

Using an Institution Platform of E-Learning in English Language Teaching (ELT) Process at ITB AAS Indonesia

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E-learning relies on technology. It requires hardware, software, and network infrastructure. Most e-learning environments today are Web-based, so they can be accessed via Web browsers (using HTTP) over a TCP/IP network such as a university or campus network. The objective of this research is to describe the implementation and to find the strengths and weaknesses of the institution's platform of e-learning in ITB AAS Indonesia. This research is descriptive qualitative research. The result analysis shows that ITB AAS Indonesia has an e-learning system that can be accessed at <https://itbaas.ac.id/elearning/>. The learning process may be governed or managed by a system based on LMS (Learning Management System). The implementation of online English teaching by using e-learning consists include planning, implementation, and evaluation. In preparing English language teaching, the lecture follows instructions for creating materials. Before uploading material, the English lecturer prepares the material file that he/she wants to upload, fills in all material identities (title of the material, choice of courses, choice of class, material content) then uploads material files. In the implementation of English Language Teaching, the English lecturer prepares the media of video conferencing in online learning. The English lecturer carries out online learning by using Zoom meetings and YouTube Live Streaming. In evaluation, the English lecturer can evaluate by giving the mid-term and final semester tasks in the e-learning platform. The e-learning system in ITB AAS Indonesia has advantages, of course, it also has disadvantages. Therefore, the process of improving the e-learning application is still required and needs to be improved for the success of the teaching and learning process.

Keywords: Institution Platform, E-learning, English Language Teaching (ELT)

I. INTRODUCTION

Along with the times and the use of the internet in Indonesia and globally, the use of the internet can now also be used in the world of education which is also within the campus (Fitria, 2021c). Not only as a general information portal but also the internet can provide academic materials that are needed by students and teachers. In today's modern era, many people are already using the internet for use in their daily activities, including studying. Many campuses have implemented online learning better known as E-learning (Fitria, 2020a).

An e-learning system is a web-based learning site that can be accessed using the Internet or distance learning media. The E-learning system is also one of the most effective media used for students, especially students in the current pandemic era. E-learning as a contemporary learning method affects the transformation of conventional education into digital form (Harjanto & Sumunar, 2018). It is supported by Mutia & Leonard (2015) that e-learning brings the influence of conventional education in the transformation process into digital form, both contents (contents) and the system. The need for e-learning nowadays has become the main concern of educational institutions (Nurseha & Pradany, 2014). It is in line with Du et al. (2013) that E-learning, which emphasizes active involvement, contact, and cooperation between

students and teachers, is becoming increasingly significant in education for both students and teachers.

Picciano (2018) states that a course management system (CMS), often known as a learning management system, is essential software for an online education application (LMS). Both LMS and CMS platforms can be used as an e-learning environment with social characteristics in higher education (Troussas & Virvou, 2020). Learning Management System (LMS), is an e-learning system that is more widely used by institutions around the world (Tucker, 2012). The history of LMS has been revolutionary, today it stands as a successful e-learning technique that assists the instructor as well as the learner to attain educational goals (Habeeb, 2019). Learning management systems (LMS) is the conventional method of e-learning that is arranged as courses, many educators are using social software such as blogs, wikis, social networking sites, and social bookmarking sites to fulfill their evolving educational demands. If defined simply, an e-learning system is designed to manage, distribute, plan, and evaluate a particular learning process. This system can be a website-based system or an application-based smartphone or a hybrid system (web-based and application).

There are several advantages of LMS. 1) The LMS system can make it easier for teachers to distribute the subject matter and interact with students remotely by utilizing internet technology. 2) LMS is a

web-based system and enhanced application in its development to plan, manage, and deliver various learning methods both online and offline (blended learning). 3) LMS is a solution for students and teachers to understand the teaching and learning process effectively and efficiently. 4) LMS is a means of communication and interaction between students and students as well as between students and lecturers. 5) LMS helps teachers to provide learning materials and interactive features with students through discussions, file sharing, and forums. 6) LMS supports management such as delivery and tracking, inspection, planning, virtual classes, and online classes and is equipped with statistics. So that this will assist teachers in making substantial changes in the teaching and learning process. 7) LMS has interactive features that can be used by students with online discussion methods, video conferencing, or other interactive features arranged in the LMS system. 8) The main purpose of the LMS system is to track, monitor, pay attention, and determine what the teacher should do to improve student progress and performance in understanding the material presented by the teacher.

According to Fitria (2020b), E-learning is one of the impacts of the development of information and communication technology (ICT) technology applied in education using the accessible website. It is supported by Kats (2010) that E-learning is a technological endeavor that necessitates the acquisition of hardware, software, and network infrastructure. Most e-learning environments nowadays are Web-based, i.e., they are accessed via Web browsers (using HTTP) over a TCP/IP network such as the Internet or an intranet (e.g., a university campus network) (e.g., a university campus network).

In Indonesia, various learning systems have developed in web-based networks or e-learning, for example, Edmodo, Schoology, Moodle, Google Classroom, Ruangguru, Quipper Schools, and others, as well as web-based e-learning belonging to educational institutions. Currently, there are many campuses or universities, both public and private that already have an online learning system or e-learning (Santoso et al., 2020). Several educational institutions at the tertiary level that have used e-learning are the University of Indonesia, Bandung Institute of Technology, Gajah Mada University, University of Terbuka, University of Pendidikan Indonesia, and many more educational institutions in Indonesia (Simanihuruk et al., 2019).

