

Lecturers' Perceptions of the Use of E-Learning in Supporting Performance in the English Language Education Study Program

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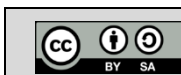
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Abstract

This research aims to explore lecturers' perceptions of the use of e-learning in supporting performance in the English Language Education Study Program. Data was collected through a survey using a questionnaire distributed to lecturers at several universities. The research results show that the majority of lecturers have good knowledge about e-learning and recognize its benefits in supporting the learning process. However, problems related to accessibility and quality of internet networks are a major concern, with most lecturers stating that e-learning is ineffective for students in areas with limited internet access. Despite facing technical challenges, the majority of lecturers still feel happy and satisfied in using e-learning as a learning medium. In conclusion, efforts to improve technological infrastructure, training and support related to e-learning must be strengthened to improve the quality of learning and performance of lecturers in the English Language Education Study Program.

Keywords: E-Learning, Lecturer Perception, Performance, English Education Study Program



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INTRODUCTION

The rapid development of information and communication technology (ICT) has brought profound changes to various aspects of life, particularly in the field of education. ICT has enabled faster, wider, and more efficient access to information, a capability previously difficult to achieve through traditional methods (Yulianti, 2020). In education, ICT has ushered in numerous innovations that have not only modernized teaching and learning methods but also enhanced the overall quality of education. One of the most significant innovations is e-learning, which has opened up new opportunities for learning and interaction between lecturers and students (Jaelani, 2019).

E-learning offers an unprecedented level of convenience and flexibility, enabling both lecturers and students to access learning materials anytime and anywhere, without being restricted by time and location (Susanto, et al., 2021).

Digital platforms such as Learning Management Systems (LMS), video conferencing tools, and interactive learning applications facilitate more personalized learning tailored to individual needs. This flexibility has been especially valuable during situations where face-to-face learning becomes difficult, such as during the COVID-19 pandemic, where e-learning became a critical solution to ensure educational continuity (Sari, 2019).

Besides providing flexibility in accessing materials, e-learning fosters more dynamic interactions between lecturers and students (Anugrah, et al., 2022). Features like discussion forums, chats, and video calls allow for real-time communication, enabling lecturers to provide direct feedback, conduct group discussions, and monitor student progress effectively. Furthermore, e-learning platforms allow the use of multimedia resources such as videos, audio files, and animations, which make learning materials more engaging and easier to understand (Hartanto, 2018). These factors enhance not only accessibility and flexibility but also the quality of interactions and the overall learning experience (Indah, et al., 2023).

Several studies have highlighted the positive effects of e-learning on student motivation. For example, Sharaf (2023) suggests that e-learning significantly boosts student motivation, helping them to actively engage in the learning process. The availability of digital tools, immediate feedback, and access to various resources supports students in deepening their understanding and fostering independent learning. Similarly, e-learning allows for greater personalization, as students can learn at their own pace, adjust their learning strategies, and explore topics in more depth (Putri, 2020). Furthermore, studies such as those by Shadieff et al. (2019) and Chen (2022) emphasize that mobile-assisted and app-based learning in particular, have been shown to enhance student engagement and language proficiency.

In the context of the English Language Education Study Program, e-learning provides new opportunities for lecturers to implement modern and relevant teaching methods that meet the evolving demands of both students and the broader educational landscape (Wulandari, et al., 2021). By integrating technology into the curriculum, lecturers can enrich the learning experience and better prepare students for the challenges posed by an increasingly digital world. Moreover, e-learning in this program helps to align teaching methods with the current digital shift, allowing students to become more engaged and better equipped to thrive in an information-rich environment.

