

STUDENTS' PERCEPTION ON THE IMPLEMENTATION OF E-LEARNING IN ENGLISH CLASSROOM

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Abstract: *E-learning is a learning activity that is conducted online. By using technology and online system, e-learning process can be done anywhere, anytime, and by anyone. Some universities have introduced online learning by using learning management system or LMS. LMS such as SIMARI is one of the means to facilitate e-learning. SIMARI is a learning management system created by Lambung Mangkurat University. SIMARI is the Integrated Information System of Lambung Mangkurat University. When learning is done online, e-learning becomes an alternative option for implementing learning at the higher education level. E-learning can combine conventional and online learning. However, in the use of technology in English language learning classes, there are still weaknesses that become obstacles or disruptions in the learning process. This research is a descriptive qualitative research and data collection by interview. This study uses qualitative research in a descriptive form designed to investigate student perceptions of e-learning implementation in English classes. The subjects of this study were 5 students majoring in English education at Lambung Mangkurat University. The results concluded that SIMARI can be an effective e-learning model. Although SIMARI as a learning management system still has shortcomings, SIMARI can be a good tool for e-learning.*

Keywords: Teaching Learning, E-Learning, English Classes

INTRODUCTION

E-learning is learning activities using online way. In its own implementation, e-learning utilises information technology as a learning tool. Using technology and being online, the e-learning process can be done anywhere, anytime, and by anyone. E-learning can be accessed directly on the web or through applications. Several universities have introduced online learning, but for some of lecturers and students are unfamiliar with this. Several universities have introduced online learning by learning management system or LMS. LMS like SIMARI as one of the means to facilitate e-learning. SIMARI is a learning management system created by Lambung Mangkurat University and SIMARI is the Integrated Information System of Lambung Mangkurat University. Lecturers and students can access SIMARI via the internet, both inside and outside the campus environment. This learning management system is intended to support the teaching and learning activities of lecturers and students. This system also good organized, secured and integrated platform for creating an organized and orderly online learning environment.

E-learning becomes an alternative choice for bringing teaching-learning to a higher level of education when learning is carried out online. Conventional learning is conducted in an offline way and the classroom turned into virtual meetings via Zoom, Google Meet, or WhatsApp groups. The learning management system facilitates online learning with a forum for sharing learning materials and learning activities. For this aspect, the lecturers share

some material like PowerPoint, links (Youtube, articles, and books), and some teaching materials related to the material discussed in the online learning.

With the progress of the times and countries, especially in Indonesia, information and communication technology takes a big role in the world of education. However, in the use of technology in English learning, there are still weaknesses that become obstacles or distractions in the learning process. Because of this, e-learning become an alternative to avoid or cover up existing weaknesses in learning with technology. By using e-learning, learning activities in English classes can develop by getting learning resources from the internet and not limited to textbooks.

One of the tools commonly used for online learning is mobile devices, laptops, or other gadgets that can help the learning process through e-learning. Nowadays, one of the gadgets commonly used to access e-learning is smartphones. Smartphones are part of our daily lives and today's students use accessible mobile apps to support their learning. Heflin (2017) says that the use of mobile technology in the world of education offers the potential to support learning activities. With this, we can say that the use of mobile technology in education can help the learning activities from a distance and keep the learning process running. On the other hand, the use of technology when learning English can also provide great benefits in student learning. Students can access learning media with their gadgets and they can also access the internet to find wider learning resources. That is why it is important to know because students' views or opinions about the implementation of e-learning in English classes may differ according to their experiences.

Since this research is based on experiences and views about SIMARI, it is necessary and important to conduct this research because; 1) we can find out students' views on SIMARI as an online learning media, 2) we can find out whether students view SIMARI as a positive or negative thing as an online learning media, and 3) with the results of this research, we can more or less judge whether SIMARI is an effective online learning media or not.

