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The Challenges of E-Learning for Higher Education Lecturers and Learners

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ABSTRAK

Penggunaan E-Learning pada proses pembelajaran Bahasa Inggris sangat bermanfaat untuk stakeholders terutama dosen dan mahasiswa. Tetapi pada kenyataannya, Para dosen dan mahasiswa sering mengalami kesulitan dalam penggunaannya baik dari sisi teknis maupun non teknis. Penelitian ini bertujuan untuk mengevaluasi tantangan yang dihadapi oleh dosen dan pelajar EFL dan bagaimana mereka menghadapi tantangan tersebut. Untuk mengatasi masalah tersebut, penelitian ini menggunakan studi kasus. Penelitian ini melibatkan 244 mahasiswa dan 12 dosen untuk mengisi kuesioner dan lima di antaranya diwawancarai. Untuk mengumpulkan data kuesioner, peneliti menggunakan google form sedangkan untuk wawancara responden, peneliti melaksanakannya secara daring dengan menggunakan aplikasi zoom. Setelah mendapatkan data, hasil kuesioner diolah menggunakan IBM SPSS software dan hasil interview dideskripsikan secara kualitatif. Hasil penelitian menujukkan bahwa kendala dosen antara lain kekurangan waktu untuk mengembangkan konten E-Learning, ketidakmampuan memanfaatkan fitur E-Learning secara optimal, permasalahan dalam interaksi dosen-mahasiswa, koneksi internet yang buruk, dan kurangnya motivasi mahasiswa. Sementara itu, tantangan mahasiswa meliputi kurangnya perangkat untuk mengakses E-Learning, kurangnya motivasi, masalah teknis, dan hambatan fitur E-Learning. Dapat disimpulkan bahwa dosen dan mahasiswa menghadapi tantangan baik secara teknis maupun non-teknis dalam penggunaan E-Learning. Implikasinya, terlepas dari semua tantangan yang dihadapi, dosen dan mahasiswa dituntut untuk dapat beradaptasi dengan lingkungan E-Learning agar mempermudah proses pembelajaran yang dilaksanakan secara daring.

ABSTRACT

The use of E-Learning in the English language learning process is very useful for stakeholders, especially lecturers and learners. But in reality, lecturers and learners often experience difficulties in using it both from a technical and non-technical perspective. This study aims to investigate the challenges faced by EFL lecturers and learners and how they face them. To overcome this problem, this research employed a case study. This study involved 244 learners and 12 lecturers to fill out a questionnaire and five of them were interviewed. To collect questionnaire data, this research used a google form, meanwhile, the researcher carried it out online using the zoom application for interviewing respondents. After collecting the data, the results of the questionnaire were processed using IBM SPSS software and the interview results were described qualitatively. The results showed that lecturer constraints include lack of time to develop E-Learning content, inability to optimally utilize E-Learning features, problems in lecturer-learner interaction, poor internet connection, and lack of learner motivation. Meanwhile, the challenges of learners include the lack of tools to access E-Learning, lack of motivation, technical problems, and barriers to E-Learning features. It can be concluded that lecturers and learners face challenges both technically and non-technically in using E-Learning. The implication of this research is that despite all the challenges faced, lecturers and learners are required to be able to adapt to E-Learning environment in order to facilitate the online learning process.

1. INTRODUCTION

The advancement of information and communication technology (ICT) in recent decades has transformed the educational process. ICT has encouraged the educational process to move from indoctrination to creativity. In other words, the advancement of ICT has changed the education sector and it has been becoming progressively popular in higher education (Machmud et al., 2021; Pham et al., 2019; Singh, 2016). E-Learning combines two main areas; learning and technology (Logan et al., 2021; Nuryadi et al., 2020). It is described as one of the evolving technology patterns using various electronic devices that enhance learners' knowledge, skills, and outcomes (Al-atabi & Al-noori, 2020; Foltynek & Motycka, 2018; Küsel et al., 2020; Marsevani, 2021). E-Learning implementation depends on an integrated digital technology environment such as electronic

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networks to provide teaching and learning content. To put it in another way, E-Learning becomes an innovative approach to the emerging new patterns of learning and education. As a result of the growing importance of E-Learning, higher education institutions have started to adopt this interactive system. It is because the popularity of E-Learning provides accessibility, round-the-clock availability, convenient timings, and a personalized study environment (Aboagye et al., 2021; Khan, 2021).

