

Analysis of Online Learning Media and Its Usage in English Learning in SMA Negeri in Tarakan

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ABSTRACT

The objectives of the study were to analyze online learning media used by English teachers at SMA Negeri in Tarakan and find out the important factors that influence the successful use of online learning media by English teachers at SMA Negeri in Tarakan North Kalimantan. The study was descriptive qualitative. The subjects were the teachers of English at SMA Negeri in Tarakan. To collect the data used observations, interviews and documentation and to analyze the data used the stages of Miles and Huberman. The stages are data collection, data reduction, data display, and conclusions: drawing and verifying. The results of the study showed that 1) the online learning media platforms used by English teachers at SMA Negeri in Tarakan were quite varied. The online learning media platforms include google classroom (84.6%), google meet (76.9%), Whats-App group (76.9), zoom meeting application (61.5%), Microsoft teams (15.4), telegram (46.2), *rumah belajar* (7.7%), you-tube (61.5%), madrasah e-learning (7.7%), google form (7.7%), quiziz (7.7%), online test provider websites (7.7%) and eduku (7.7%). Most of the English teachers at SMA Negeri in Tarakan used the Google Classroom online learning media platform, 2) The success of online learning on English at SMA Negeri in Tarakan was influenced by teacher factors, technological factors and design and content factors.

I. Introduction

Online learning is a learning system without face-to-face meetings between teachers and students but is carried out online using the internet network [1]. Online learning or e-learning is a term used to describe various learning environments that are carried out and supported by the use of computers and the internet. There are a number of definitions and terminology used to describe online learning. These include: E-learning, distance learning and computer assisted learning. Online learning on the other hand is used to describe all the learning methods supported by the internet. Other terminology used is computer-supported learning methods, web-enabled communication and the use of new technological tools that enhance communication. Other terminology used is to describe this form of online learning is virtual learning, collaborative learning, web-based learning and computer-supported collaborative learning [2].

One of the main advantages of online learning is the ability for students to study comfortably independently. E-learning allows students to choose the best environment for learning and this can improve their ability to understand learning material so that students can enjoy the learning process compared to learning in conventional classes. Another benefit is time and cost savings. Students can study at home and this saves on travel and accommodation costs. This is different from the classroom environment where students have to pay for transportation and accommodation costs as well as other costs related to the learning process. Accessibility to learning materials is another benefit of online

learning. Students participating in online studies have unrestricted access to learning materials and this gives them the ability to study effectively and efficiently [3].

With the advent of online study, the physical limitations imposed by classrooms, teachers and other resources have been eliminated. A large number of students can now study at the same institution and can access learning materials online. The use of online media for learning allows a large number of students to access material online and this encourages the learning process to be independent, effective and efficient [4].

In contrast, most students in a classroom setting rely on teacher notes and explanations for them to understand a given concept. However, students who use online study to study most of the time tend to have fun because students can set their own time. There are many online learning resources available. This allows students to gain a better understanding of concepts that conflict with those in the classroom environment [5].

Online study has many benefits for changing the learning process, but it also comes with a number of drawbacks. The quality of educational resources and the learning process overall are impacted by technology constraints in some areas of today's computers. The accessibility of educational resources is impacted by slow internet connectivity and low download speeds. Lack of student feedback, teacher-student connection, student-student social interaction, or student-student social interaction between students and teachers is another drawback of online learning compared to classroom learning [6][7].

II. Method

A descriptive approach was taken in this study [8]. 13 English teachers from SMA Negeri in Tarakan, North Kalimantan, served as the study's participants. The researcher employed observations, interviews, and documentation to get the data during August 2022. In this study, the data analysis was done using Miles and Huberman's phases. In order to reduce the amount of data, the researcher focused on, distilled, abstracted, and transformed information from observation sheets, teacher interviews, check lists of online learning tools used, and observation sheets about the use of online learning tools and factors influencing the success of online learning at SMA Negeri in Tarakan City. In the second stage, the researcher offered an explanation of the data presented along with a data presentation utilizing diagrams. After reviewing the research findings, the researcher was able to make inferences and confirm the use of online learning resources at SMA Negeri in Tarakan, North Kalimantan.

