Learning During The Covid-19 Pandemic At Smp N 3 Bringin, 2020.

²⁶ Sutini, S., Mushofan, M., Ilmia, A., Yanti, A. D., Rizky, A. N., & Lailiyah, S. Efektivitas Pembelajaran Daring dengan Menggunakan E-learning Madrasah Terhadap Optimalisasi Pemahaman Matematika Siswa. JRPM (Jurnal Review Pembelajaran Matematika), 5(2), 2020. 124–136.

²⁷ Insiyah, S. J. E- Learning Madrasah Dan Solusi Pembelajaran Di Tengah-Tengah Pandemi Covid-19. Khazanah: Jurnal Edukasi, 2(2),. (2020). 139–147.

²⁸ Gilbert, Brittany, "Online Learning Revealing the Benefits and Challenges" (2015). Education Masters. Paper 303.

most of this online learning system, MAN 3 Nganjuk adopted an online learning platform.

E-learning Madrasah is one of the many free, easy-to-use, and feature-rich online learning tools. The Directorate of Institutional and Student Facilities Curriculum (KSKK), Ministry of Religion of the Republic of Indonesia, created the online learning program known as E-learning Madrasah. In order to make learning in madrasahs from Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA) more organized, appealing, and interactive, this application was created. With information on 23,813 Madrasahs utilizing the Madrasah servers and 5,690 Madrasah using the central server, there are currently 29,503 Madrasah using the E-learning Madrasah program. A total of 1,615,173 students used the servers, with 1,253,263 of those using the Madrasah server and 361,910 using the central server. 182,058 teachers utilize this application, with 134,843 utilizing the Madrasah server and 47,215 using the central server, according to the statistics. There are 308,007 online classes that have been created, with information on 268,967 of those utilizing a madrasa server and 39,040 using a central server.

2. The Features of E-learning Madrasah

According to Ministry of Religion (2019), the E-learning Madrasah offered a variety of features, particularly for the students. These included:

a. The Student Profile

The ability to examine personal data, such as name, NISN, gender, location, and date of birth, and to update it if there are changes

or correct it if there are errors. Additionally, students can modify their profile picture in this option.

b. The Madrasah Forum

Because it will automatically appear as the initial screen when students log into the application, serves as the home menu. Students can use this option to write to members of the Madrasah, including instructors and other students.

c. Online Class

By inputting the class code for the subject, students can join courses that the teacher has created in this menu. In addition, it displays the class of subjects the pupils have chosen. To enter the desired subject class, students simply click on it.

d. Notification

The alerts, announcements, and activities made by the Madrasah or subject professors are displayed in this way.

e. Classwork

The features that allow you to view every assignment, list of exams, and test created by the subject teacher. Displayed information includes class topics, assignment kinds, due dates, and whether or not they have been completed. This menu makes it simple for students to keep track of the chores they can perform, cannot do, need to accomplish right now, or have already finished.

3. How to use E-learning Madrasah

According to the Ministry of Religion's 2019 report, the following instructions were provided for students on how to use the E-learning Madrasah:

a. First step: Opening E-learning Madrasah website

Open E-learning through the following URL, <https://Madrasah,kemenag.go.id>, allowed free access to Madrasah from a smartphone or computer.

b. Second step: Login as the students

The Madrasah operator should register the pupils before they use this program. The students could then access the website by providing their NISNs (national student numbers) and passwords in the appropriate fields.

c. Third step: Joining the class

By entering the codes, students receive from each subject's teacher, the students could join the class in accordance with the subjects. Then, they can follow the online instruction after enrolling in the course thanks to E-learning Madrasah.

4. Advantages of E-learning

E-learning offered various benefits, according to Hadisi & Muna, First, because E-learning is so flexible, students can learn whenever and wherever they want. Second, economical and effective in the learning process. Third, complete and submit assignments electronically to reduce

the cost of travel and lodging. Fourthly, the students' capacity to learn self-discipline and independence was enhanced. Fifth, teachers and students are now more proficient in using technology. Sixth, increases kids' desire to learn. Improve your ability and output while you're learning. Eighth, the operating mechanism makes it simpler to acquire teacher feedback and evaluation after collecting the assignment. Allowing students to participate more actively in discussion forums is the ninth recommendation.²⁹

5. Disadvantages of E-learning

In addition to the benefits of online learning, Hadisi & Muna noted that there were also a number of drawbacks. First, since they had to access the same website almost daily, students who participated in online learning could become bored. Second, due to the need for stable networks for E-learning, not every location had a good internet connection. Third, misunderstandings regarding how to complete the assignment are frequently brought on by the indirect connection between teachers and students.³⁰

D. Previous Studies

Several previous studies explain, Sanad conducted the research on title “EFL Students' Perception and Attitudes Toward Facebook as an Educational Learning Tool”³¹. The study explained students have a strong and positive opinion of Facebook as a medium for online learning that

²⁹ Hadisi, dan Muna, *Pengelolaan Teknologi Informasi Dalam Menciptakan Model Inovasi Pembelajaran (E-learning)*, Jurnal Al-Ta’dib, 2015, 8, 127–132.