It has been indicated that efficient E-Learning will benefit stakeholders because it helps lecturers and learners to achieve the goals of each learning content. In this case, lecturers can stimulate and develop learners' intellectual and emotional quotients through E-Learning (Arkorful & Abaidoo, 2015; Chitra & Raj, 2018). In addition, E-Learning also encourages lecturers to develop themselves. Lecturers are challenged to be more creative and innovative in providing enticing learning materials to capture learners' attention (Andayani et al., 2020; Nurhayati et al., 2021). The roles and effects of E-Learning have been investigated by several studies (Arkorful & Abaidoo, 2015; Harandi, 2015; Samir Abou El-Seoud et al., 2014). It was found that E-Learning has a significant role in learning instruction as it helps learners engage in learning activities and in achieving the desired learning outcomes (Coman et al., 2020; Hoerunnisa et al., 2019). It can be said that E-Learning improves learners' understanding and practice in the subject matter. Using the method, learners are also provided with a high level of freedom in the environment (Hoerunnisa et al., 2019). They are allowed to conduct a cooperative study based on learning objectives. In addition, it is convenient for learners who are learning and working simultaneously. Thus, the learners' needs and objectives can be adjusted during the process.

E-Learning allows learners in higher education to obtain a specific guideline and a customized learning schedule allowing interaction and collaboration between them and lecturers similar to conventional learning (Elzainy et al., 2020; Ibrahim & Suardiman, 2014). In addition, E-Learning enables a comprehensive understanding of subject matters because it allows lecturers and learners to access countless sources to improve classroom discussions (Pham et al., 2019; Ramadhan & Marwantika, 2020). It can be seen that E-Learning is highly suitable for higher education because it promotes autonomous learning by providing learners with academic freedom. E-Learning allows learners to complete their task with access to unlimited sources that also encourages their creativity. Moreover, E-Learning cultivates learners to be more responsible in their studies (Tere et al., 2020; Weldon et al., 2021). As a result, successful and failed learners are based upon how they have carried out their responsibilities. On the other hand, E-Learning encourages lecturers to take their teaching to another level because they have to learn new things.

Despite the advantages, several issues can also be found in the E-Learning environment. When the researcher conducted classroom observation, it is found that some learners and lecturers experienced problems when using E-Learning such as difficulty in accessing E-Learning due to unstable connection. Lecturers also experience difficulties when discussing material with learners so that lecturers had to use additional applications, namely Microsoft teams in delivering material. These issues are in line with several studies (Aini et al., 2020a; Farooq et al., 2020; Gamdi & Samarji, 2016; Khan, 2021).

Many studies have investigated the challenges of using E-Learning at different levels of educations. Other research investigated challenges and prospects of using E-Learning for EFL undergraduate learners in Bisha University (Ja'ashan, 2020). The result showed some challenges such as academic, administrative challenges, and technical issue as the main challenges of E-Learning at Bisha University. Previous studies about challenges in using E-Learning at university level has been also carried out by several researchers around the world (Agbenyegah & Dlamini, 2019; Hermawan, 2021; Kaisara & Bwalya, 2021; Kombe & Mtonga, 2021; Zalat et al., 2021). These studies focused on investigating the E-Learning challenges faced by learners. The findings of these research showed similar result in which ICT facilities and internet connection were the most critical barriers to E-Learning. The implementation of E-Learning is used at the school level as well. Other research investigated teachers' challenges and opportunities in using E-Learning. They found many challenges faced by the teachers such as learning styles and culture, pedagogical E-Learning, technology, and time management challenges (Andayani et al., 2020). Complex challenges face by teachers such as preparation for learning, learning management in E-Learning platform, and supporting facilities (Delita, 2021).