III. Results and Discussion

A. Results

This research was conducted to investigate and identify the types of online learning media used by English teachers and their use in achieving successful implementation of online learning in SMA Negeri in Tarakan city as well as to obtain information on the factors that influence the success of e-learning to achieve the success of learning English used by English teachers at SMA Negeri in Tarakan city. Diagram 1 showed the types of online learning media used by English teachers at SMA Negeri in Tarakan city, North Kalimantan.

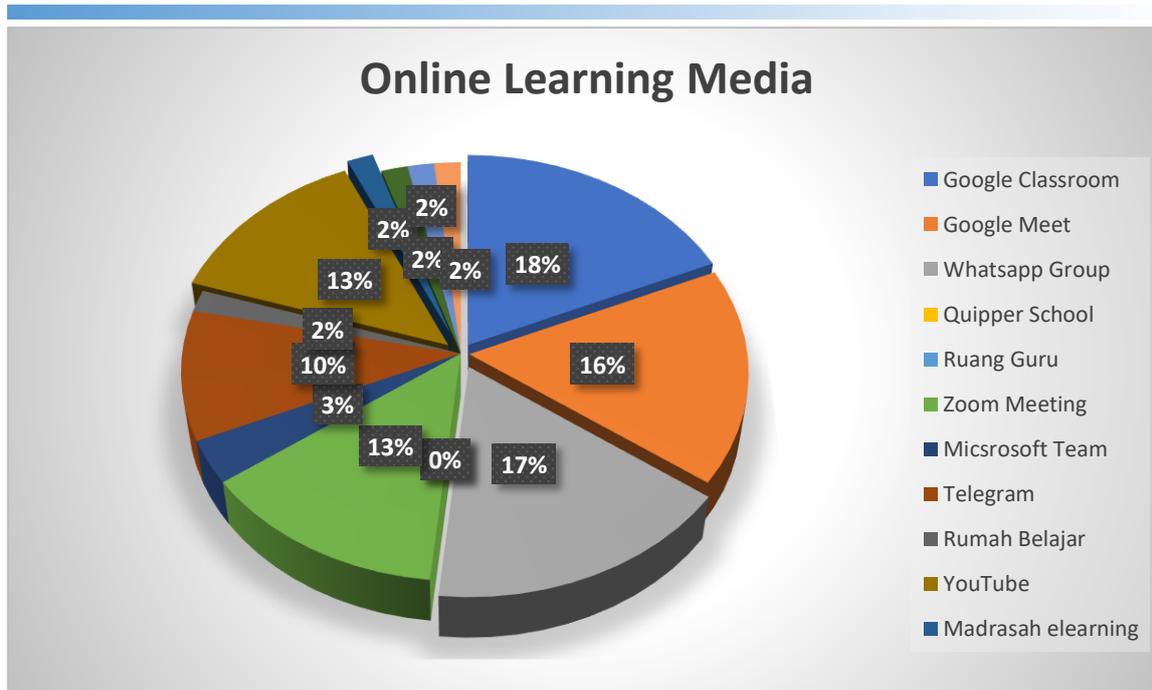


Chart 1. Types of Online Learning Media Used by English Teachers at SMA Negeri in Tarakan

Interview results

English instructors at SMA Negeri in Tarakan, North Kalimantan, use a variety of e-learning platforms. Google Classroom, Google Meet, WhatsApp Group, Zoom Meeting, Microsoft Teams, Telegram, Rumah Belajar, YouTube, Madrasah E-Learning, Google Forms, Online Test Provider Websites, Quiziz, and Eduku are a few of the popular online learning tools. Google Classroom was largely used by English teachers. A number of factors, including a) teacher factors (teacher's attitude, technological proficiency, and teaching style), b) technological factors, and c) design and content factors (quality of content, perceived ease of use), all had an impact on the success of online English learning at SMA Negeri in Tarakan. Since each student has a distinct level of technological proficiency, it is important to pay attention to it. Since e-learning is primarily conducted online, students must get ready with an Android mobile infrastructure, as well as quotas and housing in the downtown region, which is typically more receptive to e-learning. Additionally, not all students can keep up due to financial difficulties, and a significant number of students continue to reside in outlying suburbs and isolated locations. E-learning truly functions best when both students' motivation and teachers' performance are improved in order to modernize teaching techniques. It is advised that the government assist educators by offering e-learning that is user-friendly and meets educators' and students' demands. There must be a way to encourage students to participate more actively in e-learning. In addition, there is a need to improve pupils' mental abilities to learn, as well as their lack of control and the amount of character education they can receive.