Several previous studies have been conducted related to e-learning implementation by using several online platforms of online learning. First, Manggiasih (2016) states that Quipper School was utilized to teach ICT-based learning to the tenth-grade students at MAN

2 Ponorogo. Quipper School has the potential to make learning more fun and enjoyable. It was successful and efficient since the teacher could create an online class and invite the students to participate. Second, Alturki et al (2016) state that The interactive Blackboard Learning Management System is being adopted and implemented at King Saud University (LMSs). It demonstrates that 'Blackboard LMS is accessible and useful by teachers from various faculties for content delivery.' Third, Hertavi (2020) states that Edmodo-based e-learning is suitable for use in learning the History of Physics course at the Physics Education Study Program, University of Pattimura. Students responded well to the implementation of Edmodo-based e-learning. Fourth, Sara et al (2020) state that the use of Moodle-based e-learning is very suited for overcoming the limitations of conventional learning activities caused by the COVID-19 pandemic, and the availability of facilities and infrastructure is essential to achieving learning outcomes. Fifth, Sugiarto (2020) states that E-learning Schoology is a viable tool for improving learning outcomes for senior high school students studying physics. It can be seen from the last two scores that were acquired following the implementation of the fundamental E-learning strategy and its related modification method. Sixth, Fatimannisa, et al (2020) state that students of Athirah Islamic School Makassar's Senior High School had a positive perception of the usage of the Ruangguru application in their English learning. Ruangguru is popular among students who are learning English. Seventh, Tinungki & Nurwahyu (2020) state that the implementation of Google Classroom as an e-learning platform was rated as well based on learning results, and students' responses to the implementation were similarly positive. Eighth, Putra (2021) states that there is an increase in the average value of learning mathematics achievement from cycles 1,2, and 3 which was 70.70; 74.48, and 76.33. It means that the application of the Sevima Edlinkassignment method in online learning can improve students' achievement and discipline in learning mathematics.

All previous studies above have similarities with this research which also focus on e-learning or online learning. But, they have a difference in the object of study. The 1st research focuses on Quipper, The 2nd research focuses on Blackboard, the 3rd research focuses on Edmodo, the 4th research focuses on Moodle, the 5th research focuses on Schoology, the 6th research focuses on Ruangguru, 7th research focuses on Google Classroom, and the 8th research focuses on Edlink, and the 9th research focuses on Microsoft Teams. No research has discussed the use or implementation of institutional e-learning platforms or even to find out the strengths and weaknesses of the

platform. Therefore, the researcher is interested in discussing the implementation of an e-learning system owned by ITB AAS Indonesia. Therefore, the objective of this research is to investigate the use of institutional platforms of e-learning in ITB AAS Indonesia.

II. METHOD

This research applies descriptive qualitative research. This research is used to analyze social events, phenomena, or circumstances that utilize qualitative data and are described descriptively. It is supported by Aveyard et al. (2011) state that there is no use of statistics in qualitative research; the results are descriptive and interpretative.

The method of collecting data in this research is by using observation, especially participant observation. Observation by participants refers to the process of becoming a member of a club or organization for a period during which systematic observations are made, their views, values, opinions, perceptions, and preferences, for example, behavior and judgments (Groenland & Dana, 2019). Here, the researchers are also participants (English lecturers) involved in the teaching and learning process in ITB

AAS Indonesia in the Academic Year 2021/2022. The method of analyzing data in this research involved three steps qualitative analysis as stated by Miles et al (2018), they are data reduction, data display, and conclusion. Here, the researchers reduce data from various data that arise from the field. After that, the researcher combines the information that has been collected into the form of pictures, tables, graphs, and others. Furthermore, concluding the results of the data obtained

III. FINDINGS AND DISCUSSION

1. Findings

The E-learning platform of ITB AAS Indonesia as web-based learning is e-learning developed by the ITB AAS Indonesia institution and can be accessed through the website <https://elearning.itbaas.ac.id/> (Fitria, 2020). In the beginning step, the researcher as an English lecturer goes to the official website of ITB AAS Indonesia e-Learning. The view of e-learning can be seen below:



Figure 1. E-Learning ITB AAS Indonesia

In the figures above, there is a view of the E-Learning platform ITB AAS Indonesia. In the view is written “Online Lecture: In the face of this coronavirus pandemic situation, the ITB

AAS Indonesia Campus took the initiative to implement e-Learning as an online learning medium”.

