CHAPTER II

RIVIEW OF RELATED LITERATURE

This chapter presents the description of E-learning application and E-learning Madrasah, and the previous studies.

A.   Understanding of E-learning

1.   Definition of E-learning Application

E-learning application is becames free for students friendly that all can use in carrying out the teaching and learning process. According to Glosarry (2001) the definition of E-learning is educational system that uses electronic applications to support teaching using internet media, and computer network. E-learning is very useful for students to learning the material because using the technology of E-learning they can be flexible wherever and whenever needed. The materials that students do not understand can studied again through E-learning, so that it will be easier for the students to understand the material in more time because it is unlimited.

E-learning is a new multimedia technologies and internet and give increas that to facilities and service as well as distant exchanges and collaboration, this statement according to Europen Commission (2001). According to Cohaang and Harman (2005) E-learning is the delivery of education about all activities relevant to teaching. E-learning can be applied to both conventional and long-range education. For example,

E-learning can be applied in: internet, intranet, both video and audio tape, satellite and so on. One form of E-learning that is being widely applied through internet web-based learning. According to Rosenberg (2006) about E-Learning is a tool of information transmission and series a solution, which aims to performate the individual and organizations using technology

According to Boulton & Trent (2008), the use of e-learning at the secondary education level with students aged 14-16, can provide better support for students with less ability, increase student engagement responses in the learning process, provide opportunities for accelerated learning for students. intelligent and talented students, and develop students' learning abilities independently through individual learning experiences.

2. **Models of E-learning Application**

Based on the technology used, e-learning is divided on the basis of technology, according to

 (Hidayati, 2010):

a. Computer Based Training (CBT)

The era where e-learning applications began to appear running on standalone PCs or in the form of CD-ROM packages. According to Horton (2000) CBT is a computer-based educational process, using CD-ROM and disk-based media as educational media. The content is in the

form of written material or multimedia (video and audio) in MOV, MPEG-1 or AVI format. The software company Asymstrix (now Clickllearn) released a development tool called Toolbook while Macromedia also developed software called Authorware. By using the tools provided, users have the opportunity to try practice questions without limits on the number and level of difficulty. However, in e-learning with this concept, communication occurs only in one direction.

The advantages of computer based training (CBT) includes:

1. The display can produce a combination of text (text), sound (audio), images (video), and animation.

2. Can access animated information instantly from anywhere included from the compact disk.

3. Can produce clearer images

4. More sophisticated computer based training (CBT) programs and systems allow learning to access more, not just one choice, such as on audiotape or videotape.

5. Provide access to more information.

6. Can be adjusted to the motivation, ability, and speed of learning.

7. Reduce learning worries if you don't understand.

8. Participants can learn according to the speed of their understanding, without being limited by space and time, they can adjust the learning time according to their time availability.

Generally, CBT is provided with interactive tutorials, exercises, simulations through videos that are accessed online or in the form of CD-ROMs. And the disadvantages of computer based training includes:

1. Lack of interaction between humans, so students who like interaction in traditional learning methods will find learning with the CBT model very difficult for them.

2. Requires a fairly expensive cost, (to develop the material, the cost of the software or hardware used).

b. LMS (Learning Management System)

Along with the development of internet technology in the world, the world community began to be connected to the internet. The need for information that is quickly obtained becomes absolute, and distance and location are no longer a barrier. This is where a Learning Management System appears or commonly abbreviated as LMS. The rapid development of LMS makes new ideas to overcome the problem of interoperability between existing LMS with a standard. Standards that appear, for example, are standards issued by AICC (Airline Industry CBT Committee), IMS, IEEE LOM, ARIADNE, etc. An example of this application is Tutor.

In this application there are facilities for writing materials, uploading materials, assignments, making question banks, testing and assessments as well as communication facilities between users, namely chatting, forums and blogs, and other interesting modules such as calendars and

photo albums can also be added.

This LMS system can help teachers or lecturers to plan and create syllabus, manage learning materials, manage student lecture activities, manage grades, recapitulate attendance, display grade transcripts, discuss and take quizzes. Usually this LMS can be based on applications and web platforms, making it easier for lecturers to plan the online learning process, LMS also makes it easier for students to access lecture content or material from anywhere and anytime.

The advantages of LMS has many benefits or advantages in the distance learning process, here are 10 benefits or advantages of LMS:

a. Learning time becomes more efficient because online learning can be accessed anywhere and anytime.

b. The cost of using LMS is cheaper than the face-to-face learning process.

c. Facilitate lecture activities such as quizzes, assignments, uploading materials, interactive discussions.

d. Alternative online learning during the COVID-19 pandemic.

e. Make it easier for lecturers to collect and analyze student lecture data in a shorter time.

f. Make it easier for lecturers to find and organize lecture materials for students

g. LMS learning methods that use several information technologies in the form of images, sounds, animations, videos, and texts make learning materials easier to understand and not boring.

h. Encourage students to do independent learning.

i. Learning content for students can be well documented.

j. Facilitate interaction between doesn and students with chat features and discussion groups.

This LMS online learning media also has drawbacks, including:

a. A stable and good internet connection is required to access the LMS. If not, the learning process through LMS will be hampered.

b. Less able to apply real-time interaction between lecturers and students. For example, if there are students who ask their lecturers today, while the lecturers are only online tomorrow, then the answers from the lecturers can only be received by students the next day.

c. Requires supporting devices, such as computers, laptops, and smartphones to be able to use LMS.

Usually stored in the Learning Management System (LMS) so that it can be run by students anytime and anywhere. While the 'actors' in implementing e-learning can be said to be the same as conventional teaching and learning processes, namely the need for teachers (lecturers) who guide students (students) who receive teaching materials and administrators who manage administration and teaching and learning processes.

c. Web-based e-learning application

The development of LMS is leading to a total Web-based e-learning application, both for learners (learners) and teaching and learning administration. LMS began to be combined with portal sites which at this time can be said to be a barometer of information sites, magazines, and world newspapers. The content is also getting richer by combining multimedia, video streaming, and interactive displays in a variety of data formats that are more standard, small and stable.

An example of this application Dokeos is free software released by the GNU GPL and its development is supported by the international community. The operating system is certified which can be used as a content management system for education. The content includes distribution of study materials, calendars, learning progress, conversations via text/audio and video, test administration, and keeping notes. The main goal of dokeos is to be a user-friendly, flexible and easy-to-use system. Web-based e-learning or commonly referred to as web-based learning (WBL) is a form of utilizing information technology in the world of education. According to Simamora (Made Wena, 2009: 215), WBL is a system or process for carrying out distance teaching and learning activities through web applications and internet networks, meaning that the e-learning media developed contains a learning system that utilizes web applications that are supported by internet network connection.