Based on the findings above, those aforementioned studies were carried out in two educational levels-high school levels and university levels. The researcher, further, could not find the challenges faced by lecturers while implementing E-Learning. Teachers' challenges of using E-Learning were also found in senior high schools. It can be seen that the lecturers' challenges of using E-Learning have not been conducted by previous researchers. Based on description above, this study may give a contribution to similar research which investigates similar topics. The significant difference between this study and the previous ones is this study investigates the challenges not only learners but also lecturers from a technical and non-technical perspective in using E-Learning. From the challenges faced by them, the researcher also investigates how learners and lecturers cope these challenges. Therefore, this study aims at investigating lecturers' and learners' challenges in using E-Learning and how they cope these obstacles.

2. METHOD

To address the issue, this study employed a qualitative method, which is a case study. A case study is conducted to generate an in-depth and detailed investigation of a social unit (Creswell, 2012; Malik, R. S., & Hamied, 2014). This study was conducted in a private university in Batam, Kepulauan Riau, Indonesia. It was selected because the university circumstances were relevant to the study. In addition to the easy access that can support the study's practicality and feasibility, the university was chosen because it has been implementing E-Learning for several years. This case study also purposely selected 12 EFL lecturers and 244 learners because of several considerations. First, the EFL lecturers and learners have experience in using E-Learning platforms. Second, the lecturers have familiarity in preparing learning materials for E-Learning.

In this study, the instruments used were interviews and questionnaires. The step of instruments development began with a literature review of previous studies on the research related to E-Learning. This study, then, chose a number of questions adapted with components time management and allocation issue, lecturer-learner interaction, E-Learning features, technical and motivational issues (Aini et al., 2020b; M. Ja'ashan, 2020; Krismanto et al., 2020). Challenges of E-Learning Instrument Grid showed in Table 1.

Table 1. Challenges of E-Learning Instrument Grid

Categories	Aspects	Indicators
Lecturers	Time management and allocation issue	Time management in developing E-Learning content
		Time management in preparing tasks and exams for E-Learning
	Lecturer learner interaction	Interaction with learners during E-Learning
		Learners' motivation with variety of interesting content in E-Learning
		Experience in helping learners' obstacles in E-Learning
	E-Learning features	Ability to understand the E-Learning features
		Utilizing E-Learning features effectively
	Technical Issue	Having a laptop and supporting devices for E-Learning
		Availability and quality of individual devices (PC/laptop/internet network)
Learners	Technical Issue	Ability to access computes, internet, and online learning resources
	Motivational Issue	Ability to understand the learning material easily
		Ability to foster independent learning
		Experience in discussing with peers using E-Learning
	E-Learning features	Ability to understand the E-Learning features

The primary data source was the interview because it revealed in-depth information concerning the issues that were investigated. In this case, a semi-structured interview was done with lecturers and learners. A semi-structured interview is used to help a researcher gather data about people's points of view concerning. The interview processes were performed to collect the primary data on the topic. It was also done to confirm the data accuracy collected from questionnaires. The result of the interview were organized and analyzed qualitative approaches. Interviews data were examined qualitatively through the description method. This study uses supporting sources in the form of questionnaires. To collect the data, the electronic questionnaires were designed using Google Forms. Furthermore, the participation invitation link was shared using mail and social media such as WhatsApp during the second term of the 2021-2022 academic year. Questionnaires were given to 244 EFL learners and 12 lecturers to gather additional information about their point of view in implementing E-Learning. To make it easier for the participants, these close-ended questionnaires were using Indonesia. The participants were required to choose an option between the four-point Likert scale options. Determination of the feasibility category of challenges of E-Learning using a Likert scale which has 4 alternative answers, as shown in Table 2.

Table 2. Category of Data Interpretation

Scale	Interval	Category
4	4.00-3.00	Strongly Agree
3	2.99-2.00	Agree
2	1.99-1.00	Disagree
1	4.00-3.00	Strongly Disagree

The questionnaire data from all participants was converted into mean value and was categorized based on Likert four-point range score interpretation. Mean value was taken from every questionnaire item, and was

interpreted to categorize the item into strongly agree, agree, disagree, and strongly disagree categories. In this case, questionnaire data were analyzed using IBM SPSS software.

