

EFL Students' Perception on E-Learning in Post-Pandemic: Assessment, Learning Outcome, Evaluation & Problem Faced

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ABSTRACT

Online learning has been experienced by students worldwide with benefits and challenges. Even though previous research has been done on the unreadiness of teachers and students, their lack of technological skills, and their lack of autonomy in carrying online learning, more is needed to know about the washback effect of online learning from the perspective of learners. Thus, this research investigates students' assessment, learning outcomes, evaluation, and problems faced. This study described the English Language Education students' view of the independent assessment, learning outcome, and evaluation of English online learning from the perspective of English Language Education students. The researchers employed a descriptive quantitative approach and a survey method to collect the data. This study included 100 participants using a purposive sampling technique. For data collection, the researchers employed a questionnaire with 33 questions sent via Google Forms and disseminated to WhatsApp groups and an interview. The data were then coded and tabulated using percentage-based basis values. The findings of this study indicated that, first, students' attitudes regarding the independent assessment of e-learning assessment were 85% showing a favorable result. In the meantime, certain lecturers' respondents needed to provide more feedback and were absent from certain lecturers during learning. Second, the student's view of the learning outcome of using e-learning was positive (68%) because the online meeting coincided with the learning process. Third, the students' perspectives on the evaluation of using e-learning fall under the category of the fair. (65%) During the pandemic, poverty has hindered students' access to and involvement in learning. Those who come from economically disadvantaged families cannot provide appropriate resources for online learning. Long-term lack of infrastructure and access will jeopardize educational achievements.

1. Introduction

The global COVID-19 pandemic has changed the dynamics of various instructional processes worldwide, from face-to-face to online learning. Online learning has become an inevitable development in the future (Gonzales & Louis, 2018). The change from offline to online and vice-versa will likely continue while post-pandemic is starting as the adoption of blended learning in the instructional design of delivery design because the limited direct interaction is reapplied. It is supported by the Ministry of Education's policy to suggest that online learning should be maintained. Knowledge transfers can be optimized through blended learning since online learning is the other face of blended learning.

However, online learning practices have not come with obstacles. Some of the problems are students' short attention span, problems with internet access caused by poor teacher-student interaction, networks, low purchasing power, low motivation, and monotonous teaching methods (Oktawirawan, 2020; Rosalina et al., 2020; Rabbanie et al., 2022). Technology as its core infrastructure which has been considered a solution for education during a pandemic can also result in various problems (catastrophes) in society (Sadikin & Hamidah, 2020; Windhiyana, 2020; Hutauruk, 2020; Wahid et al., 2020). Students need help with internet access caused of poor networks and students' low purchasing power (Oktawirawan, 2020) Technology tools are needed to fulfill online-based learning (Jamaluddin et al., 2020; Riyana, 2015;

Nasrullah et al., 2021), but some research studies showed that online-based learning is faced with the students' low level of digital literacy (Wahid et al., 2020).

These studies warn educational practices and learners, particularly English learners, to better harness the potential of online learning in leveling up proficiency or acquiring the ability when using blended learning. This needs to be considered since, in online learning activities, students can have more time when studying and can learn flexibly. In addition, students can communicate with teachers using various applications such as Google Classroom, video conference, telephone or live chat, Zoom, dictation applications, and other pronunciation apps. Besides, through these applications, learning languages can be sustained well because model learning can be viewed well, and imitation can also be conducted to sharpen certain language learning skills better. In this setup, online learning can be carried on through applications, and language proficiency can be leveled up.

The upholding of conducting online learning has been shown in several studies. However, Rahiem (2020) envisaged that in applying online learning, many educational institutions are not ready to run online learning since the infrastructures need to be better prepared such as very limited access to the internet and a lack of devices provided for students' lower social status in learning. He further emphasized that students need to be trained to learn independently, while online learning requires learning to be more autonomous and well-navigated in learning (Gazzola et al., 2013; Bowyer & Chambers, 2017; Nasrullah & Bachtiar, 2021). In addition, Van Wart et al. (2020) investigated that in online learning, students' indifferent attitude is sometimes seen due to a lack of interaction and ease of learning.