WBL is a form of e-learning whose material and delivery method is via the internet (web). Through this understanding, a web-based learning will be created. Web-based learning in question is a learning experience by utilizing the internet network to communicate and convey various learning information. This web-based e-learning will give its users the opportunity to communicate and exchange information anywhere and anytime.

Web-based e-learning can create a virtual learning environment (Virtual Learning Environment) which is equipped with several facilities such as discussion forums, chat, online assessments, and administrative systems. These facilities can be used in combination to support the learning process. So, web-based e-learning can be a means of facilitating the process of delivering information to students.

3.   **Category of E-learning**

Generally, e-learning can be divided into four categories:

a. Database

Early e-learning. The information retrieval process is usually done in a way type in the keyword. A sample program that could be included: the database shape is translation software and search engine on the Internet.

b. Online support

On any good product, software or hardware is usually included: a phone number or email address for a manufacturer of products. Online support

is more interactive than the database because any questions surrounding the product asked by the user will be answered off-line. The specific might be by the manufacturer directly.

c. Offline training

Called offline training because e-learning is usually: a storage media outlet such as cd-rom would have to be installed on computer. Data on this learningtype was designed to be standing alone without the need for Internet connection. In some cases. The software is equipped with links - linkaimed for updated training materials.

d. Training online

Online training certainly provides the live training, the whole material rehearsals will be provided realtime. This type of exercise is direct because the online training takes place realtime, So, Internet connection and computer specs that participants use practice should've supported all multimedia outlet used during training. video-conference interviewing is more than just describing facts; presenting events might differ greatly depending on

Rosenberg (2001:3) categorizing e-learning with in the basic criteria:

a. E-learning is network, made to be able to improve Quickly, store or To resurrect, Distribute and sharing

b. Learning and information. These criteria are very deep E-learning, so, Rosenberg call it a requirement absolute.

c. A user through technology a computer using the standard internet technology.

d. E-learning is focused on a profound learning outlook most widespread, learning solutions that surpasses the paradigm traditional in learning.

4. The Benefits of E-learning

The benefits of E-learning include; cost efficiency, flexible, learn, to be independent. cost efficiency means that E-learning provides cost efficiency for its administration, efficiency in providing facilities and physical facilities to be able to learn and also cost efficiency for students, namely transportation and accommodation costs. Flexible means that E-learning provides flexibility in choosing the time and place to access the trip. Learn to be independent means that E-learning provides an opportunity for learners to independently take full control of success in the learning process.

The main of benefits of the E-learning including of;

a. Easy access to teachers: E-learning has made it easier to find and access teachers as soon as possible outside of official working hours, because trainees can now send their questions to teachers via email, and this advantage is more useful and appropriate for teachers rather than staying cooped up in his office. It will be more useful for those whose working hours do not match the teacher's schedule or if there are questions that cannot be postponed at any time.

b. Increase the possibility of communication between students among themselves, and between students and schools: Through the ease of communication between these parties in several directions such as discussion boards, emails, dialogue rooms. Researchers believe that these things enhance and stimulate students to participate and interact with the topic in question.

c. Sense of equality: Because communication tools allow each student to have the opportunity to express his opinion at any time without embarrassment, unlike traditional classrooms which omit this feature either because of poor seat arrangement, or the student's own weakness, or embarrassment, or other reasons, but this type of education gives full opportunity to students because they can send their opinions and voices through the communication tools available from e-mail, discussion boards and discussion rooms. This feature is more useful for students who are afraid and anxious because this educational method makes students more daring to express ideas and find facts than in a traditional class. Studies have shown that online discussions help and encourage students to face more.

d. Contributing to students' divergent views: Online forums, such as discussion boards and dialogue rooms, provide opportunities to exchange views on topics which increase the chances of benefiting from the ideas and suggestions presented and integrating them with student views, which helps shape a solid foundation for students, having knowledge,

strong opinions through the knowledge and skills acquired through the dialogue space.

e. Possibility of changing teaching methods: It is possible to receive scientific material in a way that is suitable for students. Some of them are suitable for the visual method. Some of them are suitable for audible or readable methods. Some of them correspond to practical methods. E-learning and its resources allow the possibility of applying the resources in various ways that allow modification according to the best method for the trainee.

f. Adapting various educational methods: E-learning allows students to focus on important ideas while writing and composing a lecture or lecture, and also allows students who have difficulty to concentrate and organize assignments to benefit from the materials as they are organized and coordinated in an element that is easy and good and important in it is specific.

g. Additional help with repetition: This is an added advantage for those who learn in a practical way. Those who teach through training, if they want to express their ideas, put them in a certain sentence, which means they have repeated the information they have practiced, as students do when they prepare for a certain exam.

h. The curriculum is available 24 hours a day, seven days a week: This feature is useful for people who are mood or want to study at a certain time, because there are those who prefer to study in the morning and evening, as well as for those who are who bear personal burdens and responsibilities. this allows everyone to study at a time that is convenient to them.

i. Continuity in access to the curriculum: This feature keeps the student in a stable state so he can get the information he wants at the right time

The benefits of E-learning according to Alvini Pranoto dkk, (2009:309) include the following:

a. Increase an active participation of students.

b. Improve a student's self-study ability.

c. Improving the quality of teaching materials as well as training.

d. Increasing an ability to be able to display information with information technology devices, which with ordinary devices will be difficult to do.

5. **The Advantages of E-learning**

The advantages of E-Learning there are 5, the first is there is an E-Moderating facility where teachers and students can communicate with each other easily and quickly. The second is learning materials can be reviewed anytime and anywhere as long as there is an internet connection to access them. The third is well-structured and scheduled learning materials via the internet and can be accessed whenever needed. The fourth is can discuss anytime through portals or forums on the internet between teachers and students. And the last is students can be active in the learning process.

The advantenges Alghizzawiet al. (2019) identified some of the major advantages of E-learning as it delivers education in the virtual and tablets. environment by the different device which include: personal computer, mobile phones The advantages of E-learning according to Also Mayes (2002) are that it provides flexibility, interactivity, speed, and visualization advantages of each media. According to Almosa (2002) E-learning has many advantages, namely:

a. It is easier to absorb, meaning that it uses multimedia facilities in the form of an image, text, animation, sound, and video.

b. Much more cost-effective, `

c. Much more concise, meaning that it does not contain many class formalities, directly into a subject, subjects as needed.

d. Available 24 hours per day, meaning that mastery in the material depends on the enthusiasm and absorption of students, can be monitored, can be tested with e-test.