3. RESULT AND DISCUSSION

Result

The data of this study was obtained from interview as the primary data, and questionnaire as supporting data. This study involved 12 lecturers and 244 learners in a private university in Batam, Indonesia. The questionnaire was administered prior to the interview. The questionnaire was designed differently for lecturers and learners, and consisted of two parts. The first part was questions about lecturer and learners' background information that was required and related to the research objectives. Meanwhile, the second part was the main questions that closely related to the research objectives. The first part of questionnaire was to obtain background information from the participants, both lecturers and learners. The information gathered here was about the length of lecturers and learners' experiences in conducting and attending learning-based ICT or E-Learning setting environment. Frequency and Percentage of Lecturer's E-Learning Experience are presented in Table 3.

Table 3. Frequency and Percentage of Lecturers E-Learning Experience

Experience (year)	Frequency	Percentage (%)
0-1 Year	4	33.3%
2-5 Year	8	66.7%

The lecturers' questionnaire data shows that 33.3% of lecturers were having more than two year teaching experience in E-Learning setting. While, 66.7% of lecturers were having less than one-year teaching experience in E-Learning setting. This finding indicated that the number of lecturer with experience in E-Learning were exceeded than the number of those of lecturers with less than one year experience. Frequency and Percentage of Learners E-Learning Experience showed in Table 4.

Table 4. Frequency and Percentage of Learners E-Learning Experience

Experience (year)	Frequency	Percentage (%)
0-1 Year	177	72.54%
2-5 Year	67	27.46

The data in the table 2 revealed that 72.54% of learners were having less than one-year E-Learning experience while the other 27.46% had more than two years of experience in attending E-Learning. The number of learners who were having less than one-year experience in E-Learning was surpassing the number of those who are having more than two years-experience in E-Learning. Therefore, it can be concluded that most of learners were having less experience in E-Learning. The second part of questionnaire was the most important part, as it aimed to collect the information about lecturers and learners' obstacles in conducting and attending E-Learning in the higher education. The questionnaire consisted of 10 questions for both lecturers and learners, seeking for their response on listed E-Learning obstacles. Lecturers' obstacles in E-Learning in Table 5.

Table 5. Lecturers' obstacles in E-Learning

No.	Item	Mean	Standard Deviation	Category
1	Having enough time in developing E-Learning content	2.667	0.778	Agree
2	Maintaining interaction with learners during E-Learning	3	0.738	Agree
3	Having enough time in preparing tasks and exams for E-Learning	2.833	0.834	Agree
4	Able to understand the E-Learning features	3	0.738	Agree
5	Utilizing E-Learning features effectively	2.667	0.651	Agree
6	Improving learners' motivation with variety of interesting content in E-Learning	3	0.738	Agree
7	Having a laptop and supporting devices for E-Learning	3.583	0.514	Strongly Agree
8	Having stable internet connection	3.416	0.514	Strongly Agree
9	Having a camera and other features to support	3.416	0.668	Strongly Agree

No.	Item	Mean	Standard Deviation	Category
10	E-Learning Helping learners with their obstacles in E-Learning	3.166	0.717	Strongly Agree

Table 5 shows the obstacle that the lecturers facing in conducting E-Learning in their classrooms. It was revealed that item number 7, about devices ownership has the highest mean, which is 3.583. On the other hand, items 1 and 5 have the lowest mean value of 2.667 respectively. This finding indicated that most of the lecturers had prepared the devices and equipment for E-Learning. It was shown that the lecturers were well-equipped and it indicated their concerns and readiness in terms of teaching tools. It is similar to Gamdi and Samarji (2016) who studied the criteria of lecturers' readiness in the upcoming E-Learning era. However, being well-equipped does not mean that lecturers can utilize the tools effectively. In such a situation, two issues are highlighted, which are the availability of time and skills to utilize E-Learning equipment effectively (Alexander et al., 2017; Guri-Rosenblit, 2018; Rannastu-Avalos & Siiman, 2020). Learners' obstacles in E-Learning showed in Table 6.

