



An Exploration of English Language Learning Using E-Learning at Senior High Schools in Pontianak Regency

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Article Info	Abstract
Article History Received: 2025-08-05 Revised: 2025-09-12 Published: 2025-10-18 Keywords: <i>E-Learning;</i> <i>English Language Learning;</i> <i>Senior High School.</i>	This research explores the implementation of e-learning in English language teaching at senior high schools in Pontianak Regency. The study aims to investigate how e-learning is applied, understand students' perceptions of its use in English classes, and identify its strengths and weaknesses. Using a mixed-method approach, data were collected through questionnaires, interviews, and documentation involving two schools, SMK N 5 Pontianak and SMK S PGRI Pontianak. The findings indicate that e-learning is widely used for material sharing, assessments, and communication, with platforms like WhatsApp, Google Classroom, and Quizizz being the most utilized. While students and teachers recognize the flexibility and accessibility of e-learning, challenges such as limited interaction, technical issues, and lack of variety in teaching methods were noted. Despite these obstacles, both students and teachers generally perceive e-learning as a valuable tool in supporting English learning. Recommendations include improving infrastructure, diversifying learning platforms, and providing more training to enhance the effectiveness of e-learning. This research contributes to the development of innovative digital learning strategies and offers insights for optimizing e-learning in educational contexts.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2025-08-05 Direvisi: 2025-09-12 Dipublikasi: 2025-10-18 Kata kunci: <i>E-Learning;</i> <i>Pembelajaran Bahasa Inggris;</i> <i>Sekolah Menengah Atas.</i>	Penelitian ini mengeksplorasi penerapan e-learning dalam pengajaran bahasa Inggris di sekolah menengah atas di Kabupaten Pontianak. Penelitian ini bertujuan untuk menyelidiki bagaimana e-learning diterapkan, memahami persepsi siswa tentang penggunaan E-Learning pada pembelajaran bahasa Inggris, dan mengidentifikasi kelebihan dan kekurangannya. Dengan menggunakan pendekatan metode campuran, data dikumpulkan melalui kuesioner, wawancara, dan dokumentasi yang melibatkan dua sekolah, yaitu SMK N 5 Pontianak dan SMK S PGRI Pontianak. Temuan menunjukkan bahwa e-learning banyak digunakan untuk berbagi materi, penilaian, dan komunikasi, dengan platform seperti WhatsApp, Google Classroom, dan Quizizz yang paling banyak digunakan. Meskipun siswa dan guru mengakui fleksibilitas dan aksesibilitas e-learning, tantangan seperti interaksi yang terbatas, masalah teknis, dan kurangnya variasi dalam metode pengajaran dicatat. Terlepas dari kendala-kendala tersebut, baik siswa maupun guru secara umum menganggap e-learning sebagai alat yang berharga dalam mendukung pembelajaran bahasa Inggris. Rekomendasi yang diberikan meliputi peningkatan infrastruktur, diversifikasi platform pembelajaran, dan menyediakan lebih banyak pelatihan untuk meningkatkan efektivitas e-learning. Penelitian ini berkontribusi pada pengembangan strategi pembelajaran digital yang inovatif dan menawarkan wawasan untuk mengoptimalkan e-learning dalam konteks pendidikan.

I. INTRODUCTION

Education is one of the essential foundations for the development of individuals and society. English is one of the important languages to learn. In the education context, English is one of the important subjects in the Indonesian education system, especially for high school students. Learning English should use an alternative to make learning more interesting for students, one of the alternatives that can be used

is technology. Technology as a learning support tool has brought about a significant transformation in the world of education (Harefa et al. 2024).

In the globalization era and the fast development of technology, learning in Indonesia has improved a lot. Technology brings many innovations in the field of education. Pontianak the regional capital of west Kalimantan Province, is one of the cities that has experienced

developments in the field of education. Many schools in Pontianak already utilize technology in learning activities. E-learning is one of the learning technologies that has been widely used in various schools in Pontianak city in recent years. E-learning offers flexibility in time and place of learning as well as wider access to educational resources (Silahuddin 2015).