6. The disadvantages of E-Learning

The disadvantages of E-Learning according to Marina L. Gavrilova (2006:354) is that learning using the E-learning model requires more additional equipment (such as computers, monitors, keyboards, and so on). The disadvantages of E-learning described by Dawling et al (2003) are as follows:

a. Lack of interaction between teachers and students or even between students themselves.

b. This tendency can ignore academic aspects or social aspects and also create growth in business or commercial aspects.

c. The teaching and learning process tends towards a training rather than education itself.

d. The change in a teacher's role from initially mastering conventional learning techniques, is now also required to be able to know learning techniques using ICT (information, communication, and technology).

e. Not all places are available with internet facilities

f. Lack of a human resource who understands the internet.

g. Lack of mastery in computer languages.

h. Adequate computer access can be a problem for students.

i. These students may be frustrated if they cannot access graphics, images, and videos due to inadequate equipment (software and hardware).

j. Availability of an infrastructure that can be met.

k. The information varies in quality as well as accuracy so guidance and inquiry features are required.

l. These students may feel isolated

According to Almosa (2002) the disadvatages of E-learning include the following:

a. E-learning makes the learners undergo contemplation, remoteness, as well as lack of interaction or relation.

b. E-learning be less effective that the traditional method learning, the learning process is much easier use of face to face with the lectures.

c. Test for assessment in E-learning are possibly done with use proxy it will be difficult to control bad activities like cheating.

The next disadvantages according to Bullen, 2001, Beam includes:

a. This lack of interaction can slow down the formation of value in the learning process.

b. The tendency to ignore psychomotor or social aspects and instead encourage the growth of commercial aspects. 3. The learning process tends towards training rather than education.

c. Changes in the role of teachers from those who originally mastered conventional learning techniques, now are also required to know learning techniques based on ICT.

d. Students who do not have high learning motivation tend to fail.

e. Not all places have internet or network facilities.

f. Lack of personnel who know and have the skills to operate the internet.

g. Lack of personal in terms of mastery of computer programming.

7. The Component of E-learning

The components that make up e-learning (Wahono,2008) are:

a. E-learning infrastructure

E-learning infrastructure is the equipment used in e-learning which can be in the form of a Personal Computer ((PC), which is a privately owned computer. According to Jack (2004), a computer network (that is, a collection of a number of devices in the form of computers, hubs, switches), routers, or other network devices .that are connected using certain communication media. Internet which stands for Interconnection Networking which is defined as computers connected around the world. According to Jack (2004) multimedia equipment (media tools that combine two or more media elements consisting of text, graphics, images, photos, integrated audio, video and animation

This includes teleconference equipment (long distance meetings between several people who are physically in different geographical location. According to (Jack, 2004) if we provide synchronous learning

services, namely the learning process occurs at the same time when the teacher is teaching and students are learning through teleconference.

b. E-learning systems and applications

E-learning systems and applications are often referred to as Learning Management Systems (LMS), which are software systems that virtualize conventional teaching and learning processes for administration, documentation, reports of a training program, classrooms and online events, e-learning programs, and training content. According to Ellis, (2009) for example all features related to the management of the teaching and learning process such as how to manage classes, create materials or content, discussion forums, assessment systems (report cards), and online exam systems, all of which are accessed by the internet.

c. E-learning content

E-learning content is content and teaching materials that exist in the e-learning system (Learning Management System). This content and teaching materials can be in the form of, for example, Multimedia-based Content (content in the form of interactive multimedia such as learning multimedia that allows us to use a mouse, keyboard to operate it) or Text-based Content (text-shaped content like in textbooks on wikipedia.org , sciencecomputer.com, etc.).

B.   Understanding of E-Learning in English Language Teaching

1.   E-learning Madrasah in English Teaching

Madrasah e-learning is a free application from Madrasah intended to support a learning process in Madrasah ranging from Madrasah Ibtidayah (MI), Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA), aiming to be more structured, interesting and interactive. E-learning Madrasah have 6 access roles including: madrasah operators (administrator), subject teacher, counseling, guidance teacher, homeroom teacher, student, and supervisor (head of madrasah and staff).

2.   Menu in E-learning Madrasah

E-learning madrasah have several menus according to Salman (2020) including:

a. The Dashboard menu displays a summary of user data and activities in the form of statistics such as the number of online classes that have been created, the number of students, the number of teachers and the number of executives that have been inputted into the application. Then at the bottom, a real-time login role report is displayed.

b. Backup and Restore menu, serves to perform database backups to avoid data loss and restore database backup results.

c. Synchronization menu, used to synchronize student, teacher, executive data after data entry and to synchronize madrasah profile data.

d. Academic Calendar menu, serves to input madrasa holidays or activities each semester such as the beginning of entering madrasa, Eid al-Adha holidays, Hijriyah New Year holidays, Maulid Nabi Muhammad SAW holidays, implementation of the Final Semester Assessment (PAS), date of distribution of report cards, semester holidays , etc.

e. Madrasah Profile Menu, serves to display the name of the madrasa, the Madrasah Statistics Number (NSM) and the madrasa logo. Editing the data can only be done through the madrasa e-learning portal.

f. Master Data Menu. This menu has 2 sub menus, namely Classroom and Subjects. Classroom Sub Menu serves to add classrooms, edit, or delete classrooms that have been created. While the Subject Sub Menu serves to add subjects, edit or delete subjects.

g. User Management menu, serves to add, edit or delete student data, subject teacher data, BK teacher data, homeroom data, and executive data. To add the data, the administrator can add it manually one by one or can also add it all at once by importing data using the excel template that has been provided.

h. Class Increase Menu, is used to move students who are declared to be advancing to a class above it. Administrators can do this in 2 ways. The first transfers students per class if all students in the class are declared to be advancing to class. The second way is to transfer students one by one if in the class there are one or more students who are declared not to go to class. This menu is only used in even semesters.

i. The Settings menu is used to set the school year, semester, activate or deactivate realtime notifications, regional zones, delete teacher data and online classes that have been created.

j. Menu Version Control Migration, serves to migrate data if there is a version change in the application.

k. E-Learning Activity Menu, serves to display activities carried out in the application by executives, teachers and students in real time.

After looking at the features and menus of the Madrasah E-Learning application, both for administrators, teachers, or students, we can conclude that this application has very complete features, so that teachers are free to prepare learning models, questions, or assignments to be given to students. In addition, the application has a motto that is Together with E-Learning Madrasah, Ready to Meet a Glorious Future. Madrasa e-learning can also be accessed using an Android-based cellphone, making it easier for teachers and students to access it. Therefore, this application can be the right and smart solution for

madrasah to carry out online learning, even more so during the current Covid-19 pandemic.