Table 6. Learners' obstacles in E-Learning

No	Item	Mean	Standard Deviation	Category
1	I can understand the learning material easily	3	0.655	Agree
2	E-Learning motivates me to learn	2.72	0.795	Agree
3	I have high motivation to learn autonomously using the E-Learning platform	2.802	0.788	Agree
4	I can access E-Learning by myself	3.358	0.754	Strongly Agree
5	I can access E-Learning during an examination without trouble	2.950	0.884	Agree
6	I understand the features in E-Learning	3.135	0.745	Strongly Agree
7	I can discuss with peers effectively using E-Learning	2.814	0.829	Agree
8	I have decent devices to access the E-Learning	3.469	0.687	Strongly Agree
9	I have a stable internet network	3.139	0.753	Strongly Agree
10	I have a camera and other features to support E-Learning	3.213	0.729	Strongly Agree

Table 6 shows that item number 8 has the highest mean value of 3.469. Meanwhile, item number 2 has the lowest mean value of 2.72. E-Learning barriers that were faced by the learners were similar to that of the lecturers. The highest values of the questionnaire result for both the lecturers and the learners were having adequate devices to support E-Learning. It means that devices and tools were not an issue for lecturers and learners. On the other hand, the lowest value of the questionnaire results was about learning motivation in which not so many learners agreed that E-Learning drives their motivations. Once the questionnaire was completed, two participants from lecturers and three participants from learners were randomly selected to completed the interview about their obstacles in E-Learning and they overcome their obstacles. Questions on interview was slightly different for lectures and learners yet shared the same objectives, to know in depth about lecturers and learners' obstacles in E-Learning and the way they deal with obstacles. Lecturers' and Learners' Settlement of Obstacles in Table 7.

Table 7. Lecturers' and Learners' Settlement of Obstacles

Categories	Obstacles	Settlement
Lecturer 1	Time management and allocation issue	Allocating more time in preparing the learning material
	Lecturer learner interaction	Encourage learners to ask about learning material at any time
	E-Learning features	Exploring available features in E-Learning platform
Lecturer 2	Time management and allocation issue	Assigned learners on different activities to replace the practice time
	Lecturer learner interaction	Facilitate learners to communicate with lecturer and other classmates in a chatting group application
	E-Learning features	Left the unfamiliar features and focus on familiar feature
Learner 1	Technical issue	Anticipate the busy websites during examination by typing the answers on the device rather than directly write the answer on the learning platform.

Categories	Obstacles	Settlement
Lecturer 1	Time management and allocation issue	Allocating more time in preparing the learning material
	Lecturer learner interaction	Encourage learners to ask about learning material at any time
	E-Learning features	Exploring available features in E-Learning platform
	Motivational issue	Make use of every source available in the learning platform to learn
Learner 2	Technical issue	Contacting the person in charge once encounter the technical issue that she cannot solve
Learner 3	Technical issue	Accessing the platform during quiet hour

From the Table 7, it is obtained that there were three major obstacles that lecturers overcome and of which lecturers had found way to deal with them. Those are time management and allocation issue, lecturer-learners interaction, and E-Learning features. Meanwhile, from the learners' point of view, there were two major problem that learners had found and were able to solve them namely technical issue and motivational issue. Every lecture and learner had their own way in solving their obstacles that differ from one another. Lecturers and learners had not shared similar obstacle in attending E-Learning. However, among the same group of participants, they had shared similar obstacles.

Discussion

According to the respondents, time management was one of the most important aspects of E-Learning. E-Learning requires more preparation than conventional learning (Coman et al., 2020; Morze et al., 2021). As a result, lecturers were often overwhelmed with the many tasks that they had to deal with before, during, and after the class. The first lecturers confessed that an E-Learning environment has encouraged the lecturer to develop and to prepare for learning content such as videos that requires creativity and time. The lecturer also explained that in creating the learning content, the lecturer had to focus and give a lot of time to finish it. Similarly, the second lecturer had an issue with time management and allocation. However, different from the first, the second lecturer revealed that it was not the preparation that troubled the lecturer, but rather the unavailability of time for learners to practice. Other research found that lecturers' problems in E-Learning implementation were related to the amount of workload and time to prepare the learning materials in addition to pedagogical and technical-related issues (Guri-Rosenblit, 2018; Rannastu-Avalos & Siiman, 2020).