Looking at the trend of existing studies, the shift from offline to online continued to have online to offline learning has been experienced by learners with challenges regarding attitude and affordability in conducting learning in this post-pandemic era. However, the student's perspective in adapting and the difficulty of dealing with the set of processes in instructional design needs to be better mapped (Chick et al., 2020; Carter et al., 2021). In this respect, it is of utmost importance to look at how they view e-learning or online learning during post-pandemic teaching through a lens of assessment and evaluation since it still needs to be discovered to find out studies reporting on those components.

Regarding this study, to be specific on the online term, the Integrated e-learning of Universitas Lambung Mangkurat mechanism in this study comprises several steps, namely class registration, lecturing, synchronous, asynchronous discussion, and working on the task/exercise, mid-term, and final tests. Furthermore, the independent assessment, learning outcome, and

evaluation were considered based on their parts in teaching and learning. More importantly, it has already been set up on the provided and adapted instrument developed by e-learning developers and researchers. Therefore, the following research questions are examined in this present study:

- 1) How do English Language Education students perceive the independent e-learning assessment?
- 2) How do English Language Education students perceive the e-learning outcome?
- 3) How do English Language Education students perceive the e-learning evaluation?
- 4) What are the problems do teachers and students face when implementing online learning?

The findings of this study to unravel how the students feel and what their point of view toward the implementation of e-learning can be utilized as suggestions and evaluation at the level of study programs, faculty, and university in policy development for the betterment of e-learning management in the future. In addition, lecturers can consider the strategies to be taken to achieve the learning objectives and fulfill the needs of the students.

2. Method

2.1 Research Method

This study was carried out to address the problems of this study, which included students' perceptions of the process of independent e-learning assessment, outcomes, evaluation, and problems encountered by lecturers and students in the implementation of online learning. In addition, this study was carried out assuming that the English Language Study Program of Universitas Lambung Mangkurat has an accreditation of A and is applying online learning to its offered courses. Therefore, this rationale is used to determine the setting of this study. The researchers employed a descriptive quantitative approach and a survey method to collect the data. The information was gathered from a sample by asking through a questionnaire and an interview that illustrates various aspects of the population. This study described the perspectives of English Department students on independent assessment, learning outcomes, and evaluation of English online learning. The trustworthiness was determined by being clear about the perspective, providing adequate information, and using examples to support the results. Each of these techniques has been attempted in this study.

The sampling technique used in this study is the purposive sampling technique. A hundred English Language Education Study Program students of the Faculty of Teacher Training and Education, Universitas Lambung Mangkurat, Banjarmasin, Indonesia, were selected to participate since they have experienced online learning in the courses offered at

this department for at least three semesters. In addition, these students were in Introduction to Linguistics, Sociolinguistics, and Translation classes in 2022. The selection criteria of participants in this study are as follows: (1) participants are English Language Study Program students, (2) participants are studying at least in the third semester, and (3) participants have experienced e-learning at least in one course. The study was conducted in one semester. Therefore, potential limitations might be found due to the number of the sampling. However, the researchers tried to involve as many as possible as the representatives.

2.2 Instruments

The researchers conducted a comprehensive study to assess the effectiveness of online education in the English Language Study Program, with a particular focus on independent learning, learning outcomes, and the students' perceptions of e-learning. To gather data for the study, the researchers utilized two primary instruments: a questionnaire and an interview.

The questionnaire consisted of 33 questions in total, which were divided into three sections. The first section included questions 1-6 and focused on independent learning. Questions 7-15 comprised the second section and assessed learning outcomes, while the final section, questions 16-33, evaluated the effectiveness of online English language learning. The questionnaire was adapted from the Ministry of Education and Culture's 2014 guideline on the quality assurance of assessment and evaluation of online learning. However, to better suit the context of the study, modifications were made to the questionnaire, including the addition of a column for the "OTHERS" option, which allowed students to provide additional information when their answer was neither "YES" nor "NO."