3. **How to use E-learning Madrasah**

    a. How to opening E-learning

    The madrasa e-learning website page can be accessed via the following link: http://madrasah.kemenag.go.id/elearning. To open the link can be done through various browser applications on a computer or PC, such as Chrome, Firefox, Microsoft Edge, and so on. The following are the steps to open the madrasa e-learning website page:

    1. Open the browser

    2. Type the link http://madrasah.kemenag.go.id/elearning in the

    3. Browser window and press enter. The initial display of the madrasah e-learning website will appear.

    2.1 Figure of Display of E-learning madrasah
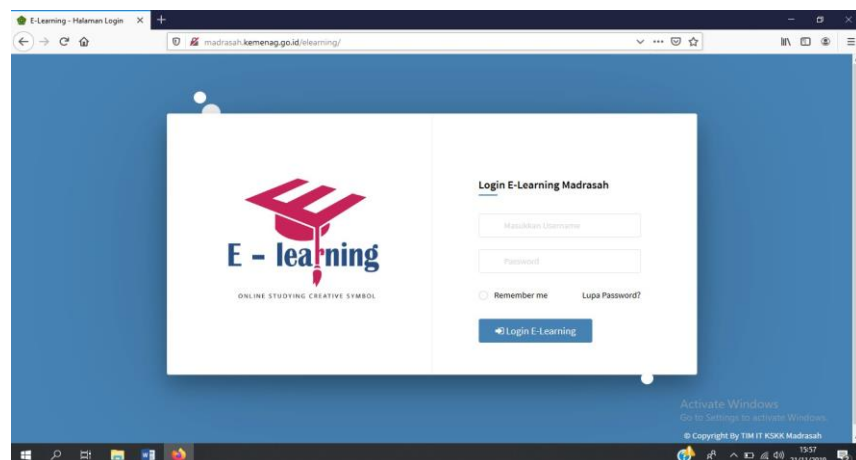
b. How to log in as a teacher

Before using this application, a teacher in an institution must be registered in the madrasa data first. The madrasa operator is the party in charge of registering teachers in the E-learning application. After being registered in the application, teachers can log in to the application using NUPTK or NIK and password obtained at the madrasa operator. Here are the steps to login to the app:

1. Open the E-learning website page

2. Enter NUPTK or NIK and password into the form provided

3. Click "Login E-Learning

2.2 Figure of display of login E-learning

Login E-Learning Madrasah

Masukkan Username

Password

Remember me   Lupa Password?

Login E-Learning

4. After logging in, the initial display is as follows.

2.3 Figure of display after log in.
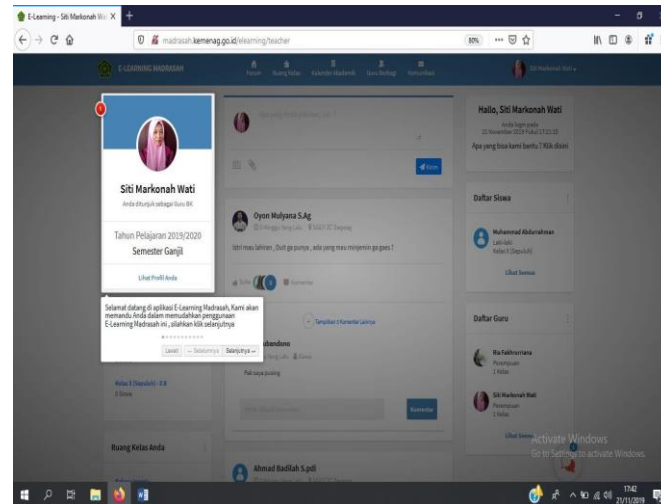
5. There is a user guide that will make it easier for teachers who have just logged in to the application. To get the complete guide, click "Next" and to skip the guide, click "Skip"

6. The following is an initial view of the madrasah E-learning homepage for teachers.

2.4 Figure of initial view of E-learning madrasahhome page of teacher
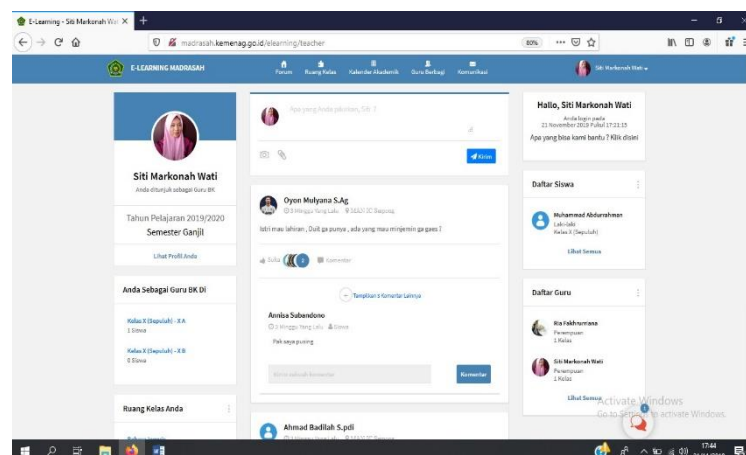
c. How to operate e-learning

The feature is useful as Madrasah Social Media in Indonesia. In this feature, you can communicate and share information with teachers and students. Here's a guide to using this feature:

1. Click the "Forum" menu, the following screen will appear.

2.5 Figure of display forum menu
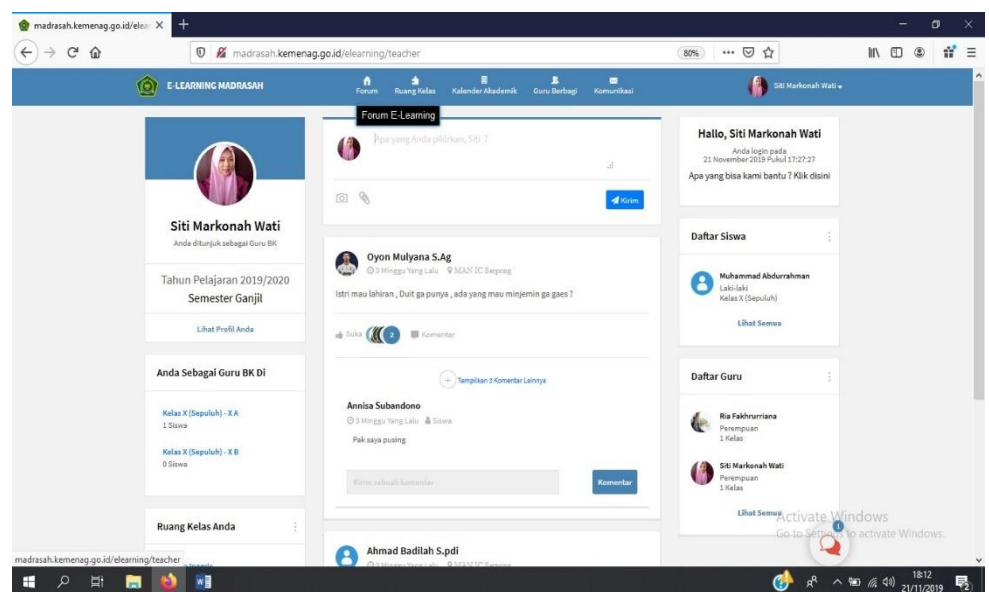
2. Student or teacher can share written information, by writing down thoughts and ideas in the following form.