³⁰ Ibid.

³¹ 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

provides an excellent teaching and learning environment. The result of this study, participants had no prior experience with a Blended Learning Environment, although they were well-versed in online distance education.

Regarding to the types of Online platform, Dhamayanti investigated the use of Quizizz in an English e-classroom. The result found that Quizizz can be an appropriate E-learning media that can be used in English e-classroom. It can support the learning process and at the same way it can increase students' motivation to learn. Then, Cakrawati with her research on title "Students' Perception on the Use of Online Learning Platform in EFL Classroom" advised that students who participate in learning on virtual learning platforms use it as a user-friendly learning medium that allows them to engage with lecturers and friends outside of the classroom³². Students agreed that adopting electronic learning tools is advantageous since it saves time and effort. Furthermore, Spiers notes in another study that researching student learning experience tales allows researchers to better understand students' study habits, student satisfaction with programs that contribute to educational evaluation and improvement.

In addition, E-learning media may serve different types of platform both asynchronous and synchronous learning media. In the asynchronous E-learning, the class encourages some changes in the way English teachers teach and students learn. In this case, the students had implemented self-

³² Cakrawati, L. M. Students' Perception on the Use of Online Learning Platform in EFL Classroom. *English Language Teaching and Technology Journal*,(2017). 22-30.

access learning. Also, it is suggested that teachers need to provide synchronous E-learning into the process to help students understand the topics. As they can get interaction between the teachers and the material being taught. As it is supported by the research finding by Novia et al who found that in applying E-learning media, the teachers are also required not only provide interactive media but also to have interactive learning activity by having such kind of collaborative learning, mixed learning, interactive learning, experiential learning, and problem-based learning. Furthermore, related to research conducted by Brown et al. Regarding understanding student learning experiences, very little is conveyed in the news and in regular conversations about the difficulties that students affected by Covid-19 face in achieving learning outcomes at all levels of education. Investigating the effects and challenges of full student participation in individual and group learning using online tools for students and teachers, and the support provided by substandard technology during school closures³³.

Moreover, to be more specific, a study on Students' Perceptions on Synchronous and Asynchronous E-learning conducted by Friska found that using synchronous E-learning platform via video conference would be helpful facilitate students in two-way communication with the teachers. The participants said that either synchronous and asynchronous can help the

³³ Brown, N., Riele, K. te, Shelley, B., Woodroffe, J., 2020. Learning at home during COVID-19: effects on vulnerable young Australians (Report). Peter Underwood Centre for Educational Attainment. Google Scholar

students with the lesson no matter how sophisticated the technology is, the presence of teachers is important.

Others, a research on the benefits of implementing interactive learning using the E-learning conducted by Novia et al found that implementing different kinds of interactive multimedia could motivate students to learn anytime and anywhere. This study also found that learning using the interactive learning module, the teacher can provide different teaching method such as collaborative learning, mixed learning, interactive learning, experiential learning, and problem-based learning. This finding is also supported by Soliman who found that the use of E-learning in learning English can improve students' English skills in independent learning.

In addition, Avista et al investigated the use of E-learning Madrasah in MAN 1 Pangkalang Balai. The study reveals the teachers' challenges in using E-learning Madrasah, such as teachers' capability in managing the web (E-learning Madrasah), limited Connection, (4) technical issues, (5) pedagogical matters, and (6) lack of motivation in using web due to the school system. Further, a study conducted by Nur'aini found that the students felt satisfied in utilizing E-learning Madrasah. Thirdly, a study conducted by Mulyani shown that E-learning received a positive perception because it was effective.

The last research, entitled “Students’ E-learning Experience through a Synchronous Zoom Web Conference System” was written by Rahayu, covered that students agreed if they could interact comfortably before the

session, ask and answer questions, and participate in the learning process³⁴.

It was also revealed that students can submit feedback immediately via the screen sharing tool. This can aid in their collaborative learning process.

While, this present study explores students' learning experience in using E-learning Madrasah. By referring to the findings of the previous studies, the use of E-learning is a new way in the teaching and learning process that using electronic media.

³⁴ Rahayu, D. Students' E-learning Experience through a Synchronous Zoom Web Conference System. *Journal of ELT Research: The Academic Journal of Studies in English Language Teaching and Learning*, 5(1), (2020).68-79.