LITERATURE REVIEW

Perception

Perception is the basic foundation of human knowledge. It also involves how one sees things in the world. Clara (2013) says that human perception is more than the ability to operate using stimuli received by the brain. According to Qiong (2017), perception is a process experienced to achieve awareness or understanding of sensory information. Moreover, perception is defined by Longman Dictionary of Contemporary English as “a) the way you think about something and your idea of what it is like; b) the way that you notice things with your senses of sight, hearing etc.; c) the natural ability to understand or notice things quickly”.

From the explanation that has been described, it can be concluded that perception occurs because of the experiences and feelings of each individual. In addition, perception is a response that each individual has through the sensing process or through things that have been felt.

Learning Management System

A standard LMS supports a comprehensive learning environment for academic progress, with structures that facilitate online collaboration, professional training, discussion, and communication among other LMS users (Dias & Dinis, 2014; Jung & Huh, 2019; Oakes, 2002). A learning management system or LMS provides a classroom for lecturers and students who want to conduct the learning process online. Kehrwald & Parker (2019) state that the composition of an LMS includes a variety of media and communication tools to encourage learner choice.

LMS users can access materials and information distributed by instructors in a synchronous or asynchronous environment (Jung & Huh, 2019; Kuosa, 2016; Watson & Watson, 2012). In this context, tutors refer to teachers and instructors. In addition, the LMS environment provides a learning environment in which the teacher acts as a facilitator and allows students to explore technical resources and engage in work to become information age professionals (Kehrwald & Parker, 2019; Watson & Watson, 2012). From the experts' opinions, it can be concluded that learning management system or LMS is a system to support or facilitate learning activities using technology in a synchronous or asynchronous environment, where the role of lecturers or teachers becomes a facilitator for the LMS itself and students can explore the resources that have been provided by the facilitators.

E-learning as a Learning Media in English Classroom

E-learning or online learning has become a common thing and an alternative learning for the world of education today. E-learning is a learning process that is carried out using information communication technology and computers. According to Singh and Turman (2020), online learning is defined as a learning experience in a synchronous or asynchronous environment using electronic devices with internet access. In this environment, students can be anywhere to learn and interact with instructors (teachers or lecturers) and other students. From this, it can be concluded that e-learning is a synchronous or asynchronous learning activity by utilizing technology and internet access.

In implementing E-learning, students require compatible device (laptop, mobile phone, tablet), fast-paced electronic structure, secure internet connection, and a high motivation for online learning to be successful (Afrizah, 2018; Juliana; Listia; Hidayat; Nasrullah, 2018). Thus, in an online learning classroom or through e-learning, teacher motivation is needed to develop student motivation and participation. Therefore, E-learning can support teaching and learning activities by providing a wide range of English language learning resources.

E-learning SIMARI

SIMARI is the Academic Management Information System of Lambung Mangkurat University. SIMARI is a learning management system created by Lambung Mangkurat University (ULM). The UPT PTK ULM System Development Team is the team in charge of developing applications in SIMARI since 2015 - now. The team consists of lecturers, education staff, and some Lambung Mangkurat University students. The SIMARI platform

was created so that all applications related to Universitas lambung Mangkurat are interconnected and do not overlap. SIMARI was developed with the SIMPUN principle (Systematic, Informative, Independent, Participative, Whole & Non-redundancy).

One of the list of applications in SIMARI that can be accessed by students and graduates is e-learning, which is one of the modes of learning carried out at Lambung Mangkurat University. Through this SIMARI application or e-learning, students and lecturers can interact like a face-to-face class, but electronically. E-learning is usually used for individual or assignment collection. In addition, SIMARI e-learning can also be used as a platform for discussions, which are of course supervised by lecturers or teachers.

METHOD

Creswell (2007) says qualitative research methods aim to gain an in-depth understanding of certain events through the feelings, thoughts, and emotions of research subjects by remembering or understanding events that have been experienced. The subject for this study were 5 students majoring in English education at Lambung Mangkurat University. This research is descriptive qualitative research that collects data using interview. In addition, this study uses qualitative research in a descriptive form designed to investigate students' perceptions of the implementation of e-learning with SIMARI in English classes.