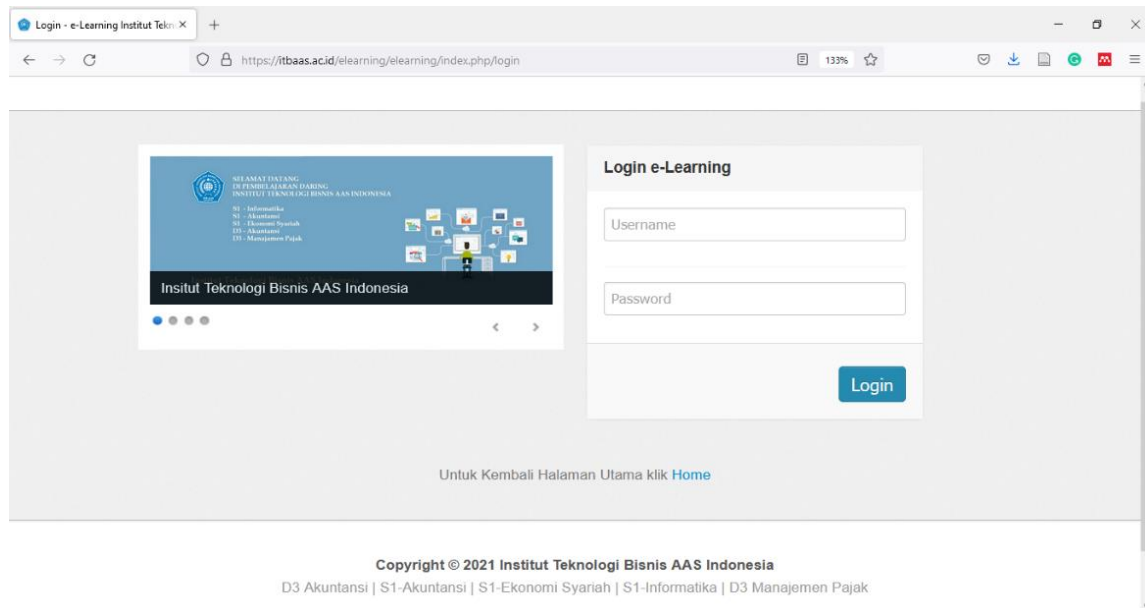


Figure 2. The Login Menu of E-Learning ITB AAS Indonesia

The figure above shows the login menu for accessing the E-Learning institution. The following are the steps to log in to use the e-learning application program. After that, the

English lecturers click Login e-Learning so it will appear as above. To be able to log in using the Username and Password that have been provided by the operator.

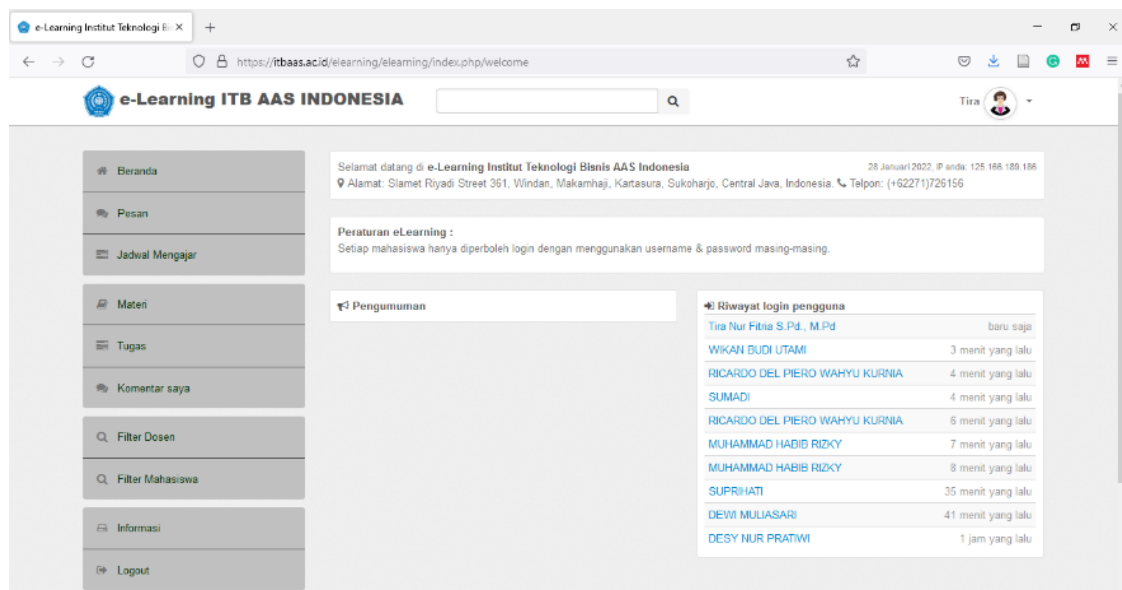


Figure 2. The Home Menu E-Learning ITB AAS Indonesia

The figure above shows that there are several menus in the E-Learning of ITB AAS Indonesia after the user (English lecturer’s login) such as home, message, teaching schedule, material, task, my comment, lecturer’s filter, student’s filter, information, and logout. In “Home Menu”, this menu functions as

the main page of the e-Learning Application, to view it, click the Home menu, and it will appear as follows. There is information on Institutional Addresses, Announcements from campus (to be filled in by the admin), and a History List, namely the history of when the user logs into the Application (it will automatically record) this can be used as a lecturer attendance in

monitoring student activity. In “Message Menu”, this page serves to create messages, and discussions for all users, both lecturers and students. The English lecturer can click the Message menu, the following page will appear. After clicking Write Message, it will appear in the recipient column, the English lecturer can type the name of the recipient (lecturer or student). After the contents of the message have been typed, then click send it will appear a view. There are the details of the messages sent, then the student page will appear as a view. (In the message menu there is one notification of incoming messages). After that, the students can click the message menu. After clicking, the message, students can also reply to the message. The message replied to by the student has been sent, then on the English lecturer’s page of the incoming message. In “Teaching Schedule Menu”, this page functions to create a lecture schedule (this schedule can be made by the campus admin or the lecturer herself, according to campus policy).