To ensure that the questionnaire was well-understood by the students, it was delivered in Indonesian, the native language of the participants. However, to ensure validity, questions 5, 24, and 25 from the original version of the questionnaire were included. These questions were chosen because they needed to be validated to ensure that they were well-understood and meaningful to the students.

The interview questions were based on the questionnaire and were used to cross-check the students' responses. The interviews were conducted to gain more in-depth information and to provide more detailed insights into the students' perceptions of e-learning. By using both a questionnaire and an interview, the researchers were able to gather both quantitative and qualitative data on the effectiveness of

online education in the English Language Study Program.

Overall, the study aimed to provide valuable insights into the effectiveness of e-learning in the English Language Study Program and to contribute to the ongoing development of online education in Indonesia. By collecting data on independent learning, learning outcomes, and student perceptions, the researchers were able to gain a comprehensive understanding of the effectiveness of online education in this context. The results of this study can be used to inform future research and to guide the development of online education programs in Indonesia and beyond.

2.3 Data Collection

The data was collected using a questionnaire using a Google Form that was sent to WhatsApp groups. The participants of this study were given a link to the questionnaire. The questionnaire consisted of 33 questions and was completed by the students during the meetings and managed by the chairpersons of each class.

The questionnaire used in this study was adjusted to the need of this study. Then, each chairperson distributed the questionnaire to the participants of this study. One hundred students volunteered to fill in the questionnaire, and 17 students were willing to give further information on the interview voluntarily. The researchers then interviewed these students.

2.4 Data Analysis

As the data for this study have been collected, they have been processed for data reduction. In this step, the data were coded and tabulated using basis percentages (Bungin, 2003).

First, all of the participants' responses to the questionnaires were recorded. Next, the Yes, No, and Other responses were coded and tabulated. The researchers also took steps to obtain the data from the interview responses. Then, all of the data were displayed and verified, and finally, conclusions were drawn based on the available data and supporting data from this study obtained from the interview.

3. Findings

3.1 Students' Perception of the Independent Assessment of Using e-learning

The first research question of this study dealt with the student's perception of the independent assessment of using e-learning. Table 1 shows the detailed results.

Table 1. The Independent Assessment of Using e-learning as Perceived by the Students (N = 100)

No	Statement of the Item Tasks, exercises, and Quizzes	Yes	No	Others
1	Tasks/exercises and Quizzes are clearly organized.	94%	2%	4%
2	Tasks/exercises and Quizzes are structured to reinforce concepts	96%	3%	1%
	Average Tasks/Exercises and Quizzes	95%	2.5%	2.5%
Learning Progress				
3	Assessment of learning progress has been restricted based on the principle of developing a good instrument.	80%	7%	13%
4	Assessment of learning progress has been utilized for identifying concepts to which the students need help understanding.	80%	10%	10%
5	Ways of knowing learning completeness have accompanied the assessment of learning progress.	75%	30%	5%
6	Assessment of learning progress has been supported by improving guidance for learning weaknesses.	64%	28%	8%
	Average learning progress	74.75%	18.75%	5.5%
	Average	84.87%	10.63%	4.50%

The first aspect of the study focused on students' perception of e-learning as a means of independent assessment. This aspect had two dimensions: tasks, exercises, and quizzes, as well as learning progress. The results showed that the majority of respondents, 84.87%, gave a "yes" answer to the question of whether they perceived e-learning as an effective form of independent assessment. This percentage is above the threshold of 81.25%, which indicates that students have a very positive perception of e-learning for independent assessment. Of the remaining 15.13% of respondents, 10.63% did not provide a response, and 4.50% gave other answers.

The positive result is further supported by the students' responses in the questionnaire's comment section, which indicated that they found the exercises, tasks, and quizzes to be easy to follow and answer. The researchers also conducted interviews with the subjects and found that the e-learning materials were well-developed and effectively reinforced the course concepts.

The study found that e-learning is an effective tool for helping students master course concepts and themes. Formative assessments, such as exercises and quizzes, provide vivid feedback and motivate students to learn.