The potential of e-learning to improve the quality of learning in the English Language Education Study Program is vast (Nugroho, 2019). It enables lecturers to deliver materials in more diverse and efficient ways, utilizing digital tools such as learning videos, discussion forums, and quizzes to reinforce the learning experience. Additionally, features like video-based learning, online assignments, and instant feedback systems allow lecturers to monitor progress and provide timely support (Cahyono, et al., 2022). E-learning also provides a wider array of learning materials

and creates a more engaging and interactive environment (Raharjo, 2018). Lecturers can share various educational resources, such as academic journals, podcasts, and videos, offering students a broader perspective and enriching their knowledge base. Interactive applications and digital simulations further enhance the learning experience, making it enjoyable and accessible to a wider audience (Fitriani, et al., 2022).

Despite its benefits, e-learning faces several challenges that must be addressed for its optimal implementation. A major obstacle is the lack of technical skills among both lecturers and students, which can hinder effective use of e-learning platforms (Kartika, 2020). Moreover, issues related to inadequate infrastructure, such as limited internet access and outdated technological devices, often limit e-learning's effectiveness, particularly in remote areas (Sismira Yumiarti & Ambiyar, 2020). Resistance to change in pedagogical practices is another barrier, as many lecturers remain comfortable with conventional teaching methods and may resist the adoption of new technologies (Indrawan, et al., 2024).

Lecturer perceptions of e-learning are influenced by several factors, including their previous experience with technology, institutional support, and attitudes toward pedagogical changes. Lecturers with prior positive experiences with technology are generally more open and willing to adopt e-learning (Setiawan, et al., 2023). Institutional support, such as adequate training and access to resources, plays a critical role in shaping positive perceptions of e-learning (Wicaksono, 2021; Shareef et al., 2024). Moreover, lecturers' willingness to embrace pedagogical innovations is essential for effective implementation of e-learning in the curriculum. By understanding these factors, educational institutions can create more targeted strategies to support lecturers in incorporating e-learning tools effectively into their teaching (Dewi, et al., 2023).

This research seeks to investigate how lecturers perceive the use of e-learning and the factors that influence these perceptions within the English Language Education Study Program. Understanding these perceptions is crucial for designing more effective strategies to support lecturers in integrating e-learning in their teaching practices. By addressing the challenges associated with e-learning and leveraging the factors that shape lecturers' perceptions, educational institutions can improve the effectiveness of e-learning initiatives and contribute to the overall improvement of the quality of education.

The findings of this research are expected to provide valuable insights into the benefits and challenges of e-learning, particularly in the context of language education. By understanding lecturers' perceptions, institutions can develop policies and strategies that will improve the adoption of e-learning and ensure its optimal integration into the curriculum. Ultimately, the goal is to enhance the learning experience for students and help lecturers perform more effectively in a digitally-driven educational environment.

METHOD

The research employed a quantitative approach utilizing survey methods to gather and analyze data systematically. This approach was chosen as it allows for the measurement and analysis of numerical data, providing findings that can be generalized. Surveys were selected as the data collection method because they are an effective tool for collecting information from a large number of respondents in a relatively short period. In this study, surveys were conducted by distributing questionnaires to lecturers within the English Language Education Study Program across several universities.

Data collection involved the distribution of a questionnaire designed to assess lecturers' perceptions of e-learning and its role in supporting their performance. The questionnaire included questions addressing lecturers' experiences with e-learning, its perceived benefits, the challenges they encountered, and the support they received from their institutions. To maximize efficiency, the questionnaires were distributed online or via email, which enabled the researcher to reach lecturers from multiple universities conveniently.

Once the data was collected, both descriptive and inferential statistical techniques were used to analyze the responses. Descriptive statistics were employed to summarize the basic characteristics of the data, including frequency distributions, averages, and percentages, providing an overview of lecturers' perceptions of e-learning. Subsequently, inferential statistics, such as t-tests and regression analysis, were applied to test the research hypotheses and explore the relationships between variables. These analytical techniques enabled the identification of significant factors that influence lecturers' perceptions of e-learning and its impact on their performance.

RESULTS AND DISCUSSION

Results of Descriptive Statistical Analysis

Respondent Description

Table 1 below summarizes the descriptive statistics of the data collected from 100 lecturers across various universities in the English Language Education Study Program.