To know the implementation of the E-learning platform of ITB AAS Indonesia in the teaching and learning process, the English lecturer uses planning, implementation, and evaluation in English language teaching. The implementation of a lecturer’s pedagogic competence in online English teaching consists of three main competencies applied including planning,

implementation, and evaluation (Fitria, 2021a). The descriptions can be seen below:

2. Planning

In preparing English language teaching, there are several instructions for creating materials. Before uploading material, the English lecturer prepares the material file that he/she wants to upload (each material must have 1 material file). The English lecturer clicks the Material menu - then clicks “Add Material”. After that, fill in all material identities, starting from the title of the material, choice of courses, choice of class, material content, and uploading material files. The English lecturer needs to make sure to upload a material file each time he/she creates a material. She can click “Choose File”, search for the material according to the format, then select the material, then click “Save & Publish”, and consider the following example. In the last part, there are 2 selections “Publish & Concept”. If she/he wants to save the material without being seen by students, then she/he can select the concept. But if she/he wants the material to be seen in the student class, click Publish, and after that click “Update” After that, the material will appear in the following list of materials, we can view the material, edit and delete the material. To view the published material, please click “Details”, the view can be seen in the following figure:



Figure 4. Lecturer’s Planning in Teaching and Learning Process (1)

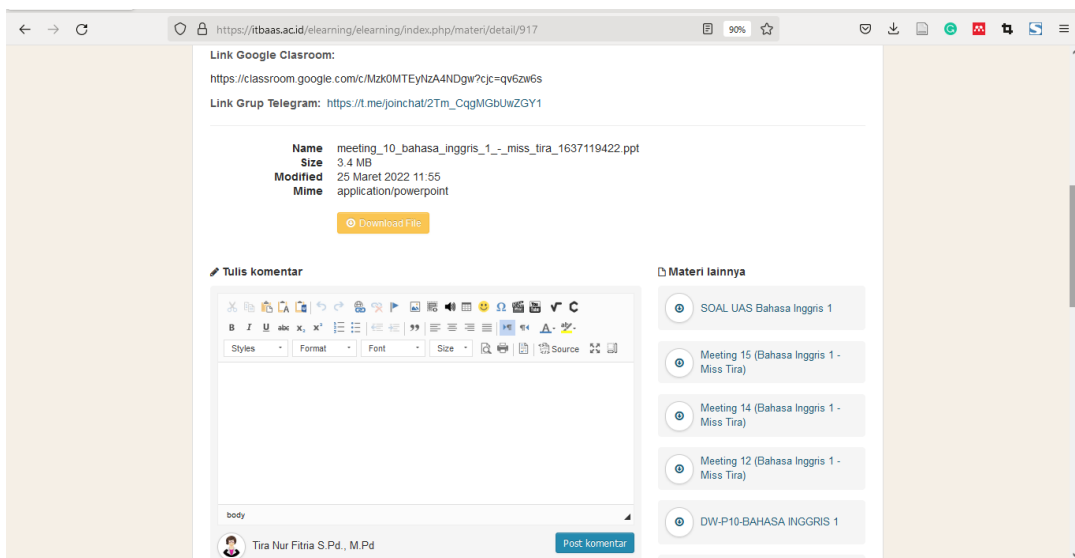


Figure 5. Lecturer's Planning in Teaching and Learning Process (2)

The figure above shows the English lecturer's plans for the teaching and learning process by using the E-Learning platform. The view shows the class that will be taught, posted by the lecturers, the date and time of the post, and how much file material is downloaded by the students in a class. The view also shows the subject being taught, such as "Bahasa Inggris 1" which consists of subject, semester, study program, semester credit unit, lecturer's name, lecturer's email, and lecturer's phone number.

After the description of the course is written, the picture above also shows the objectives of the course, namely: "After taking this course, students are expected to be able to understand the entire English material that has been given during the lecture process at this meeting.

Students can understand and apply 4 English skills, speaking, writing, and reading.), and listening (listening), and students can understand aspects of grammar (grammar/structure) and vocabulary (vocabulary) that have been studied/taught during this semester. In addition, English lecturers also write about the learning objectives of the course, namely "Students can understand, master and implement the Part of Speech or Tenses".

3. Implementation

In the implementation of English Language Teaching, the English lecturer prepares the media of video conferencing in online learning. The English lecturer carries out online learning by using Zoom meetings and YouTube Live Streaming.