These assessments also help lecturers identify students' weaknesses and provide remedial or extended materials as needed. The exercises, tasks, and quizzes in this study were developed well, which is reflected in the positive feedback from the students.

Finally, the assessment of learning progress followed good instrument development principles, which helped diagnose students' weaknesses after learning. By using a variety of assessment instruments, lecturers can ensure that students have a comprehensive understanding of the course material. This is crucial for maintaining students' learning motivation and ensuring that they achieve their learning goals.

3.2 Students' Perception of the Learning Outcome of Using e-learning

The second research question of this study was on the student's perception of the learning outcome of using e-learning. Table 2 shows that students indicated their satisfaction with the learning outcome of e-learning.

Table 2. The Learning Outcome of Using e-learning as Perceived by the Students (N = 100)

No	Statement of the Item Tasks, Exercises, Mid and Final Tests	Yes	No	Others
7	The instrument of an assessment instrument to measure students' competence of students has been based on the syllabus.	81%	10%	9%
8	Lecturers have constructed guidelines for the assessment of learning progress.	52%	26%	22%
9	The learning progress assessment instrument was developed based on the guidelines.	66%	16%	18%
10	The instrument of assessment of learning progress has been designed based on guidelines for making good instruments	73%	10%	17%
11	Assessment has been conducted strictly.	50%	30%	20%
12	Students who are involved in this e-learning are not other students	83%	8%	9%
13	It is possible to cheat during the exam.	58%	30%	12%
14	The assessment has been conducted objectively.	75%	10%	15%
15	Assessment has been conducted well following the characteristics of blended learning	70%	11%	19%
	Average	68%	17%	16%

Learning outcomes were derived from tasks, exercises, and mid- and final tests. This aspect was represented by nine questions, which received a lower percentage compared to the students' perception of independent assessment using e-learning. Despite this, the students reported positively and received a high score. Assessment instruments were able to measure students' competence, with 81% of students perceiving this. This suggests that assessments effectively reflect what students have learned and validate their learning process. Additionally, 83% of students reported participating in e-learning assessments autonomously, without help from others.

However, some areas received low scores, including unclear guidelines for tailoring assessments (52%), lack of strict administration of assessments (50%), and potential for cheating (58%). These drawbacks make the assessment process unreliable and question the validity of the evaluation. Therefore,

reinforcing rules and tight regulation in monitoring test administration is necessary.

According to interviews with participants, there is a need for a more comprehensive and clear assessment of learning progress. While some aspects of e-learning implementation received good scores, such as using objective assessment instruments, more attention is needed to maximize learning outcomes. The research question is in a good category with a score of 68%, indicating room for improvement in e-learning implementation.

3.3 Students' Perception of the Evaluation of Using e-learning

The third research question of this study dealt with the student's perception of the evaluation of using e-learning. Results of the study indicate that the student's perceptions towards the independent assessment of e-learning are fair. It can be clearly seen in [Table 3](#).

Table 3. The Evaluation of Using e-learning as Perceived by the Students (N = 100)

No	Statement of the Item	Yes	No	Others
Designing				
16	e-learning design is easily used	74%	13%	13%
17	e-learning design is easily used for all subjects in the English Language Study Program subjects.	70%	23%	7%
18	e-learning design can be dependable and cannot be easily suspended during instruction.	45%	42%	13%
19	The materials for learning and teaching have been well prepared.	66%	22%	12%
20	The lecturer has developed tutoring activities.	55%	21%	24%
21	The lecturer has developed the syllabus.	56%	21%	23%
22	The lecturer has developed scoring details.	63%	20%	17%
e-learning Management				
23	E-learning dissemination is always conducted	81%	14%	5%
24	All the students know the ways to utilize the e-learning	48%	40%	12%
25	The lecturers gave the tutorial schedule before starting it.	65%	25%	10%
26	The lecturers gave the services pre-while-post learning and teaching process	60%	15%	25%
Results of Program				
27	The scoring instruments are valid and reliable	70%	10%	20%
28	The students have mastered the competencies written in the syllabus/teaching program.	65%	23%	12%
Students' satisfaction				
29	The students felt satisfied with the preparation of e-learning conducted by the administrators.	64%	20%	16%
30	The students felt satisfied with the services of e-learning	72%	16%	12%
31	The students felt satisfied with the services of e-learning provided by the lecturers.	70%	13%	17%
32	The students felt satisfied with the e-learning program	74%	13%	13%
33	The students felt satisfied with the learning outcomes.	70%	23%	7%
	Average	65%	21%	14%