The English classes here implemented an e-learning learning model using SIMARI. Researchers used this method to collect data related to students' perceptions regarding the implementation of e-learning with SIMARI in English classes. The interview was adapted from Khalaf Alharbi and Lubna Khalil (2022) and edited by the researcher. This interview consist of 15 questions and divided into 4 sections (accessibility and usability; 3 questions, efficiency and convenience; 3 questions, communication and interaction; 5 questions, and students satisfaction; 4 questions). The research subjects were asked to give reasons for each question they answered. This interview was sent to the subjects of this study via Whatsapp. In addition, the interview was validated by an expert.

FINDINGS AND DISCUSSION

Findings

For the findings, it will divided into 4 categories (accessibility and usability; 3 questions, efficiency and convenience; 3 questions, communication and interaction; 5 questions, and students satisfaction; 4 questions) and the subjects will give their perception on the questions that have been given, which relate to the categories.

Students' perception about the accessibility and usability related to e-learning SIMARI

Subject I

"SIMARI's interface is not user-friendly. There are too many buttons to click and many unnecessary steps to go through when you want to visit a particular page. there are no special notification settings to notify me personally of posts, assignments or notifications from lecturers

on the SIMARI site. The site is unreliable when it comes to uploading files, especially larger files."

Subject 2

"Yes, SIMARI is easy and flexible to access as long as we have internet connection and know how to use that. There is no notification such as social media apps, if the lecture don't tell us about the assignment or test post in the SIMARI or if we don't check or open it we don't know if there's an update. So far it's easily to upload for text or doc forms (doc or pdf), but for audio or video is not easy because there's a maximum size of file and other format, also need more extra kuota to upload it..."

Subject 3

"Yes, it is easy to use also flexible, because the navigation in SIMARI already clear enough for the users but there is no notification if we are not open the SIMARI, because we need to open up the SIMARI first, then click the subject. after that, we will see the assignment that sent by the lectures. It is so easy to submit the assignment, because we can choose freely for the pdf or word, and many more files such as videos, pictures, etc. SIMARI always support many kind of files to be uploaded."

Subject 4

"I think simari interface is easy to use and flexible, because we can open simari anywhere and everywhere as long as there is an internet connection but SIMARI does not have a notification feature that can be seen on the top screen of the smartphone. However, I can easily submit assignment in SIMARI, because it does not require long steps. It is also does not take a long time as long as the internet network is good and the simari server is not down."

Subject 5

"The first interaction of SIMARI UI use to be more friendly and easy to navigate. The current SIMARI Interface intended to slowing down your movement, although it's stylish and catchy for today standard. It is still need you to wait for a second for the menu to appeared. In fact, this is the downgrade version of SIMARI UI flexibility case. As a matter of fact, I do get every notification about assignment in E-Learning page. It's completely fine like the previous iterations of SIMARI. The simple and easy to use terms bound much more to the E-Learning than the Homepage of SIMARI which is kind of unbalanced. The problem with SIMARI E-Learning is that the amount of time you need to waste in order to upload a file especially big video or document. The newer version of SIMARI seems learn from the last mistakes a bit by speeding up the process."

Students' perception about the efficiency and convenience related to e-learning SIMARI

Subject 1

"As far as I concern, there is no option to send notifications about my submission to the lecturer in SIMARI. I feel satisfied sometimes with online submission because SIMARI needs to be consistent about the upload and more user-friendly about the UI design. Moreover, I worried about my files not getting through because of the inconsistent upload"

Subject 2

"Based on my experienced, we have to tell the lecture that we just submitted our assignment because the website don't send any notification like socmed apps, so we have to open it first to see or check any update. Yes, online submission in SIMARI helps us a lot to find any information and to upload our assignment. As long as I have good internet connection and send it before the deadline of submission, I feel comfortable delivering my submission on SIMARI."

Subject 3

"I think no, we can not send the notification to the lecturer, because the lecturers need to open up the SIMARI first. Then, they will see the names who submitted the assignments. I am satisfied with online submission in SIMARI because it is so easy and flexible to be accessed. Also, I am comfortable delivering my submission on SIMARI because almost 4 years I'm using SIMARI to support my online or offline learning, there's no big problem that I faced so far."