2.6 Figure of display the teacher or student can weritten the information
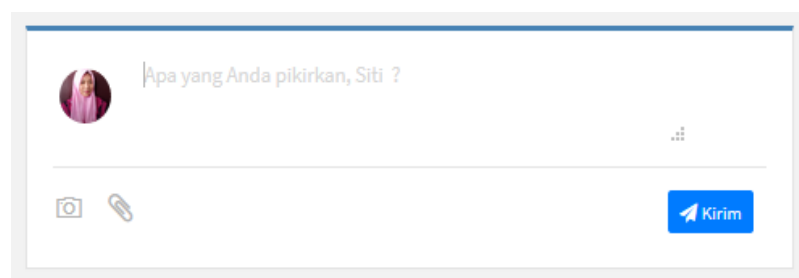
d. Classroom

Classrooms are online classes that are used by teachers to conduct online-based teaching, teachers can add everything related to teaching and learning activities such as adding a timeline, compiling lesson plans (RPP), teacher journals, attendance, assessments, and giving tests or exams. The teacher can add students according to the class in the actual class.

a) Creating a Classroom

1) Enter the teacher's homepage

2) Click the "classroom" menu

3) Click "Create New Class"

2.7 Figure of create a classroom
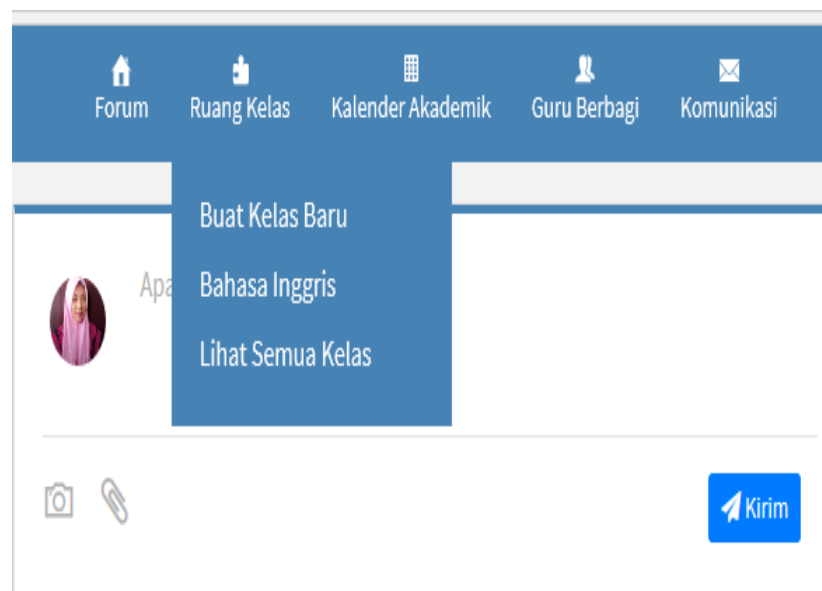
4) Enter the required data regarding the class identity in the dialog box that appears as shown below.

2.8 Figure of the required data regarding the class identity in the dialog

5) Then click "Create Class" and an image will appear as below in the form of a class timeline.

2.9 Figure of Create class

e. Teacher's Journal

In the "Teacher's Journal", the teacher can fill in the teaching and learning activities that have been completed. The teacher can add notes related to the progress of students in class when the KBM takes place.

How to fill out student development activities in the Teacher's Journal:

1) Login to E-learning.

2) Select "Classroom"

3) Select the "Teacher Journal" menu on the left menu bar.

4) Click "Add Event", then a dialog box will appear as follows.

2.10 Figure of activities in the teachers journal

5) Fill in and complete the related teacher journal form in accordance with the progress of students in class.

6) Click "Save Event" so that the display will look like this.

2.11 Figure of the display of teacher journal

f. Knowledge Assessment

In the "Knowledge Assessment" menu, the teacher provides an assessment related to students' knowledge abilities according to the basic competencies that have been achieved.

How to create a knowledge assessment:

1) Login to E-learning.

2) Select "Classroom"

3) Select the "Knowledge Assessment" menu on the left menu bar.

4) Click "Create Knowledge Assessment", then a dialog box will appear

as follows.

2.12 Figure of how to create knowledgement assessment

5) Fill in and complete the form provided.

6) In the "assessment scheme" box, the teacher can choose the type of

test to be carried out.

7) In the "instruction/description" box, the teacher can fill in the actions

to be taken regarding the competencies that have been taught.

2.13 How to Create Knowledge Assessment

g. Skill Assessment

In the "Skills Assessment" menu, the teacher provides an assessment of the student's skill abilities according to the basic competencies that have been achieved.

How to create a skill assessment:

1) Login to E-learning.

2) Select "Classroom"

3) Select the "Skills Assessment" menu on the left menu bar.

4) Click "Create a Skills Assessment", then a dialog box will appear as follows.

2.14 Figure of how to create of skill assessment

5) Fill in and complete the form provided.

6) In the "assessment scheme" box, the teacher can choose the type of test to

be carried out.

7) In the "instruction/description" box, the teacher can fill in the actions to be

taken regarding the competencies that have been taugh**t.**

2.15 Figure of instruction/description
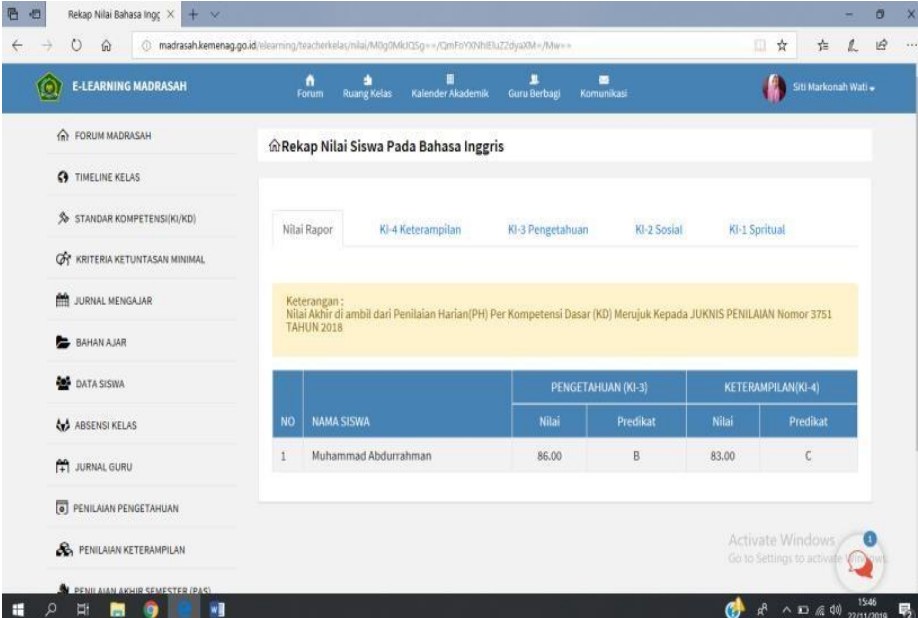
h. Recap of Student Report Score

This menu displays the student's final grade database. In the "Recap of Student Report Values" menu, the teacher can check the final score of each competency and report card scores achieved by students complete with predicates that have been determined in the "Minimum Completeness criteria". For more details, can be seen in the following image.