In the English learning context, E-learning can be an excellent medium to improve students' language skills. E-learning can make it easier for students to practice the English language regularly. E-learning enabled the students to practice more and to be more engaged in the learning process, which improved their language skills (Malkawi et al. 2023). However, the implementation of E-learning for English language learning in Pontianak city schools requires attention to several important aspects. The adequate technology infrastructure to support the implementation of E-learning in English language learning. In addition, teacher competence in utilizing technology is also needed so that E-learning can be implemented effectively. Moreover, support from the school and parents is also needed to create a conducive learning environment.

Several findings from the previous study about E-Learning. Munalia *et al.* (2022) found that English students showed a negative perception toward E-learning in the English subject. Tymoshchuk (2022) states that e-learning is an effective and innovative educational technology that can improve both the teaching and learning of foreign languages. Ouadoud *et al.* (2021) findings the failure rate was very high during the application of E-Learning. Alenezi (2020) found that the greater the use of e-learning materials and tools within an educational context, the higher the performance of the students and the efficiency of teaching practices. Theriana *et al.* (2021) found that E-Learning can improve students' English achievement. Based on several studies, the study has found the result of the use of E-learning, meanwhile, this research has some differences such as this research focusing more on the experience of the application of E-learning in English language learning at senior high school in Pontianak regency west Kalimantan province and the researcher. The researcher also uses interviews, questionnaires, and documentation to get a holistic view of the effectiveness of E-learning-based English teaching.

Briefly, in this research, the researcher wants to study English teaching and learning on e-learning and wants to find how to implement E-learning, the effect of the E-learning system on the teaching-learning process, and the strength and weaknesses of the E-learning system implemented in the senior high school of Pontianak regency. Thus, this research is expected to contribute to the development of more innovative learning strategies that meet the demands of education in the digital era.

II. METHOD

This study employed a mixed-methods approach to comprehensively understand E-learning implementation in English language teaching. The research was conducted at two senior high schools in Pontianak Regency. A case study design was chosen to allow an in-depth exploration of the implementation and effectiveness of E-learning. This design integrates qualitative and quantitative data to provide a richer phenomenon analysis. According to (Stake, 1995; Yin, 2009, 2012, 2014) in (Creswell and Creswell 2018) Case studies are a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time. This study was to explore how the implementation of E-Learning at senior high schools in Pontianak Regency.

Purposive sampling was used to select the subject in this research, the subject included two school principals, two English teachers, and students from the selected schools. Specifically, 27 students from SMK N 5 and 14 students from SMK S PGRI were involved in the questionnaire survey, while interviews were conducted with four students from each school, along with the principals and teachers.

The instrument for data collection was a closed-ended questionnaire and semi-structured interview. The questionnaire was designed to capture quantitative data on students' perceptions of E-Learning. A questionnaire comprising 18 statements rated on a 4-point Likert scale. This scale measured four key components: Benefits of implementation of E-Learning, Supporting facility in E-learning, Obstacles in Implementation of E-Learning, and

Satisfaction in Implementation of E-Learning. Semi-structured interviews provided insights into the experiences of participants according to How the implementation of E-Learning and the strengths and weaknesses of E-Learning. The subjects were English teachers, Principals, and Students.

Data analysis involved Descriptive Statistics and Thematic Analysis. Processed using Descriptive Statistics, including mean scores and frequency distributions, to summarize trends and identify areas for improvement. Results were visualized using charts and tables for clarity. Thematic Analysis to identify recurring themes and patterns related to the implementation and impact of E-learning. Data from interviews were coded and categorized to uncover significant insights. thematic analysis, following a systematic thematic six-step process: (1) Familiarizing with data; (2) Generating initial codes; (3) Searching for themes; (4) Reviewing themes; (5) Defining and naming themes; (6) Producing Report.