Subject 4

"No, I can not send the notifications to the lecturer on SIMARI, because there is no such feature as far as I know. I'm not really satisfied with online submission, because based on my experience, sometimes with a large file size, it will take a long time to submit the assignment. Yes, I do, I am comfortable to delivering my submission on SIMARI because it does not require a long time and is flexible."

Subject 5

"It is working as intended to be, but by any chance I had a problem when some notification appears late in lecturer side. For my satisfied with online submission, it's pretty much solidified as Online Learning place use to be. However, the lack of interesting mechanic features such as integrated zoom (online video) and accurate real-time for assignment makes the E-Learning seems shallow compare to other function of SIMARI. Yes, I feel comfortable delivering my submission on SIMARI because it is safe and easy to use."

Students' perception about the communication and interaction through e-learning SIMARI

Subject 1

"Yes I do. I always participate whenever there is a discussion about a lesson in SIMARI, so I can participate actively. With such UI designs, it is a terrible experience, I don't feel really excited. Based on my experience using learning via SIMARI for the past 2 years, the lecturers rarely use the Q&A feature on SIMARI. No, SIMARI is not a fitted educational tool for teacher-student interaction and collaborative work among the student. With it's current state, SIMARI is far more than a suitable educational tool. It's complicated, work in group, pairs, even individual in online teaching, especially having group work in SIMARI, the communication feature is not good."

Subject 2

"I rarely active in discussion, I only discussed during the online class if the lecture conduct the online class through SIMARI. No, I don't feel excited because there is no real interaction between lecture and student, kinda boring for me. Based on my experience, it's rarely to have

Q&A session on SIMARI, mostly the lecture only post the material or open assignment submission in SIMARI. SIMARI is a fitted educational tool for teacher-student interaction and collaborative work among the students because it's help a lot us in education to conduct learning and teaching activity from everywhere, we can connect through SIMARI without meet face to face, also it don't take many time to do it, quickly and easy to access. It's also helpful for any forms of learning either for individual, pairs or group."

Subject 3

"Yes, because when there's no online meeting by zoom, we need to use discussion on SIMARI for doing the discussion. I feel excited using SIMARI for learning because sometimes SIMARI update any features or giving many useful information that related with college. We can do Q&A session on SIMARI, because SIMARI provides the discussion column for Q&A session. For me it's yes SIMARI is a fitted educational tool for teacher-student interaction and collaborative work among the students. The teacher and student can use it to make the class more flexible and interactive, but maybe the teacher can use any supported platform such as YouTube, because on SIMARI we can't upload big size video. I think SIMARI only support for individual online teaching, because on SIMARI we can't make any group discussion. so, we need to discuss on another platform such as WhatsApp, but we can upload the group answers individually."

Subject 4

"I am not too actively involved in the discussion. I also not really excited learning via SIMARI, because it often happens that there is no direct explanation from the lecturer. Sometimes, and some of the lecturer give Q&A section on simari. Yes SIMARI is a fitted educational tool for teacher-student interaction and collaborative work among the students, because students can download and study independently. Students can access SIMARI anywhere and anytime. Yes, for me SIMARI is helpful for work in group, pairs, even individual in online teaching because it makes easy for students to access the material."

Subject 5

"The problem with discussions on E-Learning SIMARI is that there is no real-time accurate message whenever you want to send a chat. The message may overlap with someone else's message, while you can't be quicker in sending it. One way around this is to refresh the page that you were unable to join. As I said, it can overlap with others and there is no auto-update feature to solve this problem, so I can't actively participate in discussions on SIMARI. When we talk about learning, I prefer offline meetings to online meetings. Learning through SIMARI as I mentioned earlier lacks features that usually help make learning more fun and interesting. Yes, you can usually chat to the lecturer if you are the only student there. For me, SIMARI not very helpful for discussion because it does not creatively make students and teachers interact in real-time offline which can cause confusion in teaching and learning through Online. For collaborative work among students, I don't think it is suitable. Because many students in Online learning will eventually forget such tasks and give it to people in their group to complete. Not very effective. I don't think so if SIMARI is helpful for work in group, pairs, even individual in online teaching because the lack of features seems bordering this lines of online teaching."