The last aspect investigated in this present study is evaluating e-learning from the student's perspective. This aspect covers four dimensions: design, e-learning management, results of the program, and student satisfaction. Overall, the students who responded yes 65%, no response 21%, and others are 14%. This outcome falls into the "good" category. The outcomes of this aspect are very similar to the outcomes of the second aspect, which is the learning outcomes of using e-learning. It was confirmed from the interview, in which most of the subjects stated that the e-learning system used at Universitas Lambung Mangkurat is easy to use, updated with more complete features such as news updates for new programs at the university, online quizzes, Zoom meetings, and course information. However, some students stated they needed to be introduced to its use even though the tutorial was available. However, students can have peer or individual discussions to cope with this since most of them are getting used to it since it is easy to use.

3.4 Problems Faced by Students in the Implementation of Online Learning

Online learning is experienced differently from one student to another. As a result, many students struggle with the learning process, particularly those from disadvantaged social groups. In addition, they discovered issues with the availability of technology, Internet connectivity, and institutional support. Learning with an online system changes the learning tradition by moving places to home (from school) and using information technology and telecommunications equipment in the teaching and learning process. Changes in practice have necessitated adaptation on the part of numerous parties, including students. During the pandemic, students face numerous (different) challenges in adapting to the learning model. Internet access is also one of the challenges. The availability of electronic devices is a frequent obstacle for students. Internet access disparities are another obstacle students must confront. Some students must either study on the house's terrace or move a few meters to a higher area to receive an internet signal. The limitations of students in online learning, in the form of a lack of facilities and inadequate internet networks, have had far-reaching consequences. The statistics indicate at least three outcomes often faced by students: low student interest in studying, the inability of students to participate in all school-determined learning programs determined by the school, and long-term effects on student competence in the long term.

4. Discussion

4.1 Students' Perception of the Independent Assessment of Using e-learning

The students showed good satisfaction with the independent assessment of the e-learning. They

claimed that the tasks, exercises, and mid and final test submissions were easier and well-constructed using e-learning. Conducting good assessments and evaluations was what [Rabbanie et al. \(2022\)](#) experienced in their study. [Gonzales & Louis \(2018\)](#), [Xu et al. \(2019\)](#), [Su \(2020\)](#), and [Rabbanie et al. \(2022\)](#) stated that the use of LMS learning technology in the class is mainly intended to supplement the face-to-face learning experience and allows students to monitor their learning. Feedback can be given by teachers, peers, and even the students themselves in the form of self-directed feedback ([Amelia, 2020](#)). However, students tended to agree with the summative assessment, they were more critical of the formative assessment. Specifically, they disagreed with the lecturer's comments, which they perceived as being incorrect. However, it's important to note that these comments were meant to provide constructive feedback for the students' improvement. Ultimately, well-constructed exercises, quizzes, and exams can be powerful tools for motivating students to learn and promoting a more student-centered learning environment. By offering students opportunities to receive feedback and learn from their mistakes, educators can create a supportive and engaging learning experience that benefits everyone involved. ([Cornelius et al., 2015](#)).

In this study, the appropriate feedback in the forms of comments, suggestions, or calling attention to errors depended on the lecturers. The lecturer's feedback was commonly used feedback given in the classroom ([Amelia, 2020](#); [Rabbanie et al., 2022](#)). Students, especially those with low ability in English, needed more help in the form of feedback from the lecturers. They broadly saw feedback as a positive thing in the process of their learning process ([Amelia, 2020](#)). Consequently, 14 students stated that more information is needed to improve their weaknesses. Therefore, the assessment construction is expected to accompany the assessment of the learning progress. This perception aligns with [Karnedi \(2015\)](#) and [Gonzales & Louis \(2018\)](#) that review can tell how well the students are doing the tasks given. Therefore, telling students how well they do the exercises, assignments, and exams is important to support their learning stages and boost the motivation conveyed through e-learning. Thus, there is communication between the lecturer and the students.