III. RESULT AND DISCUSSION

A. Result

The Findings section of this article presents the results of research on how E-Learning is implemented in English Language learning, describes students' perceptions of its application, and identifies the strengths and weaknesses of implementing E-Learning in SMK N 5 Pontianak and SMK S PGRI Pontianak.

1. The Implementation of E-Learning at SMK N 5 and SMK S PGRI Pontianak

For the implementation of E-Learning, the data was collected by questionnaire and interview with the participants, the results are below:

Table 1. Platforms Used

Platform	Frequency (%)
WhatsApp	86%
Google Classroom	70%
Quizizz	77%
YouTube	63%
Zoom	44%
Edmodo	7%
Moodle	7%
Kahoot	2%
TikTok	2%

The results indicate that WhatsApp was the most widely used platform (86%), followed by Google Classroom (70%) and

Quizizz (77%). Other platforms such as YouTube (63%), Zoom (44%), and Facebook (23%) were moderately utilized, while Edmodo, Moodle, Kahoot, and TikTok were minimally employed, with usage rates below 10%. These platforms allowed synchronous, asynchronous, and blended learning activities, adapting to various teaching-learning needs. Teachers used them to replace face-to-face interactions, ensuring continuity in the learning process, particularly during teacher absences or school closures. To support the implementation of E-Learning, schools provided infrastructure including Wi-Fi, computer labs, and projectors. While these facilities generally facilitated smooth operations, occasional challenges such as unstable internet connections were reported. These technical issues, although manageable for most participants, highlighted areas for improvement in infrastructure and accessibility.

The response to the implementation of E-Learning was generally positive, with many participants expressing enthusiasm for the flexibility and convenience it provides. Both teachers and students noted that E-Learning makes learning more varied, interesting, and less rigid, which was welcomed by all involved. However, despite these positive aspects, several challenges were also identified, particularly regarding the effectiveness of E-Learning in achieving specific learning objectives. Some participants highlighted that, while E-Learning offers convenience, its application presents difficulties. As the use of E-Learning in educational activities continues to grow, there is a pressing need to enhance the skills of both teachers and students in effectively utilizing these platforms. Many participants, particularly teachers, emphasized the importance of self-learning, discussions with colleagues, and participation in seminars or webinars to improve their E-Learning proficiency.

Furthermore, as E-Learning becomes more prevalent, technical challenges have emerged as significant obstacles to effective learning. Some participants pointed out that common issues include technical difficulties, limited platform variety, which can lead to monotonous learning experiences, a decline in students'

literacy skills, and increased student disengagement. To address these challenges, solutions such as improving infrastructure, diversifying learning tools, and offering teacher support and supervision are necessary to enhance the effectiveness of E-Learning. Additionally, the policies governing the implementation of E-Learning play a crucial role in fostering an effective learning environment and supporting the skill development of both students and teachers.

2. Students Perception Toward the Implementation of E-Learning at SMK N 5 and SMK S PGRI Pontianak

Students' perceptions of E-Learning were analyzed using a Likert-scale questionnaire, covering benefits, supporting facilities, obstacles, and overall satisfaction. The resulting questionnaire is below:

Table 2. The Results of Students' Perception Toward Implementation of E-Learning

No	Aspek Pembelajaran E-Learning	Mean
1	Manfaat Implementasi E-Learning	25,07
2	Fasilitas Pendukung Kepuasan Penggunaan E-Learning	7,98
3	Kendala guru/siswa pada penggunaan E-Learning	8,72
4	Kepuasan Penggunaan E-Learning	4,91