Students' satisfaction about e-learning SIMARI

Subject 1

"Yes. Maybe some suitable topics like Grammar and SIMARI work well in that situation, SIMARI can fulfill the learning objectives through online platform. To some extent, yes, SIMARI for online learning platform can be applied to all the subjects. Grammar or theoretical study works well in SIMARI because it heavily relies on reading. Whereas speaking classes or micro-teaching, it's terrible in SIMARI for the lecturer to score and observe. For me, SIMARI is my priority in online learning compared to traditional learning. Traditional learning is far better than SIMARI. Even if I had to choose online learning, I would do it with other learning systems such as Zoom or Kahoot. I don't think SIMARI can be a learning initiative and motivation booster for students, I can't see that in SIMARI. If they decided to change in the correct direction, SIMARI will get better."

Subject 2

"Yes, of course. Last time I opened the simari the features and service of the simari is already update and upgrade, so with this I think SIMARI can fulfill the learning objectives through online platform. In my opinion all subject can be conducted through simari for online learning, but for some subjects such as speaking class and micro-teaching class is not effective, has drawbacks that should support by others platform such as google meet or zoom meeting. Yes, SIMARI is helpful to be alternative ways in online learning, we can save cost and time, it can access for different place as long as we have a good internet connection. In my opinion, it's can be increase students initiative and motivation in learning because the website helpful and make learning easy. It only need to always update and upgrade the features and make the appearance more interesting for the students or lectures."

Subject 3

"SIMARI not really fulfill the learning objectives through online platform, because the lectures need to find another additional platform to support their teaching learning activities to make it more interactive, so it can fulfill the learning objectives. I think SIMARI for online learning platform can't be applied to all the subjects because for micro, we need to upload many files that related with the materials will be teach in the class. Then, for speaking class, the SIMARI needs to provide a big size place to upload any videos. For online learning I do prefer to submit any assignment by using SIMARI, we can do the discussion there. Also, we can use another platform or just put the link of the platform we use on SIMARI. For the learning initiative, it make us to learn how to access it by ourselves. but for the motivation booster, I don't think so, because sometimes the SIMARI is getting down and it takes many times to wait for repairing, but also we are in hurry to upload assignment s and sign the presence list."

Subject 4

"Yes I think SIMARI can fulfill the learning objectives through online platform, because SIMARI is flexible and has various features to support learning. SIMARI for online learning platform can be applied to all the subjects, including speaking class and micro teaching. Students can upload the video of micro teaching or speaking skills, teacher also can share the materials about those. SIMARI is not really my priority in online learning compared to traditional learning, because there is no direct interaction like video

conferencing. For learning initiative and motivation booster for students, I think that's not really can boost students' motivation, because there are several disadvantages of using simari, one of which is that students are more easily distracted by other things."

Subject 5

"Yes, SIMARI can fulfill the learning objectives through online platform and it can be useful if the lecturer be creative with their perspective subjects. In fact, not at all could applied to the SIMARI. Subject such Micro Teaching and Speaking needs real-time action in order to learner and lecturer grasp the material. But if the subject like writing and reading, it is really useful without making any fuss of your phone's ability. I prefer the traditional learning because interacting means you do tolerate to person and be more relatable to the ground of students. Also, traditional learning always be meaningful journey with learner in real-time situation. For me, SIMARI can't be a learning initiative and motivation booster for students. It is because the online aspect that categorized the problem of distant wouldn't help students to be more motivated. SIMARI also tend to be more like tool and place to put your assignment. However, that's not a biggie problem in the hand of creative lecturers by sending a video and certain links to the fun games. But I will confidently says no."

Discussion

Students are fully supported with campus facilities to learn through online learning or SIMARI. The university provides internet access for all of the students. Students can access the internet and electronic devices such as computers and laptops, in certain locations. Students can use the internet to access SIMARI by entering the registered registration number and password.