The two lecturers had methods to deal with these issues. The first lecturer allocated much of the time to focus on preparing the learning material and content. The lecturer also managed to maintain discipline so the lecturer was able to finish all of the tasks. On the other hand, the second lecturer replaced ineffective practice sessions with assignments that required the learners to search for information related to the subject from the internet. In terms of interaction between lecturers and learners, or among learners, the first lecturer revealed that E-Learning interactions mostly happened in non-real-time, making interaction less lively. These interactions were mostly initiated or facilitated by lecturers to encourage learners to discuss the material with their peers. If there were questions, lecturers had an open-up feature to discuss them directly with learners. On the other hand, the second lecturer did not use a discussion feature in the E-Learning platform. The lecturer preferred to use WhatsApp for live teaching or discussions rather than LMS. The lack of interaction between lecturers and learners in an E-Learning environment is supported by Al-Balas et al., (2020). Other research, also underlined the obstacles in maintaining learners' engagement in learning and discussions (Eze et al., 2018; Farooq et al., 2020). It can be highlighted that despite its fascinating features, technology cannot replace a classroom learning environment where lecturers and learners can directly interact. More than just collaboration, such interaction can also nurture friendship among learners.

In an E-Learning environment, learners mostly interact or have a discussion when they were ordered to. It was revealed that learners' initiatives to interact were lacking even though the goal of E-Learning is to make the learners the center of the learning process and to be actively engaged (Cidral et al., 2018; Egielewa et al., 2022; Guri-Rosenblit, 2018). However, the lecturers also must provide a safe and engaging learning community so that learners can feel free to raise their voices (Gamdi & Samarji, 2016; Wilson et al., 2004). To deal with communication barriers, the first lecturer allowed the learners to ask questions freely at any time. It was similar to the second lecturer who created a WhatsApp group so the learners can discuss the material.

The first lecturer was already familiar with most of the E-Learning platform features. The lecturers also had attended an E-Learning content development contest in the institutions. However, the first lecturer only used several features occasionally such as attendance list, file uploading, discussion, and assignment submission. On the other hand, the second lecturer learned to use the features by exploring all available features in the E-Learning platform. Similar to the first lecturers, the second lecturer did not use all of the available features for

teaching. From the finding, it seems the participants were not faced with major obstacles in operating the E-Learning platform. Therefore, it can be concluded that they are ready to teach in an E-Learning environment. In this environment, lecturers are expected to master a set of skills and be well equipped with a wide range of digital competencies and the capability to utilize new technologies, which are challenging for some lecturers (Alexander et al., 2017; Irfan et al., 2020; Sulistyaningsih et al., 2018). Despite the interview results from the two participants, it seems that the ineffective implementation of the E-Learning platform in the teaching process requires further investigation. It was found that the first lecturer did not have any internet connectivity-related issues as a lecturer had a good internet connection in and outside the workplace. Similarly, the second lecturer also had an adequate internet connection with a rare connection issue when the lecturer had to work from out of the city. From this finding, it can be concluded that internet connectivity was not an issue for the lecturers even though many learners had a poor internet connection and a limited amount of quota (Aini et al., 2020a; Kaisara & Bwalya, 2021; Wan Hassan et al., 2020).

The first lecturer stated that E-Learning did not affect learners' motivation. On the other hand, the second lecturer declared that E-Learning had made their learners more active in searching for information. During the learning session, learners already had prior knowledge and were ready for a guided discussion. The case of the second lecturer was similar to previous studies revealing that E-Learning has a significant role in learning instruction (Arkorful & Abaidoo, 2015; Harandi, 2015; Samir Abou El-Seoud et al., 2014). E-Learning encourages learners to actively participate and helps them to achieve their learning outcomes. It can be said that E-Learning improves learners' understanding and practice in the subject matter while also providing them with great freedom in the learning environment (Guo et al., 2020; Hoerunnisa et al., 2019). For the case of the first lecturer, there may be several reasons behind the learners' lack of learning motivation that is not the scope of this study. The motivation issues experienced by the first lecturer can be addressed with comprehensive elaboration because the motivation issues were caused by their lack of understanding of the subject.