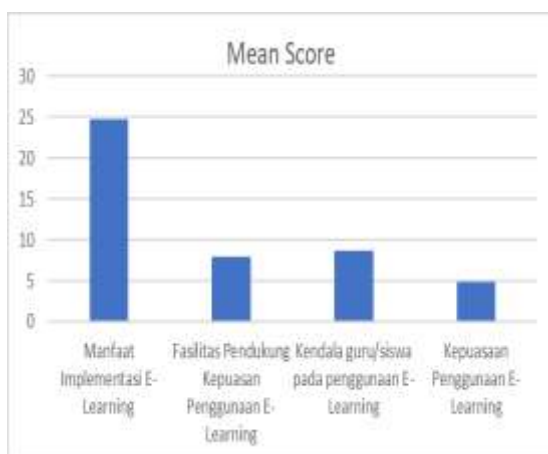


Chart 1. The Results of Students' Perception Toward Implementation of E-Learning

Based on the results of the table and chart above, students' perceptions of E Learning implementation illustrate varied experiences. Most students showed realization of the benefits provided by the E-Learning system, such as easy access to learning materials, time flexibility, and the opportunity to learn independently. However, there are also groups of students who feel that the benefits received do not match their expectations, reflecting dissatisfaction with the implementation of this system. On the other side, supporting facilities such as the learning platform, internet connection, and the devices used, were generally considered adequate by students. Although these facilities are sufficient to support learning, some students recognize that there are technical issues that need to be improved, such as improving the quality of internet access or more adequate devices to ensure a smooth learning process.

In terms of obstacles experienced during the use of E-Learning, the majority of students felt that they did not experience many obstacles, both in terms of technical and learning process. However, there are some students who still face some obstacles, especially related to technical issues such as unstable internet connection or difficulties in using the learning platform. These obstacles can affect the comfort and smoothness of the learning experience. Eventually, although the majority of students are satisfied with the use of E-Learning, there are also students who feel less satisfied. This satisfaction may be influenced by several factors, such as limited direct interaction with teachers and classmates, as well as technical issues or lack of variety in learning methods. However, despite the dissatisfaction, overall, students tend to feel positive towards the E-Learning system, with some aspects still needing improvement for a more optimized learning experience.

3. Strengths and Weaknesses of E-Learning Implemented in SMK N 5 and SMK S PGRI Pontianak

The strengths and weaknesses of E-Learning reveal its dual impact on teaching and learning. E-learning offers several significant advantages, such as flexibility,

increased engagement, and improved efficiency. Students valued the ability to learn at their own pace and access materials at any time, which accommodated diverse learning styles. The incorporation of multimedia tools, such as videos and interactive quizzes, enhanced the learning experience and made it more engaging. For teachers, E-Learning facilitated streamlined communication and assessment processes, enabling them to manage classroom activities more effectively.

However, E-Learning also presents several challenges. Limited interaction between students and teachers emerged as a key weakness, hindering comprehension and reducing opportunities for meaningful engagement. Technical difficulties, including unstable internet connections and limited access to advanced devices, were frequently reported by both students and teachers. Furthermore, some students faced motivational barriers, which often resulted in decreased participation and engagement. These weaknesses underscore the need for strategies to address gaps in interaction, infrastructure, and student motivation.

B. Discussion

The data shows that E-Learning is implemented using various platforms such as WhatsApp, Google Classroom, Quizizz, YouTube, etc. They are functional for communication between teachers and students, to provide materials, as a formative assessment tool, and as a substitute for face-to-face learning. The students' perceptions are mostly positive, especially regarding flexibility and accessibility, although some students face technical obstacles and feel less satisfied with the variety of learning methods. The main strengths of E-Learning are flexibility and learning independence, while the main weaknesses are the dependence on technological infrastructure and the motivations of students.

The results of this study are aligned with Tymoshchuk (2022), which shows that E-Learning is an innovative educational technology that can improve students' language skills and soft skills. However, this study has a specific focus on the local context in high schools in Pontianak Regency.