How to open "Recap of Student Report Score"

1) Login to E-learning.

2) Select "Classroom"

3) Select the menu "Recap of Student Report Values" on the left menu bar. Then it will appear as follows.

2.16 Figure of how to open recap report students

i. Class Calendar

The "Class Calendar" menu is a menu that displays the entire agenda of teaching and learning activities in class. This menu is the result of the previously filled and completed menu settings. So, every activity or schedule that has been designed and compiled by the teacher will automatically appear on the "Class Calendar" menu.

How to open "Class Calendar"

1) Login to E-learning.

2) Select "Classroom"

3) Select the "Class Calendar" menu on the left menu bar. Then it will appear as follows.

2.17 Figure of how to open class calender

4) To get more detailed information, the teacher can click on

the date on which the activities will be checked. As in the picture.

**2.18 Figure of detailed information in class calender**
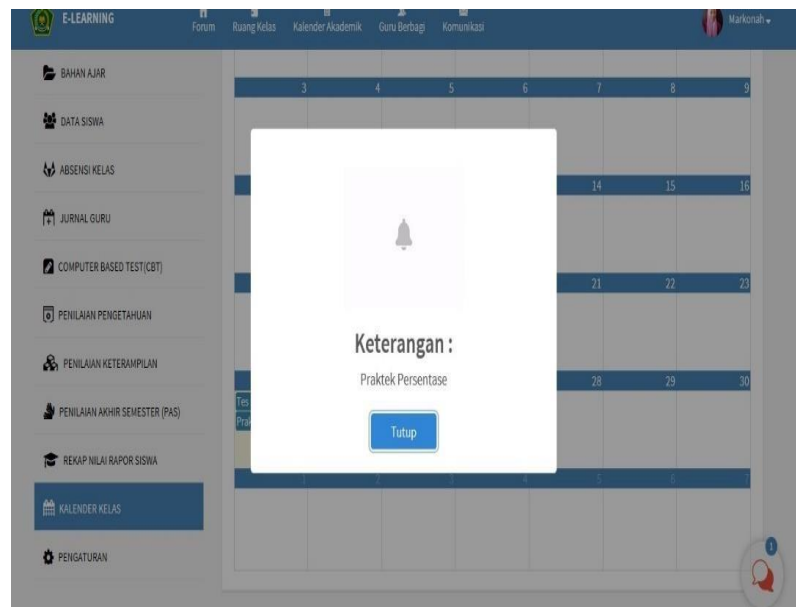
j. Arrangement

The "Settings" menu is a menu that is used to adjust and change

the appearance of the class which includes the class name, class

description, class subjects, meeting agendas. Teachers can change

classroom settings according to the situation and conditions of the

class being taught.

How to change "Class Settings"

1) Login to E-learning.

2) Select "Classroom"

3) Select the "Settings" menu on the left menu bar. Then it will

appear as follows.

2.19 Figure of how to change classroom
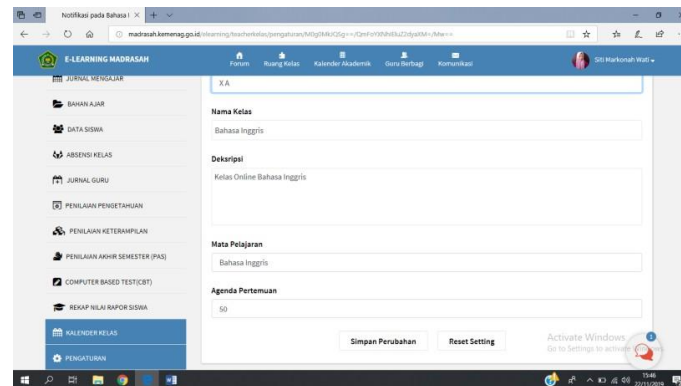
4) Then, make the desired changes in the column with the description

box provided

5) Click "Save Changes"

k. Teacher Sharing

This menu is useful as a place to share ideas or learning materials.

The material you share can be studied by madrasa teachers and students

throughout Indonesia.

a. How to open "Sharing Master"

1) Login to E-learning.

2) Select "Sharing Master" on the top menu bar. Then it will appear
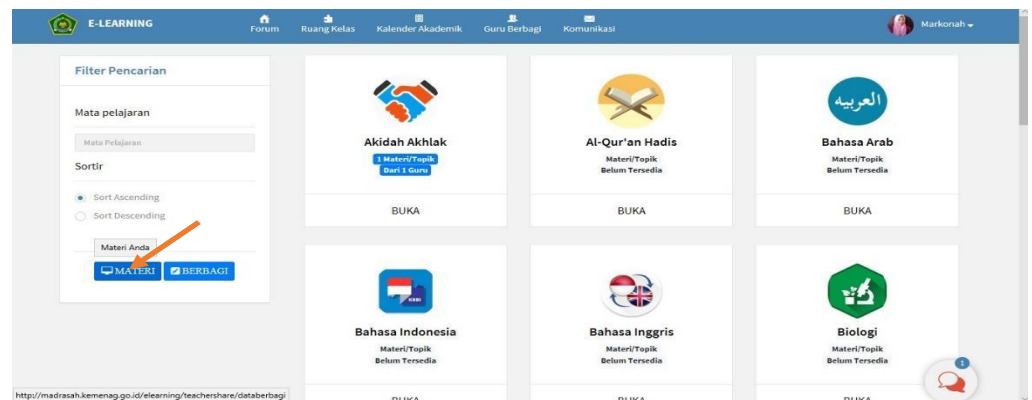
as follows.

