

STUDENTS' CHALLENGES IN LITERATURE COURSES ONLINE LEARNING: STUDENTS' PERCEPTIONS CASE STUDY

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Abstract: This research aimed at investigating the challenges encountered by the students when utilizing Undiksha Moodle E-learning in online learning of literature courses. The research used embedded mixed method case study with qualitative dominant in collecting the data. The research subjects were students of English Language Education (ELE) who learned Literature courses by using Undiksha Moodle E-Learning platform. Questionnaire and semi-structured interview guide were used by the researcher as the instruments. The result of this study shows that there were 5 challenges encountered by the students in operating Undiksha Moodle E-learning platform which could be categorized into two namely internal and external challenges. The internal challenges were the absence of some features such as video conference feature, assignment pop-up reminder feature, the occurrence of server crash and the external challenges was the inequality of internet connection quality.

Keywords: *perceptions, challenges, undiksha moodle e-learning, literature learning process*

INTRODUCTION

Electronic learning or e-learning provides certain access or opportunities for the students to learn. E-learning integrates text, audio and video, and provides a means for both real-time communication and asynchronous interaction, Mason (1998). Students learn through many ways (discussion, reading, watching, exploring, research, communication, interaction, collaboration, and learning by sharing) Mason (1998). E-learning has advantageous and disadvantageous as well. The advantageous are e-learning can support distance learning and provide many learning opportunities, meanwhile the disadvantageous are creating an objective assessment and also lack of practice (Holmes & Gardner, 2006). Regarding Mason's as well as Holmes and Gardner's statement, e-learning provides certain opportunities in learning which cannot be separated from the advantageous and disadvantageous in its use that will affects students' perception. McDonald (2012) defines perception is the way of each individual to see the world and involve within. Different sociocultural, culture, social and experiences of people influence their perceptive and action to the particular thing. Therefore, students have their own perception based on their experience in using e-learning that can be in positive as well as negative perception since e-learning has disadvantageous that become a problem or challenge in its use.

Speaking of perceptions and the challenges in using e-learning platform, there are certain studies that already conducted. Cakrawati (2017) investigated the students' perception about the use of e-learning platform in EFL classroom by considering the use of Edmodo or Quipper as the e-learning platform in English teaching and learning. In addition, Cakrawati (2017) also found that internet connection was the main challenges in using e-learning. Utami

(2018) conducted a study in investigating the challenges and accelerated learning factors. The study resulted that many participants reported that they enjoyed the discussion session through various web-based learning during the online learning course. However, there were also found some challenges such as lack ICT skills, the incompleteness of the uploaded modules, internet connection and overloaded assignment in limited time. Isik (2012) examined the perceptions of the students and teachers of METU about the use of e-learning / sharing portal technology in their educational activities. From this study, the students and teachers perceived that e-learning / sharing portal technology required a good quality of equipment to use the system properly.

Regarding the study about e-learning platform in educational field, Universitas Pendidikan Ganesha (Undiksha) is one of the University in Bali which implements the combination of e-learning within the learning process (Ganesha, 2017). Undiksha Moodle E-learning platform has been used for several years in the field of learning process since Undiksha not only it applies face to face learning, but also applies blended learning system (Ganesha, 2017). English Language Education (ELE) is one of departments that some of the lecturers are using Undiksha Moodle E-learning platform. In addition, there are four categories of courses available in ELE curriculum such as Skill, Literature, Linguistics and Pedagogy. This research specifically focuses on the use of Undiksha Moodle E-learning platform in the four subjects of Literature courses, namely Introduction to Literature, Poetry, Drama, and Prose Fiction. Further, the researchers use 5 predetermined dimensions as the key terms to investigate students' perceptions regarding the use of Undiksha Moodle E-learning in online learning of Literature courses. These five dimensions are inspired from previous studies such as Cakrawati (2017), Mamattah (2016), Isik (2012), and Zulfahmi et al., (2018). In addition, there are four experts argue for the definition of these five dimensions that can be seen as follow:

- a. Effectiveness means the power to produce the desired result and the ability when doing something without wasting energy, time, and material (Wilson et al., 2018). Effectiveness illustrates how task is well completed and to what scope resulted from works meet the anticipated (Supriadi & Sa, 2017).
- b. Usefulness can be defined as something that capable to use advantageously and can enhance person's performance in their job (Davis, 1989). Further, usefulness also means ease of use and credibility of something (Anolu, 2019).
- c. Strength is the characteristic that adds value to something and makes it more special than others. Strength means that something is more advantageous when compared to something else (Ege, 2017). On the other hand, strength is to encourage an individual instead of being harmed. In this sense, strength refers to a positive and supportive characteristics (Lopez & Louis, 2009).
- d. Ege (2017) also argues that weakness refers to not having the form and competency necessary for something. Weaknesses is a limitation in sources, skills, capabilities that seriously impedes on effective performance (Thompson & Strickland 1989). Weakness means that something is more disadvantageous when compared to something else (Ege, 2017).
- e. Institutional support deals with an operational of system which includes the general administration, information of technology, measurement of policy, human resources and vision (Heffernan, 2018., Jung, 2011).

There are several studies that have been conducted regarding students' perceptions and discussing the challenges in using e-learning platform. However, not many researches cover about students' perception in the context of learning literature through e-learning platform. Therefore, the researchers were highly motivated to investigate students' perceptions about the challenges encountered in learning Literature courses on using Undiksha Moodle E-Learning Platform by using the approach of 5 dimensions namely effectiveness, usefulness, strength, weakness, and institutional support to develop the instruments.

RESEARCH METHODOLOGY

The conducted research used an embedded mixed method case study with qualitative dominant. Case study was used in this research because the researcher obtained perception from ELE's students about the use of Undiksha Moodle E-Learning platform in their learning process. The research was taking place in English Language Education (ELE), Languages and Arts Faculty, Universitas Pendidikan Ganesha. The subjects in this research were 8 students from English Language Education (ELE) who learned Literature courses by using Undiksha Moodle E-Learning platform which were selected by convenience sampling. The study used 2 instruments, such as questionnaire and interview guide. Further, the study also used 5 predetermined dimensions (effectiveness, usefulness, strengths, weaknesses, and institutional support) to develop the indicators of instruments. There are 2 method of data analysis in this research such as quantitative and qualitative analysis.

Quantitative data analysis was used to calculate the average score of students' perceptions in order to see the challenges regarding the use of Undiksha Moodle e-learning platform seeing from 5 predetermined dimensions. Here, Ideal Mean (M_i) and Ideal Standard Deviation (SD_i) were used to determine the categorization and qualification of the average students' perceptions that proposed by Koyan (2012). The maximum score was 5 and the minimum score was 1. The M_i and SD_i formulas were presented as follows as shown in table 1.

No	Criteria	Interval	Qualification
1	$M_i + 1.5 SD_i \leq M \leq M_i + 3.0 SD_i$	$4.0005 \leq M \leq 5.001$	Very Positive
2	$M_i + 0.5 SD_i \leq M < M_i + 1.5 SD_i$	$3.3335 \leq M < 4.0005$	Positive
3	$M_i - 0.5 SD_i \leq M < M_i + 0.5 SD_i$	$2.6665 \leq M < 3.3335$	Neutral
4	$M_i - 1.5 SD_i \leq M < M_i - 0.5 SD_i$	$1.9995 \leq M < 2.6665$	Negative
5	$M_i - 3.0 SD_i \leq M < M_i - 1.5 SD_i$	$0.999 \leq M < 1.9995$	Very Negative

Table 1. Guideline for Qualifications of Perception

Further, the analysis of qualitative data used steps of systematic activities suggested by Ary (2008) to interpret the result of questionnaire descriptively as well as the result of interview session. In this phase, there were three steps namely familiarizing and organizing, coding and reducing, interpreting and representing. Besides, the researchers also used trustworthiness to convince the readers regarding the result of this study by using multiple data sources, multiple methods of data collection, multiple investigators, and multiple theories to examine and to confirm the findings (Rugg, 2010; Adami & Kiger 2005; Denzin, 2010).