Moreover, the lecturer's role is important to the students ([Fedynich et al., 2015](#); [Su, 2020](#)). [Miles et al. \(2018\)](#) addressed the lecturer's workload demand issue as a constraint for lecturers who run online courses; he mentions other physical distances between lecturers and students and the need to depend on technological capabilities. However, apart from these comments, most students admitted that they felt better about learning by using e-learning; hence, the problems of availability and accessibility, particularly on the independent assessment of the e-learning program in

the blended learning class, are already addressed. Lecturers must remember the principles of classroom tests, namely ensuring the test procedures are practical, the test is reliable, the process demonstrates content validity, the procedure face is valid, and the test tasks are as authentic as possible.

4.2 Students' Perception of the Learning Outcome of Using e-learning

On the second research question, a study by [Afdal & Febliza \(2022\)](#) suggested that interactive e-learning modules must be carefully designed to foster learning outcomes. The module is the material that is needed to support the teaching and learning processes. E-Module is more interesting for them ([Revista et al., 2021](#)) and has a handy feature suitable for students. In other words, although e-learning did not outperform classroom learning, this result suggests that e-learning integration is at least as effective as a face-to-face classroom and can complete blended learning. It also does not mean that e-learning cannot be implemented as a supplementary tool or medium in teaching and learning. However, e-learning in the setting of this study is not possible to be 100% implemented. The apparent reasons are internet connection problems and the impossibility of fast-shifting from face-to-face to fully online classrooms. That is why the implemented e-learning program is under ongoing evaluation and development. More importantly, it intends to maintain the current face-to-face teaching and learning. It is more to assist and equip students with the demand of the future learning environment.

Despite the obstacles in e-learning implementation, for instance, internet connection problems and feedback availability, e-learning proved some promising benefits for our students in terms of participation, interaction, and ease of use compared to its former one. A study conducted by ([Ni, 2013; Amelia, 2020](#)) provides evidence that although the online environment is more challenging, it is less intimidating to students' participation and increases student interaction. Besides, it makes it easier for students to understand the materials ([Kwary & Fauzie, 2017](#)).

Through the questionnaire in their study, the students claimed that they could easily download the provided materials and read them at home before class. In addition, it is fun and convenient to access. This result follows ([Rabbanie et al., 2022](#)) that technology stimulates students' curiosity and desire to study. Furthermore, most students like something new brought to their classroom, such as technology integration of technology.

This integration of technology is not uncommon among students who are categorized as digital natives. Digital natives are born after 1980, while those born before the digital revolution are called digital immigrants. These digital native students are expected to be proficient in using technology. Finally, online

learning brings students to self-directed learning ([Hambali, 2016](#)), allowing them to take the initiative in their education. The quality problem is already proven as the indirect effect even though the result is solely in the good category. This result can support boosting the use of e-learning for students. In support of these results, another study by ([Kwary & Fauzie, 2017](#)) on students' perception also notified that the students did not perceive negative attributes of e-learning implementation.

4.3 Students' Perception of the Evaluation of Using e-learning

Regarding e-learning evaluation, these results revealed a proper response that the students could easily use e-learning. Furthermore, students' additional responses show that they can assess e-learning every time and everywhere. In addition, students reacted favorably to the possibility of integrating e-learning into other courses in the English Department. This possibility is because the respondents of this study took different classes. Therefore, any courses are possible to employ e-learning. In contrast, ([Owston et al., 2013](#)), in their research on students' perception and achievement in a university blended learning strategic initiative, suggest considering offering students a choice to integrate e-learning or fully opt for the face-to-face classroom, particularly on the subjects they find difficult. This good category is in line with previous studies of ([Nguyen & Yang, 2015; Kwary & Fauzie, 2017; Rabbanie, et al., 2022](#)), which show that there was not any difference between e-learning and classroom learning outcomes.