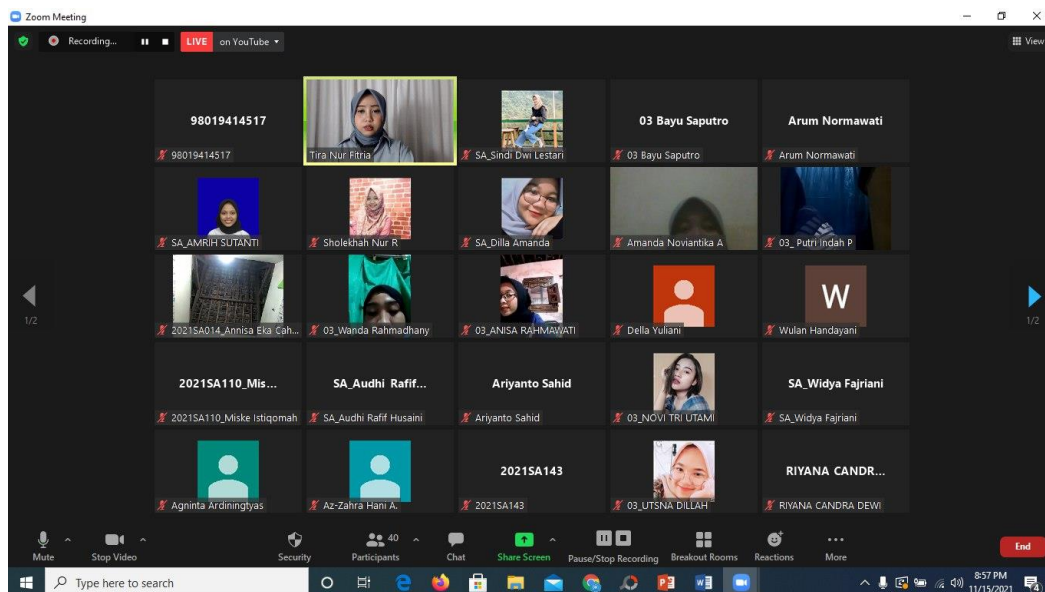


Figure 6. Teaching and Learning Process by Using Zoom Meeting

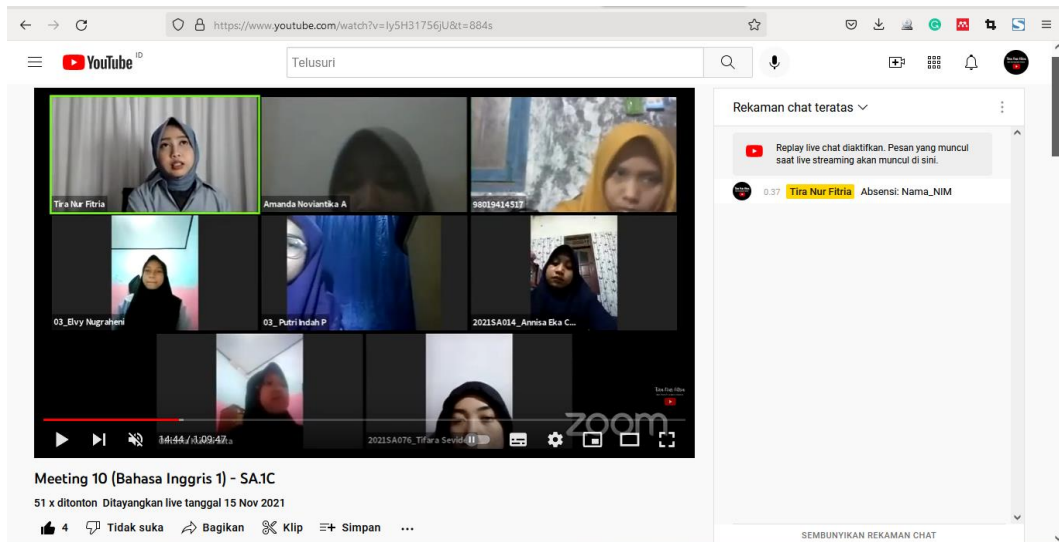


Figure 7. Teaching and Learning Process by Using Live Streaming YouTube

The recording and the streaming videos can be accessed on the English lecturer's YouTube Channel. The students can join Zoom meetings, YouTube Live Streaming, or both.

4. Evaluation

To know the student's ability with the material during the teaching and learning process, the English lecturer can evaluate by giving the mid-term and final semester tests in the e-learning platform. An example can be seen below:

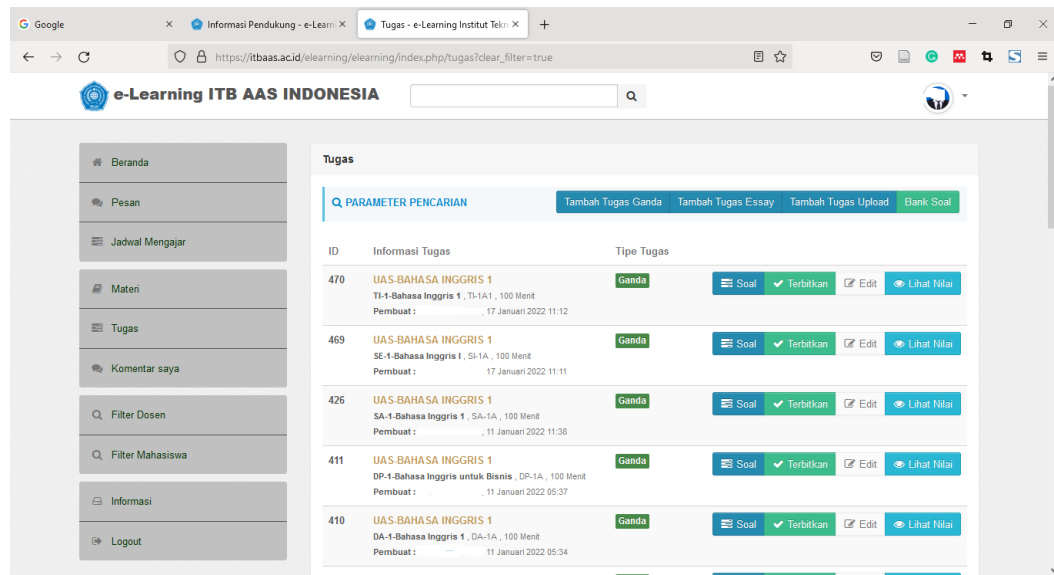


Figure 8. Giving Task as Evaluation

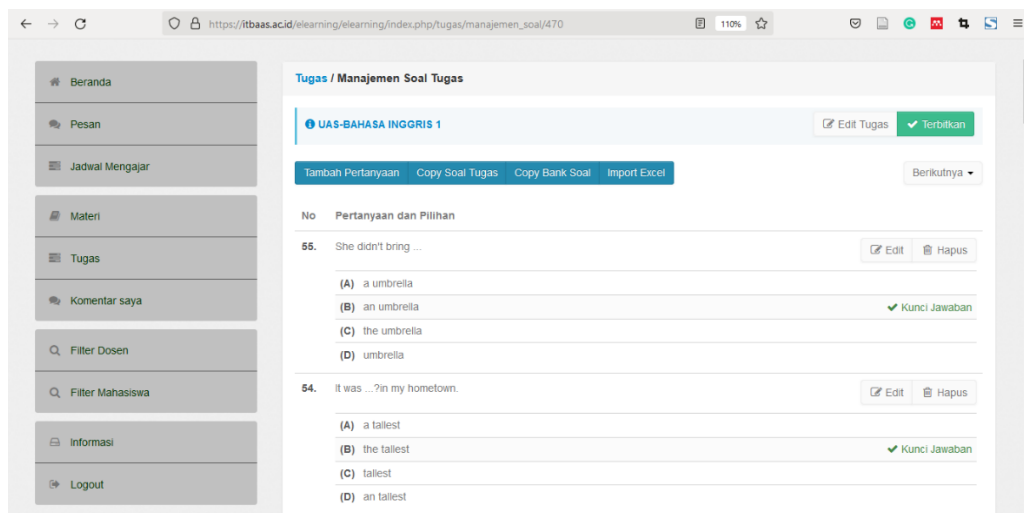


Figure 9. Using Multiple-Choice Questions for Students' Evaluation

The figure above shows that English lecturers can carry out mid-term and end-semester exams in e-learning. First, enter the Tasks menu page, then click “Add Multiple Tasks” if the lecturer wants to make multiple-choice questions. After that it will appear to create an identity for making assignments, the lecturer fills in all data starting from Title, Course, Class, Info, and Time (minutes), then clicks “Save”. After that a task creation form will appear, then click Import Excel. After that, a form will appear to import questions in .xls format. Then the lecturer clicks Choose File.

After that, the lecturer looks for the question file in .xls format then clicks Open, and

then clicks “Import”. After that, to publish the question, click Publish. If the lecturer wants to close the issue, click “Close”. To see a list of tasks, click the Tasks menu. Then the student can click the Task menu. If the student cannot do the assignment, the lecturer can reset the assignment (this can happen at any time). The way to reset the task is to click the “View Grades” menu. After that, the lecturer clicks “Reset” all students' answers. Then on the student page, just refresh. Students can start working on assignments by clicking “Start Working”. After the students have finished doing the test, the English lecturer can see the students' scores, as stated below:

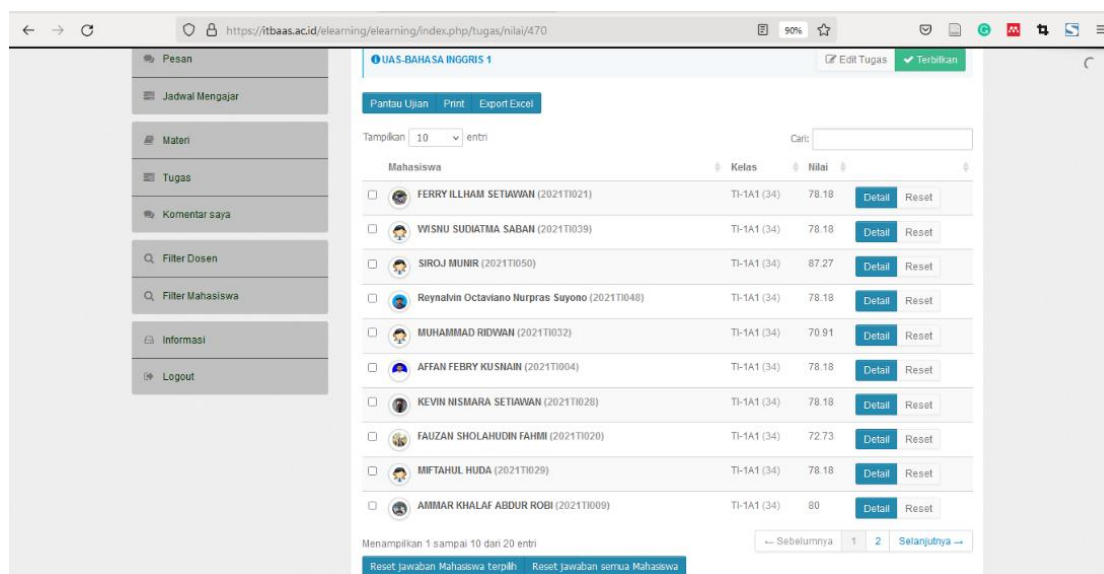


Figure 9. Students' Test Score

Based on the figure above shows that the English lecturer can see the student's scores. It shows that the student's scores are different, from the lowest and the highest score. The English lecturer does not

need to count the students' scores manually because the system of e-learning especially in students' tests appears automatically after the students finish doing the test.

IV. DISCUSSION

E-learning relies on technology. It requires hardware, software, and network infrastructure. Most e-learning environments today are Web-based, so they can be accessed via Web browsers (using HTTP) over a TCP/IP network such as a university or campus network. The result analysis shows that ITB AAS Indonesia has an e-learning system which can be accessed at <https://itbaas.ac.id/elearning/>. The e-learning application is a project that is being developed by the IT Lecturer Informatics Team at ITB AAS Indonesia and was released in 2021. The learning process may be governed or managed by a system based on learning standards in this application, which is based on LMS (Learning Management System). The user access permissions for this application are admin, teacher/lecturer, and student/student. Each of these access levels has its own set of capabilities and menu options. The responsibility of controlling the application system as a whole

can also handle data for teachers/lecturers and students for admin access permissions.