RESULT AND DISCUSSION

Findings

Answering the research problem of this study, the researcher found 5 challenges encountered by students on learning process of Literature courses in using Undiksha Moodle E-Learning Platform. Two challenges were found through questionnaire items then explored deeper through interview sessions, such as the absence of auto-refresh feature and video conference feature. Further, the rest of the three challenges were found during the interview session only, such as the absence of assignment pop-up reminders, the occurrence of a server crash, and the inequality of internet connection quality.

The absence of auto-refresh is the first challenge found in this study. This challenge was found in the statement of questionnaire *“Undiksha Moodle E-Learning platform could not do auto refresh which affect to the latest update of discussion session in the learning process of Literature courses”*. This statement resulted 3.375 which means the students had strong perceptions and agreed with the statement. In this case, Undiksha Moodle E-learning platform does not have an auto refresh system that affects the learning process. This result was supported by S7 through interview session that said *“I think this is something that need to be improved. Because if this platform can refresh by itself, I think it's really helpful so we don't need to klick every time and we can get update news even tough without manual refresh”*. In his opinion, this e-learning has not been supporting an auto-refresh which needs to be improved by the programmer of Undiksha. This condition made the learning process not run well because the students cannot see the latest updates, and it is quite not effective since the students need to refresh the dashboard manually. Therefore, it would be good if this platform could do auto-refresh.

The second challenge is the absence of a video conference feature on Undiksha Moodle E-learning platform. This challenge also found through the result of questionnaire in the statement *“Undiksha Moodle E-Learning platform doesn't associate with any particular video conferences in the learning process of Literature courses”*. This statement resulted 3.75 which means the students had strong perceptions and also agreed with the statement. This statement confirmed that the virtual meeting cannot be done by using the Undiksha Moodle E-learning platform itself and the user had to open and use other virtual meeting applications. The result of the study presented that the students considered this situation as a problem since this case reduce the usefulness of this platform. Through interview session, S3 said *“when our lecturer lecturing, we still need to move to as zoom and also google meet. Meanwhile, when we just discuss we can do it in this platform. So, I think it will better if both things can be done in one app”*. Although this platform could be used to conduct an online discussion session, but this platform does not support conducting a virtual meeting. Therefore, the programmer should add a video conference feature to make it easier for the students and lecturers in operating this platform without opening another platform or website.

The third challenge is the absence of assignment pop-up reminder feature on Undiksha Moodle E-learning platform which found through the interview session. Assignment pop-up reminder is a feature that gives a notification and reminds the students about the time left of assignments that occur automatically on their electronic devices. The researcher found that one of the students who participated conveyed that Undiksha Moodle e-learning should add an assignment pop-up reminder. S6 said *“I suggest pop-up reminder, when we are opening the e-learning, there will be pop-up reminder of our deadline. I think it will be beneficial for us”*. She stated the advantages if the programmers add a pop-up reminder on this platform, the

students could get a reminder about how much time they have left to complete their assignments.

The occurrence of server crash was the fourth challenge found during the interview session. Server crash occurs when Undiksha Moodle E-learning platform stops functioning and does not get displayed as usual because of the overloaded system. Therefore, the system cannot accommodate the number of users that request to access this platform. The students consider this matter as a problem that they encountered using the Undiksha Moodle e-learning platform. Through the result of interview session, S3 said “*when too many people are log in on the same time, I cannot log in to this platform*”. This problem was caused by the large number of users use this platform simultaneously and this platform cannot be used as usual.

The last challenge is the inequality of internet connection quality that also found during interview session. The poor internet quality become a problem since in the learning process of Literature courses the students have to do a discussion, submit assignment, watch a video, download learning material in this platform and a good internet connection is needed. Meaning that, the learning process cannot be done when the students had a bad connection since this platform requires a good and stable connection. In here, this case affected the accessibility of Undiksha Moodle e-learning. S3 said “*the challenge is when the bad signal, because this platform requires a stable connection and it cannot be accessed without internet*”. Thus, a bad internet connection is listed as the other problems when utilizing the Undiksha Moodle E-learning platform in literature courses' learning process.

