

Utilizing English E-Learning: An Interesting Innovation In Modern Learning

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ABSTRACT

This study aims to The purpose of this study is to provide new innovations in English learning with electronic media at MA.M. with a qualitative approach and in-depth interview design . The subjects of the study consisted of students and English teachers of MA.M. Data collection was carried out through three main techniques: semi-structured interviews with English teachers and students of MA.M direct observation of learning activities, and collection of documents about the e-learning platform . Miles and Huberman, which includes three main stages: data reduction, data presentation, and drawing conclusions/verification. To ensure the validity and reliability of the study, data triangulation was carried out by comparing information from various sources and discussing the findings with colleagues. This study explores the improvement of teaching innovation and improving the English language skills of students of MA.M Through e-learning that adopts a digital media- based approach . In an increasingly connected world, English language skills are very important. These findings provide valuable insights for providing innovations in English learning in madrasah and similar educational institutions in the future.

Keywords: English E-Learning , Interesting Innovation

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Introduction

As time progresses, traditional learning is not enough to meet students' needs, therefore conventional learning is needed in the form of learning with electronic media, and we can call it E-learning. Such as duolingo, wordwall, kahood and others. Students' needs in the learning process are increasingly diverse. Traditional learning that only relies on conventional methods such as lectures and textbooks is no longer sufficient. E-learning is able to provide a more interactive, interesting, and relevant experience to

today's student world. Platforms such as Duolingo, Wordwall, and Kahoot are able to stimulate interest in learning, facilitate access to knowledge, and accommodate various learning styles. Research shows that digital learning increases student engagement in the learning process by up to 75% more effectively than traditional methods. Platforms like Duolingo have been shown to improve language skills independently and adaptively, while Kahoot and Wordwall provide dynamic interactions and educational games that improve students' retention and understanding of the material. (Wibowo, HS (2023) ,(Paling, S., Makmur , 2024) . Traditional learning is no longer sufficient to meet the increasingly diverse needs of students. The use of platforms such as Duolingo, Wordwall, and Kahoot is an effective solution that is more interactive and interesting. With the support of technology, students can learn more independently, adaptively, and be more deeply involved in the learning process, thereby significantly improving their understanding and memory.

Research related to the use of E-learning as a new innovation in modern learning has been widely carried out, such as, E-learning is one of the effective modern learning innovations because it can increase accessibility and flexibility of learning for students, especially in the digital era. In addition, E-Learning is an intelligent electronic learning media and increases students' interest in learning (Murtado et al., 2023) , (Maryam, 2024) . states that E-Learning is a learning model that is made in a plan that is refined through electronic tools. E-learning has benefits for educational institutions to attract more students than conventional learning techniques (AJIATMOJO, 2021) . In line with what was done in previous research According to (Yunita, 2017) E-learning is a type of data innovation that is applied in the field of schooling as a virtual world and E-Learning is a learning medium that is utilized by educators and students with the help of computer tools or android (Syahfitri & Muis, 2020) , (Agustina & Hidayati, 2022) . The use of E-learning in English learning can foster motivation for students to learn more in class and outside of school h. To improve the learning process in formal and informal environments, especially improving English language skills, it is better: Students are expected to be able to utilize applications that can improve their English language skills. Educators can utilize applications in mobile technology as a means/media in teaching so

that learning in class becomes more enjoyable (Hadayani et al., 2020) . Many studies have shown that the use of E-learning can increase student engagement and learning efficiency (Putra et al., 2024) (Fahrina Yustiasari Liriwati, 2023) . For example, a 2020 study showed that students who used the E-learning platform had a 25% increase in learning outcomes compared to traditional learning methods. In conclusion, E-learning is an important innovation in modern learning that can increase accessibility, flexibility, and students' interest in learning (Riyan Maulana, 2024) . Previous studies have shown that E-learning not only improves learning outcomes but also motivates students to be more active, both inside and outside the classroom. With the right use of technology, E-learning can be an effective tool to enrich the learning process, especially in teaching English (Suhardiman et al., 2022) (Muliani et al., 2022) .

Several researchers have stated that e-learning is an educational system that uses electronic applications to support teaching and learning with internet media and computer networks (Fadillah, 2021) . The advantages of using the e-learning method include; 1) Teachers and students can easily communicate online regularly using this e-moderation capability, without being affected by time, location, or other limitations. 2) By using online resources that are organized and updated in real-time, teachers and students can collaborate to identify some course content. 3) Depending on when and how course information is stored on the computer, students have daily access to review or edit it. 4) Students can access information about course topics online if they need it outside of class. 5) Online conversations and exchanges with a large number of participants can be carried out by teachers and students, which expands their knowledge and understanding. 6) Changing the role of students to be more active. 7) More efficient at any time (Chusna, 2019).