E-learning is the basis and logical consequence of the development of information and communication technology. E-learning is a type of teaching and learning that allows teaching materials to be conveyed to students using the Internet, Intranet, or other computer network media. Formal e-learning, for example, is learning with a curriculum, syllabus, subjects, and tests that have been arranged and arranged based on a schedule that has been agreed upon by the relevant parties. E-learning is a form of distance learning where students can communicate with their teachers at any time. Vice versa. E-learning covers all matters relating to learning using electronic media both online and offline, such as the Internet and intranets.

In the delivery of learning materials, e-learning has three types (Fitria, 2021b). First, synchronous. Synchronous allows teachers and students to meet directly at the same time via the Internet. This method indirectly requires supporting equipment for video and audio to communicate directly. Simply put, synchronous e-learning is similar to a teleconference (online e-learning). Second, asynchronous. Asynchronous, teaching materials such as e-books, digital journals, presentation materials, or videos are available on the Internet. Students can download material from sites or e-mails for self-study. This type of e-learning does not require the same location and time between teachers and students, and this type is usually called offline e-learning. Third, a combination of synchronous and asynchronous. Because it uses two methods at once, students can take teaching materials

from the internet, but interspersed with virtual meetings with teachers to get additional material or discussions.

In the implementation of a lecturer's competence in online English, teaching consists of three main competencies applied including planning, implementation, and evaluation. In the planning of English Language Teaching, the English lecturer prepares the English language teaching. This activity relates to learning design, which entails comprehending educational foundations, applying learning and learning theory, determining learning strategies based on student characteristics, desired competencies, and instructional materials, and developing learning designs based on the chosen learning objectives. there are several instructions for creating materials. Before uploading material, the English lecturer prepares the material file that he/she wants to upload (each material must have 1 material file). The English lecturer clicks the Material menu - then clicks "Add Material". After that, fill in all material identities, starting from the title of the material, choice of courses, choice of class, material content, and uploading material files.

In the implementation of English Language Teaching, the English lecturer prepares the media of video conferencing in online learning. This activity relates to building up learning environments and conducting supportive learning. Using information and communication technology to organize educational development activities. The English lecturer prepares the media for online instruction. The English instructor utilizes video conferencing in online instruction by using Zoom Meetings and YouTube Live Streaming. The English lecturer's YouTube channel hosts the streaming video. If students are unable to join the English class through Zoom, they may alternatively participate via YouTube Live Streaming. However, students may participate in both. Students can view the missed class by accessing the Lecturer's YouTube Channel.

In the evaluation of English Language Teaching, the English lecturers give an evaluation to know the students' ability about the material during the teaching and learning process, the English lecturer can evaluate by giving the mid-term and final semester test in the e-learning platform. This skill relates to the assessment and evaluation of learning processes and outcomes, as well as the application of assessment and evaluation results. Develop and implement learning evaluations, which include developing and implementing ongoing evaluations (assessments) of learning processes and outcomes using a variety of methods, analyzing the results of the evaluation of processes and learning outcomes to determine the mastery level of learning,

and utilizing the results of learning assessments to improve the overall quality of the program.

Meanwhile, teachers'/lecturers' access privileges are important for giving materials, tasks, and discussions/messages to students. Meanwhile, teachers'/lecturers are the only ones who can provide students with knowledge, resources, tasks, and discussions/messages. During online classes, this tool may detect active and passive students. Apart from that, this application can send out announcements or information that can be accepted by all students. This application may manage learning based on the syllabus and lesson plans, ensuring that the lecture learning program follows the lecture standards.

The program's objectives from this e-learning application were built as an online distance learning medium that allows professors and students to study more easily. Because this program is built on LMS (Learning Management System), all learning ideas may be managed according to the lecture learning system, which refers to the Syllabus and RPS. E-learning apps can be created to assist distant lectures for the 2020/2021 odd semester, which will be implemented at the start of the next academic year. ITB AAS has used e-learning both offline and online. Regardless of the type of use, e-learning provides many advantages.

There are some advantages of developing this e-learning application program, such as 1) Assisting the university in managing the learning process in light of the present coronavirus outbreak. 2) Assisting lecturers with the lecture process, which may be done remotely through the internet and using an LMS system. 3) Assisting campus students with online distance learning and the use of a learning management system (LMS). Based on the observation of E-learning ITB AAS Indonesia, the researcher finds some features of this e-learning application, are 1) Multi-User (Admins, Lecturers, and Students can all use this program), 2) Using an online application: This application may be accessed using internet-connected laptops, computers, and smartphones. 3) using SISFO Information System: Campus Information, Study Programs, Semesters, Classes, and Content of Lecture Materials (Lecture Summary). There are also other features including 1) Announcement Menu: To keep all students and instructors informed. 2) Message Menu: To be utilized as a forum for user conversation (lecturers and students). 3) Teaching Schedule Menu: The Teaching Schedule Menu allows lecturers to create their lecture schedules so that they may deliver information to students. 4) Lecturers can contribute material in the form of text/narrative and files using the Material Menu. 5) Lecturers can generate multiple-choice assignments, essays, and files from the task menu. 6) Remarks menu: To get a summary of the user's

previous comments. 7) Lecturer Filter: This allows you to search for lecturer data based on certain criteria. 8) Student Filter: To locate student information based on a set of parameters. 9) Video Conferences menu: This menu solely provides lessons on how to use Google Meet to hold video conferences. 10) Login Log: Displays the history of the user's traces when logging into the program. 11) Export assignment grades: Assignment grades may be exported into Excel format. 12) Print the Assignment Value Report: You may save the assignment value as a.pdf or print it. 13) This program can store more than 1000 user records. 14) This program is capable of resuming the presentation of over 100 different courses, and 15) There is a user login security feature, which means that each user can only log in once at a time, preventing them from logging in several times.