Discussion

Regarding the use of Undiksha Moodle E-learning in online learning of Literature courses, it raises perceptions from the students about the challenges in operating this platform. From the result of questionnaire and interview guide, the researchers found five challenges encountered by the students in utilizing Undiksha Moodle E-learning platform

The first challenge was the absence of an auto refresh feature in the discussion session. Auto-refresh is a feature or system available on online platforms like on WhatsApp when the user can get the new information or the latest update about something that is being discussed automatically. In this case, Undiksha Moodle E-learning platform does not have an auto refresh system that affects the learning process, primarily when the students and lecturers conducted a discussion session. In the relation with learning process of Literature courses, the students usually conduct some discussions with the lecturers, as an activity that must be carried out by the students during the learning process. Throughout the discussion session, the students of literature courses cannot see the recent discussion since this platform cannot do an auto refresh. This condition made the learning process not run well because the students might miss the topic that being discuss or delayed response and it is quite not effective since the students need to refresh the dashboard manually. As in Islam and Ferdousi (2019) resulted in the timeline of the Google classroom cannot get auto refreshed/auto-updated. In order to get the new post, the user needs to reload/refresh the page continuously. Chen et al., (2020) also mentioned that online education platform in China was unable to auto-refresh. Therefore, from the supporting studies it could be said that the unavailability of auto refresh in online learning platforms made the learning process not run well, as in Undiksha Moodle E-learning platform when the students need to refresh the dashboard manually in the discussion session of literature courses.

The absence of a video conference feature on the Undiksha Moodle E-learning platform was the second challenge on this study. In the learning process of literature courses, conducting a full online learning is a new learning environment for the students and affected to their behavior in learning. Usually in literature courses, there will be a presentation activity presenting their analysis about any literature works, for example in poetry course. However, this presentation should be conducted in online through video conference platform since pandemic situation that force learners to learn from home. Regarding to this situation, Undiksha Moodle E-learning doesn't integrate with any video conferences and the students considered this situation as a problem. In this case, both students and lecturers had to use another platform that requires a video conference feature like Zoom or Google Meet to support the virtual meeting. The students need to download other apps that support virtual meeting and not all students could download the apps since the electronic tools they use are inadequate. This condition impacted on their understanding of the lesson and lacked interaction because they could not join the virtual meeting. Therefore, a video conference feature is essential in this platform to make the learning process more effective. As in Paderanga (2014) his study showed that classroom video conferencing helped the students understand, resolving issues that were being discussed. Another supporting study found that the necessity of teacher-student interaction through live lecturing and video chatting was needed to support the learning process (Islam and Ferdousi, 2019). The two previous studies emphasized the importance of video conference in online learning. Thus, Undiksha Moodle E-learning really need to add up a video conference to conduct live learning in one app in order to avoid miss understanding, reduce deficiencies in interacting among students and lecturers, and increase the effectiveness of this platform.

The third challenge was the absence of assignment pop-up reminder. The students argued that assignment pop-up reminders could notify the students about the time left of the assignment that automatically appears on their electronic devices. Here, Undiksha Moodle E-learning platform does not have any pop-up reminder feature, especially assignment pop-up reminder. In the relation with the learning process of literature courses, the students are often late in submitting their review related to literature works, for example in prose fiction course because of several factors. The factors are the students not familiar with the current online learning activity, forget to submit the assignment, and misunderstood with the meaning of due date available in the submission session. There will be a mark in the submission session if the students are late in submitting the assignments and it will be reported to the lecturers as well. Therefore, the students believed that an assignment pop-up reminder feature on the Undiksha Moodle E-learning platform would help the students remember the length of time to finish the assignment and avoided late submission. Other studies explained the role or the importance of a pop-up reminder. Coma et al., (2019) mentioned that the reminder system in a simple pop-up window that could positively affect the users. Further, Shojania et al., (2009) also stated the user received the reminder automatically without opened the application itself. From the two previous studies above, it was clear to see that a reminder was beneficial for the user. Therefore, the unavailability of assignment pop-up reminder in Undiksha Moodle e-learning became a problem because this condition could give a negative effect to the students' attitude.