Teachers have prepared the positive concern of e-learning planning on the evaluation, and teachers have prepared the materials; unfortunately, e-learning is easily suspended, and the developed tutorial activity, syllabus, and scoring specification need more attention. Then, regarding e-learning management, the results showed the students could use the developed e-learning but more socialization, such as providing the needed tutorial and e-learning services. Instruction and socialization of a complete user guide of e-learning are crucial for students because some tools and how to operate them well still need to be discovered. The administrator is ready to help. Some lecturers informed the students directly or indirectly. Therefore, a notification of the submission or other activities, such as uploaded or updated documents, is needed.

The program's results of evaluation, validity, and reliability of the instruments and the written competence in the syllabus revealed students' unsatisfactory perceptions. Meanwhile, the administrator preparation, e-learning services, lecture quality, and the overall e-learning program show good results even though the students were fairly satisfied with the results. Overall, this evaluation's results are fairly able to cope with the equality and guarantee problems of developing e-learning.

4.4 Problems Faced by Students in the Implementation of Online Learning

Problems are unexpected conditions that occur in this context; the implementation of e-learning may become a challenge. For example, [Gonzales and Louis \(2018\)](#), [Chowdhury and Behak \(2022\)](#), and [Rabbanie, et al. \(2022\)](#) mentioned that there were many strong challenges, including technological and perceptual issues, to its successful implementation.

This study shows that differences in social class have become a significant factor in students' access and competence to undergo online learning during the pandemic. Lower social classes need more mastery of technology to access adequate learning facilities and resources. Students who need more access are at risk of failing to achieve the expected competencies. Therefore, online education is not ineffective ([Chowdhury & Behak, 2022](#)). In contrast, [Gonzales & Louis \(2018\)](#) and [Veugen \(2022\)](#) stated that taking a course in a blended course format significantly increases a student's course grade and the likelihood of passing at any course level. The integration of technologies will enhance student connectivity in distance education and strengthen the learning environment.

The difficulties faced by students face in online learning reflect the conditions of inequality in education and the risks encountered in future human resources. Students' experience with different types of difficulties is an important statement about the challenges of fulfilling the mission of education for all. Education with such conditions can be a force that reproduces social inequality. The results show that learning difficulties are made possible because online learning is a new educational experience in education (which requires readiness). Therefore, educational institutions must be enthusiastic about transforming offline and online learning traditions from offline to online. At the same time, this transformation requires a shift in academic responsibility from the individual (student) to the institution.

Research on learning during the pandemic has shown various types of difficulties and the progress made with online learning models ([Nguyen & Yang, 2015](#); [Kwary & Fauzie, 2017](#); [Kolomitro & MacKenzie, 2018](#); [Mayer, 2018](#); [Su, 2020](#); [Rabbanie et al., 2022](#)). However, existing studies need more analysis of the long-term implications of the challenges faced by students today. This research shows a serious threat in the world of education in the future. Education will reproduce social (class) inequality through technological discrimination.

5. Conclusions

This study explored student perceptions of the e-learning program developed at Universitas Lambung Mangkurat, addressing the research gap of understanding how students respond to e-learning. The

findings suggest that students responded positively to the independent assessment aspect of e-learning, but feedback from certain lecturers during the learning process could be improved. Nonetheless, students had a positive perception of the learning outcomes achieved through e-learning, and the program was evaluated positively in terms of planning, management, program results, and satisfaction. To further improve e-learning, future research should focus on building an independent assessment, paying attention to learning outcomes, and evaluating online English learning. Specifically, researchers should investigate the effectiveness of e-learning in different subject areas and explore ways to increase student engagement. The integration of e-learning as a supplement to face-to-face learning provides flexibility and accessibility, fulfilling the demand for availability in our ever-changing world. This study provides valuable insights for other universities considering e-learning integration, and with these recommendations in mind, e-learning can be a valuable addition to the world of general education.

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