2.20 Figure of how to open sharing materi
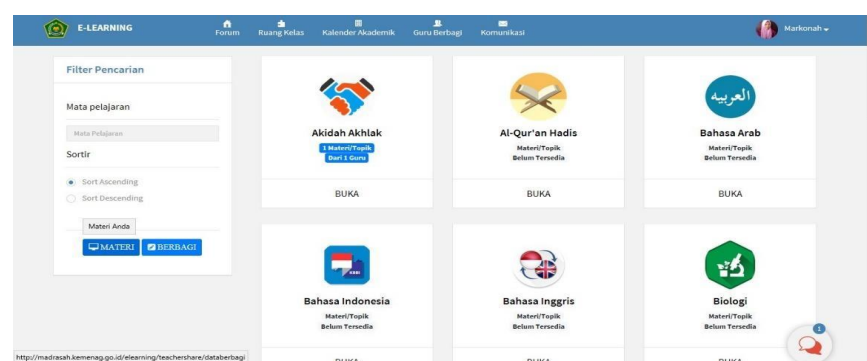
b. How to Check Material

In this section, you can check all the material that you have shared according to the subject and topic. To open shared material, follow these steps
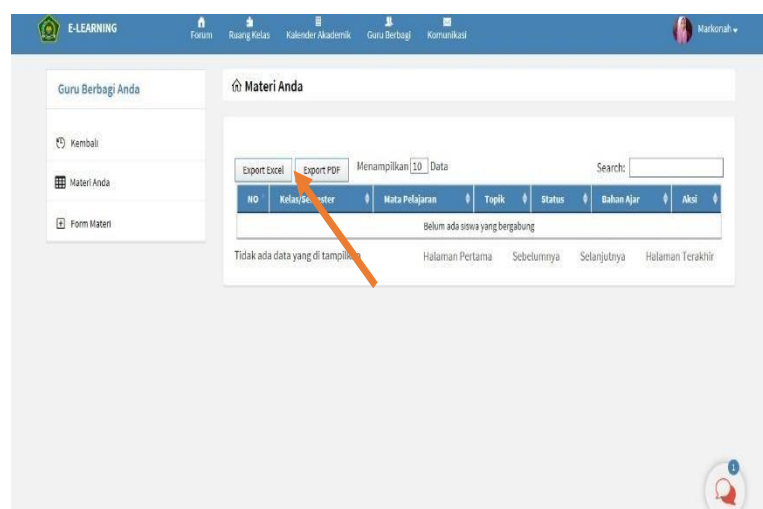
1) Hover over the "Material" button and Click

2.21 Figure of step to check material

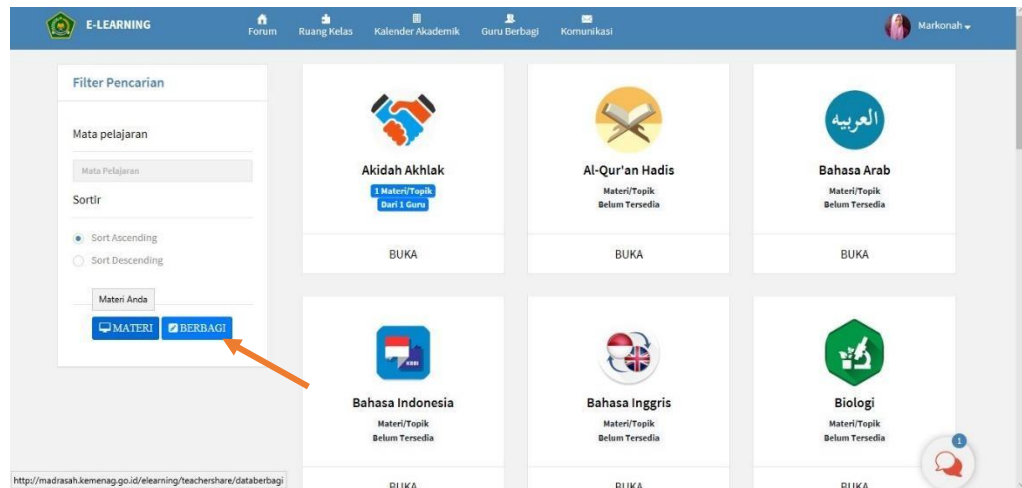2) To add material, click "Export Excel" or "Export PDF" according to the form of the file to be uploaded.

2.22 Figure of step to check material

c. How to Share Material

1) Teachers can share course materials, teachers can click "Share" on the left bar. As in the picture.

2.23 Figure of how to share course material

2) Then, the page will change and the teacher can fill out the form in the box provided regarding information related to the subject matter that will be shared. As in the picture.

2.24 Figure of the box peovided regarding information to share the material

d. How to Review Teacher Material File

1)`To view, download, and study material/RPP files owned by other teachers, teachers can select the appropriate file in the available menu. As in the following image.

2.25 Figure of step how to download the material.
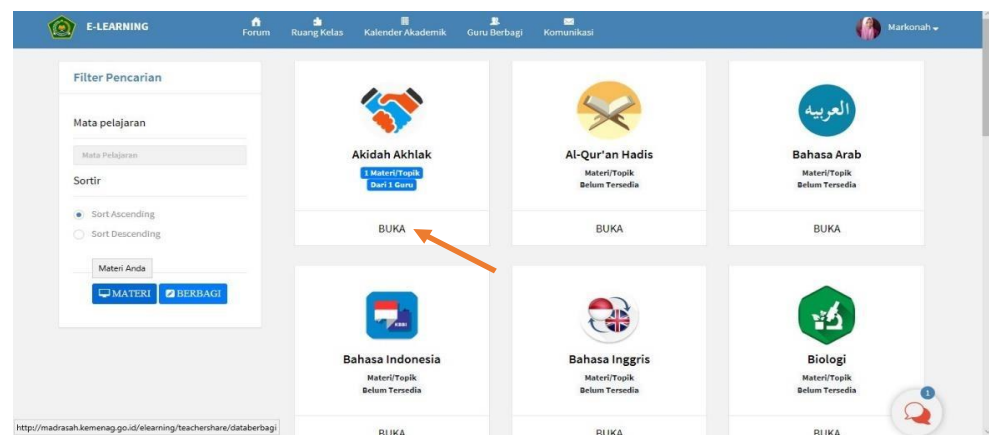
2)`Then, a menu will open and you can click on the preview button as shown in the image.

2.26 Figure of how to open the material.

Once clicked, the page will display the contents of the material. As in the picture.