Table 1 – Statistical Descriptive Test Results

Descriptive Statistics	N	Minimum	Maximum	Sum	Mean	Std. Deviation
P1	100	4	5	455	4.55	0.500
P2	100	4	5	450	4.50	0.503
A1	100	4	5	453	4.53	0.502
A2	100	1	2	150	1.50	0.503
A3	100	3	5	399	3.99	0.785
A4	100	1	2	148	1.48	0.502
K1	100	3	5	402	4.02	0.791
K2	100	2	4	300	3.00	0.765
K3	100	2	3	250	2.50	0.503
S1	100	1	2	149	1.49	0.502

S2	100	1	2	152	1.52	0.502
S3	100	4	5	451	4.51	0.502
TOTAL	100	33	43	3759	37.59	1.886
Valid N (listwise)	100					

The sample consisted of 100 lecturers with varied levels of experience in e-learning. 60% of participants had more than five years of experience using e-learning, while 40% were relatively new, having used it for 1-5 years. This diversity in experience provides a broad perspective on the use of e-learning and its challenges and benefits.

Aspects of Knowledge

Table 2 presents the knowledge aspect of the lecturers regarding e-learning.

Table 2 – Knowledge Aspect Test Results

Statistics	P1	P2
N	100	100
Mean	4.55	4.50
Median	5.00	4.50
Std. Deviation	0.500	0.503
Sum	455	450

The results show that the majority of lecturers have a strong understanding of e-learning. 91% of respondents agree that e-learning is an important tool for education, enhancing the distribution of materials and assignments. Additionally, 90% acknowledge that e-learning simplifies the communication of information, suggesting that lecturers recognize its significant role in modern education.

Aspect of E-Learning Accessibility

Table 3 shows the results regarding the accessibility of e-learning for lecturers.

Table 3 – E-Learning Accessibility Aspect Test Results

Statistics	A1	A2	A3	A4
N	100	100	100	100
Mean	4.53	1.50	3.99	1.48
Median	5.00	1.50	4.00	1.00
Std. Deviation	0.502	0.503	0.785	0.502
Sum	453	150	399	148

E-learning offers significant flexibility, with 95.8% of lecturers agreeing that it allows learning anywhere and anytime. However, 75% report that e-learning is ineffective in areas with limited network coverage, revealing accessibility barriers. Additionally, 79.8% find the operation of e-learning platforms easy, yet 74% highlight the issues related to unstable networks and inadequate access to technology.

Benefit Aspect

Table 4 presents the benefits of e-learning for lecturers.

Table 4 – Benefits Aspect Test Results

Statistics	K1	K2	K3
N	100	100	100
Mean	4.02	3.00	2.50
Median	4.00	3.00	2.50
Std. Deviation	0.791	0.765	0.503
Sum	402	300	250

80.4% of lecturers agree that e-learning helps them create teaching materials more efficiently, with 75% acknowledging that it enhances the quality of interactions between lecturers and students. However, 83.3% of lecturers find it difficult to monitor students effectively, indicating challenges in student engagement and participation during e-learning sessions.

Satisfaction Aspect

Table 5 shows the satisfaction level of lecturers regarding e-learning.

Table 5 – Satisfaction Aspect Test Results

Statistics	S1	S2	S3
N	100	100	100
Mean	1.49	1.52	4.51
Median	1.00	2.00	5.00
Std. Deviation	0.502	0.502	0.502
Sum	149	152	451

Despite the challenges such as network problems and the need for technical skills, 90.2% of lecturers are satisfied with using e-learning as a teaching medium. They appreciate its flexibility, interactive features, and the ability to enrich their teaching methods.

Classic Assumption Test Results

Normality Test

Table 6 presents the results of the normality test.

Table 6 – Normality Test Results

Test	Unstandardized Residual
N	100
Kolmogorov-Smirnov Z	1.317
Asymp. Sig. (2-tailed)	0.062

The Kolmogorov-Smirnov test results show that the data is normally distributed ($p > 0.05$), indicating that the assumptions of normality were met for the analysis.