Based on previous research, the author states that E-learning as an education system that utilizes electronic applications and the internet has a positive impact on the learning process, especially in improving students' English skills (Arly et al., 2023) . The use of e-learning methods can increase interaction and collaboration between teachers and students, provide more flexible access to learning materials, and encourage active student participation. By utilizing relevant applications or platforms, both students and

educators can create a more interesting and effective learning experience, which in turn can improve English learning outcomes in formal and informal environments, so this is a novelty in this study. The purpose of this study is to provide new innovations in English learning with electronic media at MA.M.

METHOD

The object of research on the use of e-learning is located at MA.M. The selection of MA.M as the object of research related to the use of e-learning is based on several considerations. Although MA.M has not implemented an e-learning system, this madrasah shows great potential to adopt educational technology due to the increasing need for modernization of learning, especially after the pandemic which has encouraged digitalization in various education sectors. In addition, MA.M has an important role as an Islamic boarding school-based educational institution that focuses on religious learning. However, in recent years, this madrasah has also shown openness to the development of technology-based education. Therefore, this study will examine the potential for implementing e-learning at MA.M, including the supporting and inhibiting factors that exist. This study will also identify the readiness of teachers, students, and existing infrastructure, and how e-learning can be integrated with the Islamic boarding school-based curriculum. This study is expected to provide strategic insights for madrasahs to utilize educational technology in the future, especially in creating more effective and efficient learning.

In an effort to understand and improve English language learning innovation at MA.M, this study adopted a qualitative approach with a case study design. A qualitative approach with a case study design was taken in this study to understand and improve English language learning innovation (Aprizal & Wibasuri, 2023) at MA.M, although the school has not fully implemented E-learning. A qualitative approach is very suitable for use in this situation because it allows researchers to explore in depth how the transition process to E-learning is taking place, the challenges faced, and the potential and obstacles that influence the implementation of the innovation. Through interviews and observations, researchers can gain an in-depth understanding of teacher and student

perceptions of E-learning, as well as internal and external factors that hinder its implementation. In addition, this study can provide insight into infrastructure readiness, resource availability, and support from the school community in facing changes towards more digital learning methods. With this approach, researchers can not only map the problems faced, but also offer strategic recommendations to accelerate and improve the implementation of E-learning at MA.M.

The informant sources of this study were English teachers and students, who were expected to provide in-depth insights into their learning practices. The informant sources in this study were selected from English teachers and students at MA.M, although this school has not fully implemented digital media in learning, because they are key actors who are directly involved in the teaching and learning process. Information obtained from teachers is important because they are the parties who design, manage, and implement learning methods, both conventional and technology-based. Their views on the readiness and challenges in adopting digital media will provide important insights into the real conditions faced in the field. Meanwhile, students as learners provide perspectives from the side of the learning recipients. Their experiences in participating in English learning, both those that are still based on traditional methods and those that are starting to adopt digital media, will provide valuable information regarding the effectiveness of their learning, motivation levels, and adaptation to technology. This insight is very important to understand how digital media can be better implemented, or what are the obstacles in its implementation. By combining the views of these two groups of informants, researchers can gain a comprehensive understanding of the current state of learning, including barriers to implementing digital media and potential steps to improve the use of technology in English learning at MA.M.

The use of data collection techniques in this study through observation, interviews, and documentation in this study was chosen to gain a deep and comprehensive understanding of English language learning innovation (Djafar, 2024) at MA.M. Observation allows researchers to see directly how the learning process takes place in the classroom, including interactions between teachers and students, as well as the application of learning methods or media. With observation, researchers can capture

the reality that occurs in the field, which may not be fully revealed through interviews or written documents. Then interviews are used to explore the perspectives, experiences, and understandings of informants, both teachers and students. Through interviews, researchers can explore more deeply about the motivations, obstacles, and opportunities associated with learning innovation. This technique provides space for informants to express their views freely and in detail, so that researchers can understand factors that are not visible from the outside.

The last technique is a document needed to complete the data obtained from observations and interviews, by accessing official records such as syllabi, learning plans, evaluation results, and learning materials used. Through documentation, researchers can verify information and get a more complete picture of how learning innovations are implemented. or not yet formally applied. By using these three techniques, researchers can obtain richer and deeper data, and are able to validate and confirm findings through data triangulation, which ultimately results in a more accurate and reliable analysis.