Besides, there are several weaknesses of this e-learning application program. Because this program contains a large amount of data, it will most likely take a long time to open or access the e-learning website. The design of this program will only appear nice when viewed on a laptop or computer; if it is opened on a cellphone or smartphone, the display will be broken. To fix this, set the cellphone to desktop mode. When creating the content, it may only be shared within the Study Program – Semester category, not by class. Lecturers are granted permission to exchange materials in multiple classes and classes, therefore it is feasible for them to transmit incorrect materials. There are currently no features for importing and exporting user data in this application. There is no import function for multiple-choice and essay assignments when manually assigning multiple-choice questions. There is no video conferencing feature, however, there is a video conferencing instruction. A separate program is required to print the value as an a.pdf file. There is currently no permanent learning record, and there is no installation version for this app on the smartphone.

The development of e-learning or online education is currently at quite an encouraging stage. Currently, there are quite a several institutions that carry out learning innovations using information and communication technology. Several challenges are still faced in online education in Indonesia. First, is the lack of support from stakeholders and management in the implementation of e-learning. This obstacle usually exists in institutions that have not fully realized the potential and opportunities for using e-learning to support the learning process in the current era. Second, the readiness of infrastructure in several regions is still relatively far from expectations for the optimal implementation of e-learning. Whereas infrastructure is a fundamental factor in the implementation of e-learning. Third, is the lack of utilization of the facilities

in Learning Management Systems (LMS) for the learning process. Although some institutions already have an e-learning system, its use is still limited to a repository of learning materials and has not made much use of the interaction features between lecturers and students. The use of online learning systems in Indonesia has begun to move away from just the use of LMS and other ICT-based tools, to a process of in-depth study (research) to see the extent of the impact of the use of online learning systems on student learning achievement and teaching effectiveness. done by the lecturer. Harry said that Online Education Research needed to be carried out, especially considering the number of universities, the number of students, the number of lecturers, and the opportunities for online education in Indonesia.

There are several challenges still facing e-learning in Indonesia. First, there is still a lack of support from stakeholders and management in implementing e-learning. These obstacles usually exist in institutions that are not fully aware of the potential and opportunities for using e-learning to support the learning process in the current era. Second, infrastructure readiness in several regions is still relatively far from expectations for optimal e-learning implementation. Even though infrastructure is a fundamental factor in the implementation of e-learning. Personally, Harry likens e-learning to a banking system where the system availability must be available 24 hours a day, 7 days a week. Third, the a lack of utilization of facilities in Learning Management Systems (LMS) for the learning process. Even though some institutions already have e-learning systems, their use is still limited to learning material repositories and they still don't make much use of the interaction features between lecturers and students. The use of online learning systems in Indonesia has started to move from simply using LMS and other ICT-based tools, towards an in-depth study (research) process to see the extent of the impact of using online learning systems on student learning achievement and teaching effectiveness. done by the lecturer. Harry revealed that Online Education Research is very urgent to do, especially when looking at the number of universities, the number of students, the number of lecturers, and opportunities for online education in Indonesia. Apart from these three things, there are still other challenges that need to be addressed immediately to increase the acceleration of e-learning in the country.

V. CONCLUSION

The learning process may be governed or managed by a system based on LMS (Learning Management System). The implementation of online English teaching by using e-learning consists include

planning, implementation, and evaluation. In preparing English language teaching, the lecture follows instructions for creating materials. Before uploading material, the English lecturer prepares the material file that he/she wants to upload, fills in all material identities (title of the material, choice of courses, choice of class, material content) then uploads material files. In the implementation of English Language Teaching, the English lecturer prepares the media of video conferencing in online learning. The English lecturer carries out online learning by using Zoom meetings and YouTube Live Streaming. In evaluation, the English lecturer can evaluate by giving the mid-term and final semester tests in the e-learning platform. The e-learning system in ITB AAS Indonesia has advantages. Besides, there are several weaknesses of this e-learning application program

The development of e-learning or online education is currently at quite an encouraging stage. Currently, there are several universities for example ITB AAS Indonesia that carry out learning innovations using information and communication technology. The use of online learning systems in Indonesia has begun to move away from just the use of LMS and other ICT-based tools, to a process of in-depth study (research) to see the extent of the impact of the use of online learning systems on student learning achievement and teaching effectiveness done by lecturers. The e-learning system in ITB AAS Indonesia, besides having advantages, of course, also has disadvantages. Therefore, the process of improving the e-learning system is still being carried out to provide smoothness for the teaching and learning process.

Learning is one of the subsystems that cannot be separated from the direction of change caused by the presence of e-learning. Various kinds of learning strategies and methods have been carried out but learning that liberates students has not been achieved. The breadth of mastery of knowledge in students needs to continue to be developed independently. With the implementation of e-learning in the world of education, it is hoped that it will be an alternative for students to develop their knowledge and knowledge more broadly. Students can learn more freely and independently so that educational goals can be achieved properly. All efforts need to be addressed so that e-learning-based learning can be carried out properly. These improvements can be made to human resources, infrastructure, curriculum, and applicable policies. If improvements to these aspects have been carried out, e-learning-based Indonesian language learning will certainly be well achieved.

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