Linearity Test

Table 7 presents the results of the linearity test.

Table 7 – Linearity Test Results

ANOVA Table	Sum of Squares	df	Mean Square	F	Sig.
Performance * E-Learning	10.580	7	1.511	0.652	0.712
Linearity	2.011	1	2.011	0.867	0.354
Deviation from Linearity	8.570	6	1.428	0.616	0.717

The linearity test results ($p > 0.05$) suggest that there is a linear relationship between the use of e-learning and lecturer performance.

Regression Analysis Test

Table 8 presents the results of the regression analysis.

Table 8 – Regression Analysis Test Results

Coefficients	B	Std. Error	Beta	t	Sig.
(Constant)	19.310	2.413		8.001	0.000
E-Learning	-0.110	0.117	-0.095	-0.942	0.348

The regression results indicate a negative relationship between the use of e-learning and lecturer performance ($\beta = -0.110$), suggesting that an increase in the use of e-learning may slightly decrease lecturer performance, though this relationship was not statistically significant ($p > 0.05$). The regression equation for this relationship is: $Y = 19.310 - 0.110X$.

This equation models the relationship between e-learning usage and lecturer performance in the context of the English Language Education Study Program.

Discussion

This study reveals critical insights into lecturers' perceptions of e-learning in the English Language Education Study Program, highlighting both the positive outcomes and significant challenges encountered during its implementation. The results affirm that a substantial majority of lecturers have a high level of knowledge about e-learning and acknowledge its potential to enhance teaching and learning. A remarkable 91% of respondents affirmed that e-learning is essential in facilitating the distribution of learning materials and assignments, reinforcing the perception that e-learning plays a central role in modernizing educational practices. This is consistent with research by Sharaf (2023), which found that e-learning increases student motivation and engagement by providing access to learning resources in an efficient and flexible manner. Additionally, the ease of information delivery via e-learning, supported by 90% of respondents, reflects the growing recognition of e-learning as a means to enhance communication, making it more efficient and accessible for both lecturers and students.

The positive impact of e-learning on communication is further validated by findings from Shadieff et al. (2019) and Şentürk (2021), who both emphasized the

ability of e-learning platforms to foster real-time interaction, dialogue, and feedback. In this study, lecturers highlighted how e-learning allows for more dynamic, interactive, and student-centered communication through tools such as video calls, discussion forums, and online assessments. This aligns with the shift in education towards more interactive and personalized learning experiences, as emphasized in various studies (e.g., Mazlan et al., 2021). These tools facilitate deeper engagement and a more collaborative approach to language learning, which is especially important in the context of language acquisition.

While the perceived benefits of e-learning are evident, significant barriers regarding access and infrastructure were also identified. A striking 75% of lecturers expressed concerns that e-learning is ineffective for students who live in areas with limited or no internet connectivity. This issue of accessibility is compounded by disparities in technological infrastructure, which significantly hinders the effectiveness of e-learning, particularly in rural or remote areas. These findings echo the results of previous studies such as Prasetyo (2020) and Wijayanti (2021), which similarly identified that infrastructural limitations, including unreliable internet and inadequate technological resources, present ongoing challenges to the successful implementation of e-learning in educational settings. In line with these studies, this research underscores the necessity of addressing infrastructure gaps to ensure that e-learning can be implemented equitably and effectively across diverse geographical regions.

Additionally, 74% of lecturers in this study agreed that network instability and technological access are major barriers to the successful adoption of e-learning. This reflects the reality that without stable and widespread internet access, the potential of e-learning cannot be fully realized. These challenges, related to both infrastructure and the technical capabilities of lecturers and students, need to be prioritized by educational institutions. The findings suggest that addressing these issues is key to overcoming the barriers that limit the effectiveness of e-learning in many educational contexts, particularly in higher education and language studies.