Data analysis in this study uses an interactive model from Miles and Huberman, which includes three main stages: data reduction, data presentation, and conclusion drawing/verification. This model is interactive, where the three stages are interconnected and take place simultaneously during the data collection and analysis process. Data reduction is the process of selecting, focusing attention, and simplifying raw data obtained from observation, interviews, and documentation. In this stage, researchers group data that is relevant to the focus of the study, namely English language learning innovation at MA.M. Irrelevant or redundant information is removed, so that only important data is stored for further analysis. This process helps researchers to be more focused and makes it easier to process further data. Data reduction takes place throughout the research process, from beginning to end, by continuously filtering data to find the most meaningful information. Meanwhile, data presentation in this study is done by organizing and arranging data in a form that is easy to understand, such as in the form of narratives, tables, or diagrams. This helps researchers to see certain patterns, relationships, or trends that emerge from the reduced data. Good data presentation allows researchers to more easily understand the overall picture of the research and find

important information related to learning practices, challenges faced in learning innovation, and responses from teachers and students to digital media-based learning.

The last is drawing conclusions/verification, This stage is the process of formulating final conclusions based on the data that has been analyzed. This conclusion is drawn after the researcher sees patterns or themes that emerge from the data that has been presented. During this process, the researcher also verifies to ensure that the conclusions drawn are supported by sufficient and accurate evidence. The researcher can return to the data that has been reduced or presented to check the consistency and validity of the findings. This drawing of conclusions is tentative at first, but becomes clearer and more solid along with the verification process. By using the Miles and Huberman interactive model, researchers can continuously interact with the data and refine the findings as the analysis progresses, resulting in conclusions that are valid and relevant to the research objectives.

FINDING AND DISCUSSION

E-learning has a significant impact on motivating students to learn more about English (Dian Yuliani Paramita, 2023) , but E-learning has not been fully implemented for MA.M students. This is influenced by several factors, namely; limited internet access which makes it difficult for teachers to implement E-Learning in the classroom. In addition, there is a lack of knowledge about online learning platforms that can actually make it easier for teachers to provide materials and motivate students to learn English. According to one of the teachers who has not implemented E-Learning at MA.M, student enthusiasm is not only influenced by E-Learning but also by several interesting and non-monotonous learning methods that we apply to attract students' interest in learning English. However, in fact, the existence of interesting English E-learning can also be more helpful in supporting students' enthusiasm in learning English. Meanwhile, the results of interviews with several students of MA.M revealed that students' lack of interest in learning English was due to the difficulty of the material to understand, in addition, learning through lectures or LKS-based learning alone made them less interactive, boring, and less able to fully understand what the teacher explained. To overcome the challenges,

several strategic steps are needed in implementing E-Learning at MA.M. First, priority is given to improving internet access in schools. Second, teachers must be trained to use E-Learning platforms such as Google Classroom, Moodle, Wordwall, and Kahoot to make learning more interactive and interesting. Third, materials must be delivered visually through videos, simulations, or interactive presentations to help students understand difficult materials such as grammar and pronunciation.

The findings regarding the use of E-Learning in English learning materials are as follows:

1. Gamification Integration to Increase Motivation

Gamification elements, such as points, badges, and challenges in English E-Learning, increase learners' learning motivation. This study shows that learners who use game-based platforms are more consistent in learning and have better academic results. Gamification elements in E-Learning, such as points, badges, and challenges, are effective in increasing learners' learning motivation because they create an interactive and fun learning experience (Ainna Al Firdausi et al., 2021) . This not only attracts learners' interest but also encourages them to be actively involved in the learning process. Some examples of platforms that can be used in learning gamification are as follows:

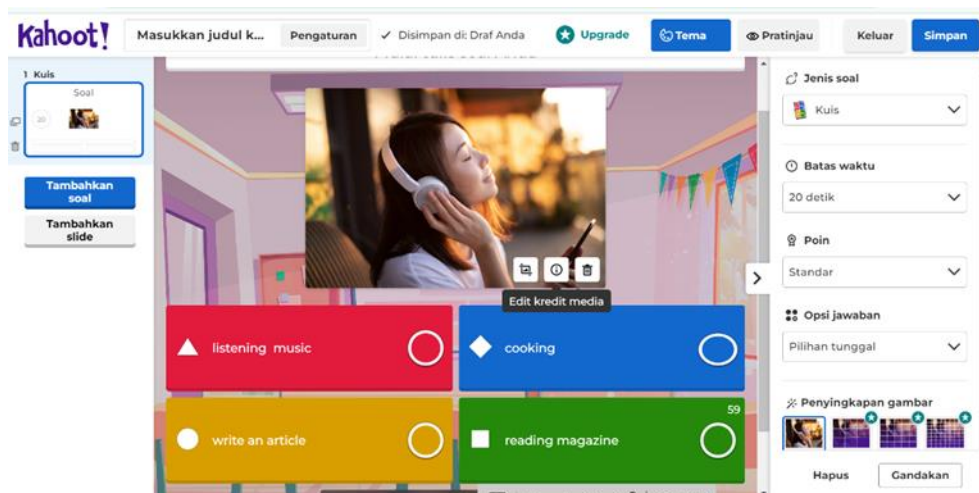
Figure 2

Wordwall as a gamified learning platform



Figure 3

Kahoot as a gamification learning platform



The image above is a comparison of the Wordwall and Kahoot platforms as gamification tools in e-learning. Wordwall and Kahoot are two popular platforms that incorporate gamification elements into E-Learning (Tiga et al., 2024) . Both offer interactive activities that motivate learners through competition and immediate feedback, making the learning process more engaging and enjoyable. By using Wordwall and Kahoot, gamification-based learning becomes more fun, interactive, and competitive. Both platforms help increase student engagement, strengthen understanding of the material, and build motivation through a more dynamic and entertaining learning experience.

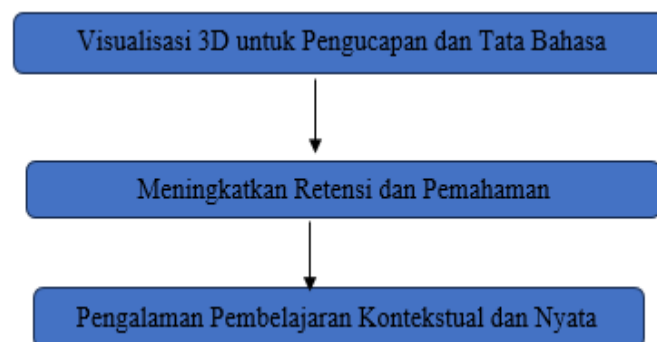
2. Interactive Learning with Augmented Reality (AR) Technology

The use of AR technology in English E-Learning allows learners to experience more in-depth interactive learning, such as learning pronunciation or grammar with the help of 3D visualizations, improving students' understanding of the material. The use of Augmented Reality (AR) technology in English E-Learning offers a more interactive and immersive learning experience. AR allows learners to interact directly with the content, such as 3D objects for pronunciation, grammar, or conversational situations, helping them understand the material more effectively. AR-supported learning also bridges the

gap between theory and practice, providing a more real and contextual understanding. Recent studies have shown that the use of AR in English language teaching helps learners better understand pronunciation and grammatical structures (Baharun et al., 2023) . For example, by viewing a 3D visualization of how the mouth moves when pronouncing words, students can learn pronunciation more accurately. This provides a visual and physical experience that is difficult to get from text or audio alone. Then with the help of 3D visualizations and interactive scenarios, learners can more easily understand new grammar concepts or vocabulary in real contexts, increasing engagement and comprehension. And finally, AR technology can simulate real conversational situations, where learners can practice speaking in a virtual environment. This helps develop speaking and listening skills in a more relevant context, which is difficult to imitate by traditional learning methods.

The following is a chart that illustrates the relationship between three important aspects in the use of AR (Augmented Reality) in English teaching:

Figure 4



Recent studies have shown that the use of AR in teaching English helps learners understand pronunciation and grammar structures better. Therefore, Based on feedback from students, they feel bored with teaching methods that are too focused on lectures or worksheets. Therefore, E-Learning with more varied and visual content can help create a more lively learning atmosphere. This is in line with (Safitri et al., 2024) Effective use of visual elements, such as images and diagrams, helps create a more engaging experience and increases information retention. The use of videos, interactive quizzes, and online

discussions will provide a richer and less monotonous learning experience, while also overcoming obstacles in understanding English material that is considered difficult. Furthermore, by providing interesting content through E-Learning, students are not only invited to learn English in class, but are also motivated to continue learning independently outside of class. E-Learning-based content also allows for iterative learning, where students can access the material taught at any time according to their needs, so that their understanding can be improved gradually.

CONCLUSION

The conclusion of this discussion highlights the great potential of E-learning in increasing the motivation of MA.M students to learn English, although its implementation is still limited. The main challenges, such as inadequate internet access and teachers' low understanding of the learning platform, hinder the effectiveness of this method. In addition, the monotonous learning approach and lectures are less interesting for students. Therefore, strategic steps such as increasing internet access, teacher training in the use of E-learning platforms, and the application of gamification elements and Augmented Reality (AR) technology are very necessary. With a more interactive and varied approach, E-learning can not only improve students' understanding of English but also inspire them to learn independently outside the classroom.

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