The fourth challenge was a server problem or server crash while utilizing the Undiksha Moodle E-learning platform. In this context, the server problem was the overwhelming user that caused a server crash. Regarding the large number of literature course students who access this platform, the students cannot open Undiksha Moodle E-learning plantroom. For example,

when the lecturers conduct a quiz about “The old English Period” in Introduction to Literature course. The quiz was conducted simultaneously with all students and some students cannot access Undiksha Moodle E-learning due to overloaded users and error. Undiksha Moodle E-learning platform stopped functioning and does not get displayed as usual. This condition makes some students miss the quiz and get low score because of the error. This result also found in Chen et al., (2011) mentioned that many students reported information overload as one of the main problems students encounter in online learning. System overload happened when many students accessed Undiksha Moodle E-learning platform simultaneously since this platform does not have a big capacity. Scarfone et al., (2008) stated that the server is essential because it deals with many individuals and organizations. Google and Yahoo have a bigger capacity that prevents the user from a server crash or overloaded issues. Therefore, it would be better if Undiksha Moodle E-learning could expand the system capacity to make the capacity bigger than before.

The inequality of internet connection quality was the last challenge found in this study. In the learning process of literature course, the students have to do a discussion, submit the assignment, download learning material like a journal, article, and watch a video that attached by the lecturers in this platform. As in Drama course, usually the students have to conduct a staging play at the end of the semester. However, due to pandemic situation the conducting drama was carried out in online which make the learning process different from the usual. The students need to record their performance and upload the whole video to YouTube or Google Drive and then submit the link on Undiksha Moodle E-learning platform. Afterwards, students watch the video and do evaluations. To do so, the students need a good internet quality since this platform requires a strong internet connection. The poor internet connection became a problem since not all students' environments supported a good and stable connection and affected to slow-speed internet and influences learning activities in Drama course. As in Utami (2018) mentioned that the bad impact of internet connection in online learning affected to the effectiveness of online learning itself. The participants tried to go to the nearest place with a better internet connection and they could not participate actively on the online learning. Further, Cakrawati (2017) reported that slow-speed internet became a problem when using Edmodo or Quipper. The students had to find out places with a high-speed internet connection to access and learn through Edmodo or Quipper. Further, Coman et al., (2020) mentioned that the students experience technical issues such as bad internet connection, digital devices that not supporting, and the availability of internet connection for some areas and from students who come from family who has low capital incomes. Therefore, the poor internet connection really raises a negative impact to the online learning process, especially in Drama course.

All in all, there were 5 challenges encountered by students on operating Undiksha Moodle E-learning Platform in the learning process of literature courses. From the results of this study, the researchers give a contribution to the lecturers who teach Literature courses about the challenges that encountered by the students during the use of online learning then could find out the way to overcome each challenge. Further, the study implies that there are several things that need to be considered in addressing the existence problems. Concerning the server crash, the institution of university should find out the best way to solve this problem quickly and need to give more funds to the programmers to expand the capacity of e-learning. Further, since not all students have a good internet connection, the government and intuition are expected to give free data plan or financial donation to help the students buy the best data plan that supports high internet speed. Besides the two problems mentioned, the programmer

has not added some features like auto-refresh, video conference, and assignment pop-up reminder to this platform yet. These features have not been added because previously, there are no suggestions from the lecturers or students about the features mentioned or the institution of Undiksha still reviewing its effectiveness if these features are added to this platform. Concerning the absence of these features affects students' attitude in learning. Thus, it is needed to do endless reviewing and developing for the existence of e-learning in education to know the current problem that arise.

CONCLUSION AND SUGGESTION

Conclusion

Concerning the research problem of this study, there were 5 challenges that encountered by students when utilizing Undiksha Moodle e-learning platform in the learning process of Literature courses. The challenges could be categorized into two, namely internal and external challenges. There were 4 internal challenges such as the absence of auto-refresh feature, the absence of video conference, the absence of assignment pop-up reminder, and the occurrence of server crash. The external challenge was the inequality of internet connection quality in using Undiksha Moodle e-learning platform. These five challenges are expected to be a reflection about challenges encountered by the students in conducting Literature courses through online learning by using Undiksha Moodle E-learning platform.

Suggestion

This study is expected can be used by other researchers as reference of literature reviews, which can be used as a consideration for future research. The researcher has a suggestion for the other researcher to have more time in making the instruments and also explains the crucial statements of instruments that might leading miss understanding from the respondents before collecting the data. Further, other research can conduct a study which analyze the use of Undiksha Moodle E-learning in other courses.

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