Despite these challenges, the study found that 90.2% of lecturers still report high levels of satisfaction with the use of e-learning as a learning medium. This satisfaction likely stems from the flexibility and versatility e-learning offers, allowing for asynchronous learning, easy access to a variety of learning materials, and the ability to track student progress. In a similar vein, Ramadhan (2021) also found a positive correlation between the use of e-learning and improved academic outcomes, as long as technological infrastructure is sufficiently robust. The satisfaction reported by lecturers in this study highlights the significant potential of e-learning to improve the quality of teaching and learning, even in the face of challenges related to its implementation. As such, while lecturers face obstacles, the positive reception of e-learning indicates that they see its benefits outweighing the

challenges, signaling a strong willingness to continue using e-learning in their teaching practices.

Furthermore, the results suggest that the continued investment in technological infrastructure and lecturer training is crucial to fully unlocking the potential of e-learning. Lecturers who are well-trained and confident in using e-learning tools are more likely to incorporate these technologies into their teaching methods and maximize their effectiveness. This finding aligns with research by Kohnke (2020) and Alabay & Baştürk (2021), who emphasize that providing adequate support and professional development is essential for ensuring that lecturers can use e-learning technologies effectively. In this study, the satisfaction and engagement of lecturers can be enhanced by reinforcing their technical skills through comprehensive training programs that focus on practical e-learning applications.

Moreover, the integration of e-learning into the curriculum should also be accompanied by an institutional commitment to creating a robust support system. This support system should address both the technical aspects of e-learning and the pedagogical strategies required to enhance learning outcomes. In light of these findings, educational institutions should prioritize creating a conducive environment for e-learning, which includes providing access to reliable internet infrastructure, offering continuous professional development for lecturers, and fostering a culture of innovation and adaptability within the teaching community.

The results of this study reinforce the importance of e-learning in the English Language Education Study Program, illustrating its benefits in improving teaching flexibility, communication, and engagement. However, significant challenges related to infrastructure, accessibility, and technical skills must be addressed to ensure that e-learning can reach its full potential. By improving technological infrastructure and providing ongoing support and training for lecturers, educational institutions can optimize the use of e-learning, enhance teaching quality, and improve the overall educational experience for both lecturers and students. These efforts will not only help to overcome existing barriers but will also contribute to the sustainable growth of e-learning as an integral part of modern education.

CONCLUSION

This research highlights the significant role of e-learning in enhancing the learning process within the English Language Education Study Program. The findings demonstrate that most lecturers possess a strong understanding of e-learning and acknowledge its potential to improve accessibility, communication, and the overall quality of education. Lecturers recognize e-learning's ability to streamline teaching materials, assignments, and assessments, making the learning process more flexible and dynamic.

However, despite the positive reception, this study also reveals several challenges related to the accessibility and quality of internet networks, which impede the effectiveness of e-learning, particularly in areas with inadequate technological infrastructure. These barriers pose a substantial obstacle to the full implementation of e-learning and highlight the need for equitable access to resources in the education system.

Despite these challenges, the high level of satisfaction among lecturers, with 90.2% expressing contentment in using e-learning, underscores the value they place on the technology. This reflects a growing acceptance and belief in the potential of e-learning to improve teaching practices, even when technical difficulties arise.

Moving forward, it is crucial for educational institutions to invest in strengthening technological infrastructure and providing targeted training for lecturers. These efforts are vital to overcome the obstacles associated with e-learning and ensure that it becomes a fully integrated, effective tool for teaching and learning. Enhanced technical support, professional development programs, and improved internet access can enable lecturers to leverage e-learning to its full potential, ensuring that all students benefit from an engaging, flexible, and high-quality learning environment.

While the current challenges related to e-learning implementation are significant, they are not insurmountable. By addressing infrastructure gaps and continuing to support lecturers in their use of technology, e-learning can become a more effective, accessible, and sustainable approach to modern education. This research not only sheds light on the current state of e-learning in the English Language Education Study Program but also sets the stage for further exploration into the optimization of e-learning tools, training methods, and strategies that can benefit both educators and students in the long run.

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