B. Discussion

1. Teacher Attitude

The attitude towards E-learning affects the teacher's intention to use E-learning. Teacher attitudes towards technology also influence teacher acceptance of technological usability and their integration into learning. He also found that if teachers' attitudes are positive towards using educational technology, then they could easily provide useful insight into the adoption and integration of information technology into the teaching learning process [9].

Teacher attitudes are considered to be the most important and significant factors in the implementation of E-learning, and teachers are key players in learning. They play an important role in learning in general and in E-learning in particular. The more enthusiastic the teachers are about E-learning, the more they will use it as a platform for all their educational practices. In fact, the effective implementation of E-learning depends on teachers' experience and attitude toward the new paradigm or mode [10][11].

In an E-learning environment, teachers are encouraged to create real, meaningful and authentic learning environments that contribute to meeting the needs of learners and provide real opportunities for students to interact and build knowledge [12].

2. Teaching and pedagogy

Identify teaching style and pedagogy needs that must be considered to achieve successful implementation of E-learning. Teaching style and pedagogy are important factors influencing the adoption of E-learning in secondary schools. In addition, teaching style and pedagogy are considered important in the implementation and development of E-learning, especially when doing so in educational settings in the higher education sector and schools. The success of E-learning does not only depend on the provision of technology and multimedia in the classroom, but also depends on the teacher's ability to apply it in the learning process to increase the effectiveness of student participation and interaction in order to improve the quality of learning. E-learning is not just about having access to information; it is more about using ICT effectively in the classroom [13].

The implementation of E-learning in the teaching and learning process is very dependent on the characteristics, attitudes and abilities of the teacher to develop learning through the integration of various technologies and multimedia available in the learning environment. This study suggests understanding teacher attitudes, mastery of technology and teaching style and pedagogy increase the success rate of E-learning [14][15].

IV. Conclusion

A. Conclusion

The study's findings indicate that: 1) English teachers at SMA Negeri in Tarakan, North Kalimantan, use a variety of online learning media platforms. Google Classroom (84.6%), Google Meet (76.9%), WhatsApp Group (76.9%), Zoom Meeting (61.5%), Microsoft Teams (15.4), Telegram (46.2), Rumah Belajar (7.7%), YouTube (61.5%), Madrasah e-Learning (7.7%), Google Formulir (7.7%), Quiziz (7.7%), Online Test Provider Websites (7.7%), and Eduku (7.7%) are among the platforms used for online learning. Google Classroom is an online learning tool used by the majority of the English instructors at SMA Negeri in Tarakan. 2) A number of factors, including a) teacher factors (teacher attitude, technological proficiency, and teaching style), b) technological factors, and c) design and content factors (quality of content and perceived ease of use), affected the performance of online English learning at SMA Negeri in Tarakan.

B. Suggestion

The researcher offers the next recommendations: a) increase teacher capacity. Introducing professional development training programs that empower and assist instructors in enhancing their competencies is one viable remedy. Teachers must gain management and organizational skills through professional development programs in order to manage and arrange digital tools and apps in the classroom. Technology-savvy instructors are required for e-learning-based courses. Another option is to give teachers training packages like simulations and educational games that improve their capacity to incorporate technology while instructing at a pace and in a way that best meets students' learning preferences, b) supply the necessary infrastructure. It is essential to construct the necessary infrastructure to facilitate online learning, such as enough bandwidth for browsing the web quickly and a single, universal student authentication system for accessing data from any location at any time. The development of an efficient information technology infrastructure is another requirement for decision-makers. This infrastructure must include highly reliable network facilities, other e-learning

services, and easy and quick internet access. Additionally, the advancement of instructional techniques should coincide with the creation or application of supporting technologies.

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