Compared to Tymoshchuk who focused on university education in Ukraine. In addition, this study shows that students' perceptions in Pontianak regency are more positive compared to the results of Munalia et al. (2022), which found that most students have negative perceptions towards E-Learning. This difference indicates that local context, infrastructure support, and school policies play an important role in shaping students' perception towards E-Learning.

This study also supports the study findings of Alenezi (2020), which stated that the use of E-Learning materials and tools can improve student performance and teaching efficiency. However, the result of Alenezi's study focuses more on the impact of using E-Learning-based teaching materials, while this study includes wider aspects, such as implementation experience, school policies, and students' perceptions holistically. Furthermore, the results of this study also support the findings of Ouadoud et al (2021), which highlighted the importance of choosing an appropriate E-Learning platform. This study revealed that platforms such as WhatsApp, Google Classroom, and Quizizz are more frequently used due to their accessibility and ease of use, while platforms such as Moodle or Kahoot are less preferred.

In addition, this study also confirms the findings of Theriana et al.(2021), which showed that E-Learning has a positive impact on student performance and interest in learning. However, this study added that variations in the methods and platforms used are essential to maintain student motivation and engagement. The findings also provide new insights that school policy management, teacher training, and student motivation contribute greatly to the effectiveness of E-Learning implementation.

Based on the overall findings, this study provides both practical and theoretical implications. Practically, the results can be a guideline for schools in developing E-Learning related policies, such as improving teacher training and providing better infrastructure. Theoretically, this research expands the understanding of E-learning implementation in the local context, which can be a reference for future research. However, this study has limitations, such as the sample was limited to two schools, so the results may not have been generalized. Therefore, future research is

recommended to cover more schools and focus on strategies to increase students' motivation in an E-learning environment.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

This research concluded that E-Learning has been implemented in SMK N 5 and SMK S PGRI Pontianak by using various platforms such as WhatsApp (86%), Quizizz (77%), Google Classroom (70%), YouTube (63%), etc. These platforms are used for communication, material sharing, assessment, and substitute for face-to-face learning. This implementation is supported by school facilities such as computer laboratories, internet connections, and multimedia devices, which are generally considered adequate by students, with a mean value of the perception of supporting facilities of **7,98**.

Most students have a positive perception of the benefits of E-Learning, which is shown by the mean value of **24,67**. They appreciate the flexibility of learning time and place as well as the ease of access to learning materials. However, technical challenges such as unstable internet connection and lack of variety of learning platforms are still an obstacle, with a mean value of **8,72**. In addition, on the satisfaction aspect, the mean value of **4,91** indicates that the majority of students are satisfied with the implementation of E-Learning, although some students express dissatisfaction due to limited direct interaction with teachers and friends.

This study also found that the main strengths of E-Learning are flexibility and the potential to increase students' learning independence. However, the weaknesses include the limitations of direct interaction, technical constraints, and decreased student motivation due to the passive use of technology. Overall, this research shows that E-Learning has great potential to support English language learning in both schools, provided that technical and pedagogical challenges can be properly managed.

B. Suggestion

Improvement of technology infrastructure is a priority. Schools are advised to provide a more stable internet network as well as adequate learning devices such as computers and projectors. In addition, schools need to develop clear policies regarding the use of E-Learning, including guidelines for teachers in

choosing a platform that suits their learning needs. However, increasing competence in educational technology is important. Teachers are advised to attend regular training related to the use of technology for learning in order to maximize the utilization of E-Learning. In addition, teachers need to create variations in learning methods and platforms to keep students motivated and actively involved in the learning process.

Therefore, strengthen learning independence is very necessary. Students are advised to be more proactive in utilizing E-Learning as a means of independent learning by setting the appropriate time and learning style. In addition, students also need to be more active in collaborating with teachers and peers to overcome technical or academic obstacles faced during learning. Finally, It is recommended to cover more schools in different regions to make the results more representative. Future research can also focus on strategies to increase student motivation in E-Learning-based learning, as well as exploring innovative methods that can increase interaction between students and teachers in a virtual environment.

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