

eLearning Obstacle Faced by Indonesian Students

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Abstract – The rapid development in Information and Communication Technology (ICT) nowadays causes changes in teaching system, especially at university level. Universities around the world adjust themselves with these developments by implementing technology based learning systems or eLearning. The concept of eLearning offers many benefits. But in reality, the implementation of eLearning systems is not an easy thing. Many obstacles must be overcome to achieve these benefits and advantages. The major obstacles faced by Indonesian students in the implementation of eLearning, in particular are low independence level (65.52%), connection problem (58.62%), and difficulties in understanding the material (48.28%). In order to run eLearning completely, then these obstacles should be solved first. The solutions for these obstacles are socialization and training before eLearning implementation at the university level. The most important thing is to raise awareness from the student to study by themselves. Of course this awareness can't be done in an instant, so at the first stage, supervision from the lecturer is still needed. This paper aims to review the obstacles experienced by Indonesian students in the implementation

of eLearning and solutions that can be done.

Keywords – eLearning, Indonesia, Obstacles, Students.

I. INTRODUCTION

The rapid development in Information and Communication Technology (ICT) has made a great change in the way of learning. Nowadays learning is not only limited to a traditional classroom course with the teacher. Distant learning now can be achieved by the help of technology. Currently, increasing number of universities has implemented a technology based learning system or that is well known as eLearning.

University level educations try to adopt eLearning system to enhance the effectiveness of the teaching-learning process. This process can be more effective due to its flexibility in the mean of cost, place, time and the speed of learning [1].

Indonesia, even though still in the stage of developing the ICT, has started the implementation of eLearning since a few years ago. The implementation especially focuses on the university level. Many universities in Indonesia have already used eLearning such as Gadjah Mada University, (<http://elisa.ugm.ac.id/>), Unissula Semarang (<http://www.unissula.ac.id/sinau/>), MIKOM

Yogyakarta (<http://e-Learning.amikom.ac.id/>), ITB (<http://kuliah.itb.ac.id/>), Parahyangan University (<http://e-Learning.unpar.ac.id/>), Brawijaya University (<http://inherent.brawijaya.ac.id/vlm/>), and Soegijapranata Catholic University (<http://ikom.unika.ac.id/learn>) [2].

The implementation of eLearning in Indonesia are hoped to solve several problems faced by Indonesian student such as geographical problems which not all students have access to school and also uneven distribution of education quality.

Even though the implementation of eLearning has started, in reality, the complete implementation is very hard to be done. There are many obstacles that must be overcome first in order to achieve the benefits. The obstacles can be divided into two major problems, i.e. infrastructure problems and cultural problems. Both infrastructure problems such as bandwidth and connectivity limitations, lack of technological knowledge and cultural problems such as unwillingness to change learning environment, low awareness from the student make eLearning can not run effectively [2]. Many researches focus on solving the technical and software aspects of eLearning obstacle. However there is not much research that focuses on solving the obstacle faced by student as the subject of eLearning. Therefore this paper aims to review the obstacles experienced by Indonesian students in the implementation of eLearning and the possible solutions that can be done.

II. METHODS

To study the obstacles faced by Indonesian university student a simple interview and group discussion are held. Interview is done to 29 students from 10 universities in Indonesia. Besides interview, literature study also done in order to compile the research previously done to university students.

III. RESULT

From the interview, the problems of eLearning identified from students' opinion are shown on the table below.

TABLE 1
Problems of eLearning from Student Perspective

Problem	Percentage
Connection problem	58.62%
Difficulties in understanding the material	48.28%
Lack of discipline and independency to study	65.52%
Lack of knowledge about the technology	10.34%
Others	17.24%

Table 1 show that there are many obstacles identified from the survey. The major obstacles faced by students in the implementation of eLearning, in particular are low independence level (65.52%), connection problem (58.62%), and difficulties in understanding the material (48.28%). Low independence level means students generally found it's hard to start studying on their own without any supervision.

From the interview, it is also known that most students do not have a problem with their knowledge of technology. They can use ICT and internet very well. The problem about technology is more on the internet connection which are related to the infrastructure.

IV. DISCUSSION

From Indonesian student point of view, eLearning is still not familiar and still a new thing. From the discussion and interview, all students think that Indonesia is still not ready to fully implement eLearning. The implementation of eLearning will still face a lot of obstacle. Indonesian students feel that infrastructure problems, difficulties in understanding the material and also low independence of students will obstruct the eLearning process.

The result of this interview also agrees with the result of the experiment conducted by [1]. From the experiment, it can be concluded that in the implementation of

eLearning, the problems usually faced by students are:

- Infrastructure problem such as internet connection, electricity, telephone and others which are affecting the access of eLearning.
- Software availability.
- Curriculum adjustment.
- Skill and knowledge problem.
- Attitude toward ICT.

In order to run eLearning completely, then these obstacles should be solved first. Some recommendations from the Indonesian students can be divided into two terms, i.e. long term solution and short term solution. Long term solution includes the betterment of infrastructure related to the connection of the internet (the speed and accessibility) and also socialization and habituation for the students to solve the low independency problem. The socialization and habituation was meant to familiarize the student with the new way of learning. Indonesian students still accustomed to the conventional way of learning where they have to attend a class with a lecturer in front of them. Therefore it is important to do a routine socialization and habituation in order to change the student's perspective.

Short term solution includes the coercion to use eLearning. This coercion can be done by using a system where the students have to access the eLearning site which has an attendance counting machine. The system will have the same function as attendance list in class. If the student's attendance less than 75%, as stated in the Higher Education Directorates General (DIKTI) regulation, they can not do their examination.

This kind of system can be easily implemented by recording the activity of each user (i.e. students who use eLearning website). When users log in to their eLearning account, the system should record some important data such as date and time of log in as well as the date and time of log out and the duration of visit. This data can be recorded in the system's database and finally it can be used to gauge not only the student's

attendance rate but also student's activity level. This kind of algorithm can be implemented using any kind of programming language such as PHP and JSP so it is very easy to implement in world wide web.

The final recommendation, to solve the difficulties in understanding the material, is that the lecture material can be uploaded in various ways, not only in written form but also in recording or video form. In order to have a better understanding upon the material, students also thinks that a forum or question and answer part in the eLearning site can be added. Also according to [3], it is better to deliver the course in several different delivery methods such as face-to-face interactions, self-paced and individualized learning and online interactions. The feedback from students should be continually being taken into account while designing and implementing the eLearning, which results in students' better appreciation of the purpose of introducing eLearning.

V. CONCLUSIONS

The study found that most of the Indonesian student still not familiar with eLearning. The Indonesian student faced several obstacles in the implementation of eLearning. Connection problems, difficulties in understanding the material and low independence level of students to learn are the most obstacles that student faced.

According to the study, there are some recommendations from student perspective to solve these obstacles. For the long term solution, betterment of infrastructure is needed to solve the connection problems while socialization and habituation are needed to solve the low independency problem. Short term solution includes the coercion to use eLearning. This coercion can be done by using a system where the students have to access the eLearning site which has an attendance counting machine. When users log in to their eLearning account, the system should record some important data such as date and time of log

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