C.   Previous Study

The research of the implementation of E-learning to teaching English were conducted by some previous research such as Robbi Teo Aziz, Dhenty Rammadhenthy Ahlan, Umar, Dewi Astutika and Yunita Delvianti. The researcher will give similar and different.
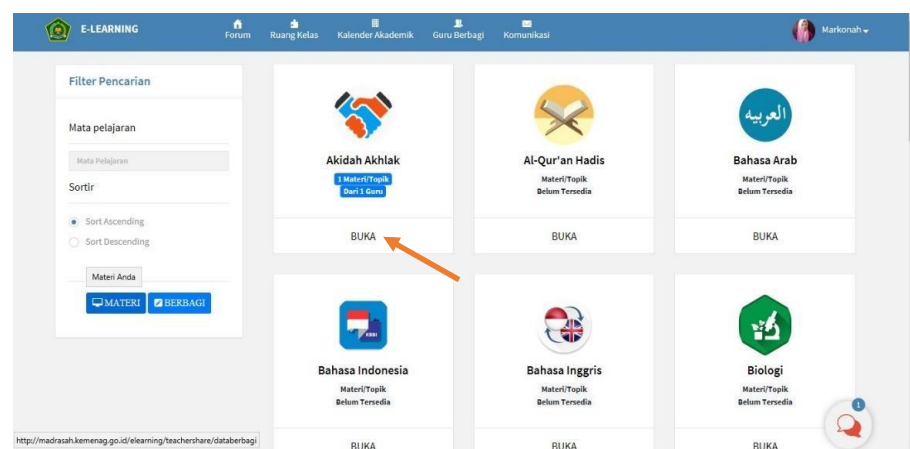
The first from Aziz (Maulana Malik Ibrahim State Islamic University of Malang, 2014). Conducted a research entitled "Implementation of E-learning at Insan Amanah Elementary School of Malang". This research was conduct in located of Malang city. The reseach uses qualitative approach. Aziz's research to get the data was observation and interview. The reseacrh uses triangulation. The study was to know how the implementation E-learning and the effect of E-Learning. The result of Aziz's research is E-learning give effect and motivation to study.

The second from Ahlan (State Institute of Islamic Studies Purwokerto, 2021). Conducted with the title "The Use of E-learning Media in English Language Teaching at 7th Grade Students in MTs Ma'arif NU 1 Wangon". The research uses the E-learning madrasah by the ministry of religion such as Google Classroom, and Whatsapp. The reseach use of qualitative approach. Ahlan's get the data was observation, interview and documentation. The reseacrh uses triangulation.   Ahlan's research was to

analized the use of E-learning media in English language and teachers challenges in using Elearning as a media. The result of Ahlan's research is there were some students who did not fulfill the target that had been planned. Not all learning could be conveyed well, and the teacher difficult to know the characteristic of her students by person.

The third from the journal Umar (English Department STIKP Paracendekia NW Sumbawa, 2021). Conducted with the title, "Implementation of E-learning on the Teaching English as Global Language in Pandemic Era". The research was conduct located in Sumbawa of 3 rd semester English Department STIKP Paracendekia. The research uses the qualitative approach. Umar's research to get the data from interview and give the questionnaire. Umar's research was to determine the effectiveness of the implementation E-learning during pandemic era covid -19. The result of Umar research is showed that learning with implementation E-learning application were effective interactive could support distance learning making it easier for students to absorb the teaching material by lecturer during pandemic covid-19.

The fourth from Astutika (State Islamic Istitute of Tulungagung, 2020). Conducted with the title "Teacher's Strategies in Teaching English of Using E-learning Class During Covid-19 Pandemic at MAN 3 Tulungagung". Astutika's research was conduct located in at Supriyadi street Tanen Village, Rejotangan Sub-district. The research uses the qualitative approach. Astutika's research get the data of research from

Observation and interview. Delvianti's research to know teacher's strategies in teaching English of using e-learning class during covid-19 pandemic. The result teacher's strategies in teaching English of using e-learning class during covid-19 pandemic was independent teaching study as instruction to the students. For writing skills, the teachers applied the strategies such as planning, drafting and editing.

The last from Delvianti (Antasari State Islamic University Banjarmasin, 2018). With the title "The Implementation of E-learning in Teaching Writing at the Fourth Semester of English Department of UIN Antasari Banjarmasin". The research was conduct located in Banjarmasin, Kalimantan Selatan. The research used of qualitative research. Delvianti's research focuses on fourth semester of english departement of uin antasari banjarmasin. Delvianti's research get the data from Classroom Observation, Interview, Quitionnaire, and Web Observation. Delvianti's research was to find out the implementation of E-learning in teaching writing. The result of Delvianti's research is the implementation of E-learning in teaching writing receives a positive response from the students.

From the explanation above the researcher conclude that the research has similarities and the different with some previous studies. The similarites of the research, the first from Aziz (Maulana Malik Ibrahim State Islamic University of Malang, 2014) is used qualitative approach. The next similarities same use the triangulation. The last similarities, the research was to know how the implementation E-learning and the effect of E-Learning.

The second from Ahlan (State Institute of Islamic Studies Purwokerto, 2021), the similarities of the resewarch is used qualitative approach. The third from Umar (English Department STIKP Paracendekia NW Sumbawa, 2021), the similarities of the research used qualitative. the fourth from Ahlan (State Islamic Istitute of Tulungagung, 2020), the similarities of the research used qualitative approach. The last from Delvianti (Antasari State Islamic University Banjarmasin, 2018), the similarities used the qualitative approach.

The different of the research with some previous studies, the first from Aziz (Maulana Malik Ibrahim State Islamic University of Malang, 2014). Aziz's research to get the data was observation and interview and in this research the researcher used interviewing the teacher and the documentation.

The second from Ahlan (State Institute of Islamic Studies Purwokerto, 2021), the different from Ahlan research is to get the data was observation, interview and documentation and in this research the researcher used the interviewing the teacher and the documentation. Denthy's research was to analized the use of E-learning media in english language and teachers challenges in using Elearning as a media and in this research the researcher was to know how the implementation E-learning and the effect of E-Learning.

The third from Umar (English Department STIKP Paracendekia NW Sumbawa, 2021), the different from Umar's research is to get the data from

interview and give the questionnaire and in this research the researcher used the interviewing the teacher and the documentation. Umar's research was to determaine the effectiveness of the implementation E-learning during pandemic era covid -19 and in this research the researcher was to know how the implementation E-learning and the effect of E-Learning.

The fourth from Astutika (State Islamic Istitute of Tulungagung, 2020), the different of Dewi's research from get the data of research dewi's used Observation and interview and in this research used the interviewing the teacher and the documentation. Astutika research to know teacher's strategies in teaching english of using e-learning class during covid-19 pandemic and in this research the researcher was to know how the implementation E-learning and the effect of E-Learning.

The last from different Delvianti (Antasari State Islamic University Banjarmasin, 2018), the different of the research is Delvianti research focuses on fourth semester of English departement Of Uin Antasari Banjarmasin and in this research focuses on the MAN 2 Nganjuk. Yunita's research get the data from Classroom Observation, Interview, Quitionnaire, Web Observation and in this research the researcher used of the Interviewing the tearcher and the documentation. Delvianti research was to find out the implementation of E-learning in teaching writing and in this research the researcher was to know how the implementation E-learning and the effect of E-Learning.