The discussion in this study was collected based on interview data and some previous studies related to the use of e-learning in English classes. Previous studies related to this study have evaluated positively the implementation of e-learning in English classes. However, this study focuses on students' perceptions of the use of e-learning in English classrooms. From the data that have been collected, we can say that the use of e-learning has received positive feedback in any aspect.

The research subjects gave different explanations according to their respective experiences. 3 out of 5 research subjects gave positive feedback on the accessibility and usability of using SIMARI as an e-learning tool in English classes. They revealed that SIMARI is easy and flexible to use as long as there is no problem with the internet network. The subjects also added that even though they did not get the latest notification from the lecturer regarding the latest assignment through SIMARI, they were still able to submit the assignment easily because SIMARI navigation was quite clear and there were many choices of assignment file types that could be uploaded. This result is in accordance with the statement from Purva (2012), who said that E-learning is a variety of technological tools and systems that can be utilized by capable and creative teachers to improve teaching and learning situations. The results and statements from experts are said to be in line because SIMARI created by teachers or lecturers can facilitate and improve the student learning process by utilizing technology.

In terms of efficiency and convenience, Smedley (2010) states that the adoption of e-learning provides institutions as well as their learners the much-needed flexibility of time

and place of delivery to learn information. From the results of the study, 2 out of 5 subjects gave positive feedback. They explained that although they could not send notifications about assignment collection to lecturers through SIMARI, they were still satisfied with SIMARI because it was flexible. Flexible here means that SIMARI is easy to access and does not take a long time to collect assignments. The research results and expert opinions can be said to be in line because the subjects can access SIMARI flexibly and can help them to upload assignments easily.

In the terms of communication and interaction, Krish (2008) stated that online e-learning environment is not only useful for students to access knowledge and materials but also to associate and make collaboration among course participants. 3 out of 5 subjects gave positive feedback on communication and interaction through SIMARI. They explained that they were able to actively participate in discussion sessions opened by lecturers on SIMARI. In addition, they also think that SIMARI is an appropriate tool for teacher-student interaction and collaborative work because lecturers and students can still carry out the learning process flexibly, quickly, and the learning process can be done anywhere.

Allen & Seaman (2010), says satisfaction is highlighted as an important aspect that contributes to the quality of education as well as shaping the quality of online education. Then, in terms of students' satisfaction, The subjects gave mixed feedback on their satisfaction with SIMARI. The result shows that 4 out of 5 subjects believe that SIMARI can fulfill their learning objectives through online platform as SIMARI has various features to support online learning process. On the other hand, the results show that SIMARI as an online learning platform can't be applied to all courses such as micro teaching and speaking courses as it requires real-time communication. Then, SIMARI is believed to be a learning initiative because it can encourage students to explore SIMARI. In terms of learning motivation, some subjects argued that SIMARI could not fully increase motivation because there were some shortcomings when using SIMARI such as unstable servers.

CONCLUSION AND SUGGESTION

The findings concluded that SIMARI can be an effective e-learning model. Although SIMARI still has shortcomings or minus points, it can be a good tool for online learning or e-learning.

Research subjects provided positive feedback on SIMARI's accessibility and usability in English classes. They found it easy and flexible as long as there is no problem with the internet network. They found SIMARI's has a clear navigation and multiple file types easy to submit assignments, even without receiving the latest notifications. In terms of efficiency and convenience, The study found that 2 out of 5 subjects were satisfied with SIMARI due to its flexibility, easy access, and quick assignment collection. Then, un the terms of communication and intercation, Subjects give positive feedback on SIMARI for communication and interaction, as it allows active participation in discussion sessions and facilitates flexible, quick, and remote learning for teachers and students. For students satisfaction, subjects generally believe SIMARI can fulfill learning objectives through an online platform with various features. However, it can't be applied to all courses, such as micro teaching and speaking, due to real-time communication requirements. SIMARI is considered a learning initiative, but some subjects argue it can't fully increase motivation due to shortcomings like unstable servers.

Due to resource and time constraints, this study is limited to the e-learning model; SIMARI. Future research initiatives should consider : (1) the technical issues of using e-learning in English classroom, (2) challenges related to using SIMARI as a online learning platform.

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