One of the most mentioned E-Learning issues by the learners was a technical issue, which included internet connectivity, devices, tools, and process (Al-Balas et al., 2020; Wan Hassan et al., 2020; Zulkefli et al., 2020). Three learners faced technical-related issues during their E-Learning process. The first learner was an accounting learner who had issues during the assignment collection, during mid-term, and during the final test. These issues include document size limitation, practicality and effectiveness of the assignment collection process, and the unstable learning website. According to the learner, it is not possible to submit an accounting task using the computers because it needs to be given in handwriting. The learners complained that the handwritten, long essays about accounting computations needed to be scanned, resized, and uploaded to the E-Learning platform. The learners consider the process to be time-consuming and ineffective. On the other hand, the second learner did not have any major issues with the E-Learning except the wrong class code and inability to access the websites from a mobile phone. Meanwhile, the third learner had an issue with the websites that were sometimes difficult to access, especially during busy hours.

Despite all of the issues, each of them managed to deal with them collaboratively with their peers. The first learners addressed the issue by preparing every matter that might be required during the tests such as opening the related applications beforehand. The learner also received assistance from the lecturers who facilitated the learners to collectively submit their assignments using Microsoft Teams. To anticipate the website issue during the online test, the learner typed the answers on Microsoft Word rather than directly on the exam platform. On the other hand, the second learner managed the issue by contacting the person in charge of the online code. Also, because the learner was more comfortable accessing the E-Learning website using a computer, the inability to access the websites using a mobile phone was not a major issue. Meanwhile, the third learner addressed the issue by accessing the websites outside of the busy hours.

The learners have also had similar issues with the lecturers about the utilization of the E-Learning features. In this case, the learners only used the learning features if the lecturers told them to do so. It was found that the first learner had no issue with the E-Learning features. The second and the third learner believed that not all lecturers of the courses that they attended used the various features provided by the platform. For example, discussion and comment features were rarely used by the learners because only a few lecturers used them. Furthermore, It can be seen that the learners' E-Learning features issues were directly related to their lecturers. The highlighted issue was that some of the lecturers only used certain features. As a result, the learners did not bother to explore the other features available on the E-Learning platform. This finding indicates that learners' autonomy in learning was not expected from the E-Learning concept because it has put the learners at the center of the learning-teaching process and design (Elzainy et al., 2020; Guri-Rosenblit, 2018). E-Learning also offers freedom of learning for higher education learners (Hoerunnisa et al., 2019; Tsivitanidou & Constantinos, 2016). To relish such freedom, learners should have the initiative and the independence in learning. Therefore, lecturers' preferences on using certain features should not become a barrier for learners not exploring other features in E-Learning platforms.

Motivation issue is one of the most crucial things in E-Learning because many studies reveal various degrees of learner motivation (lower, high, or fixed) (Rannastu-Avalos & Siiman, 2020; Wan Hassan et al., 2020). It was found that the three learners were having different moods and motivational degrees during E-Learning. The first learner did not like the E-Learning environment and preferred offline learning. Regardless, the learner did not experience a decrease in motivation. On the other hand, the second and the third learners preferred online learning and it has increased their learning motivation. According to the third learner, E-Learning was helpful to understand the learning materials because they could be accessed freely (Firdian & Maulana, 2018; Yusuf et al., 2021). The learner also added that the learning videos were useful to make the learner understand the material easier. In addition, the assignments' notification feature was found to be an effective reminder for completing assignments and tasks. The third learner also shared the same opinion as the learner admitted E-Learning was helpful. The various and freely accessible materials and the assignments reminder were considered as the advantages of E-Learning.

These findings are similar to the lecturers' situation who stated that E-Learning did not affect learners' motivation and it has facilitated, promoted, and encouraged learners to be more active in learning. Other research stated that E-Learning provides accessibility, round-the-clock availability, convenient timings, and a personalized study environment that offers comfort for learners in learning (Khan, 2021; Wu & Plakhtii, 2021). These findings also relate to the digital native theory stating learners are more comfortable in using technology. At the same time, it also denies the argument related to learners using technology in their personal and social relations and using technology as a learner (Guri-Rosenblit, 2018; Weldon et al., 2021).

4. CONCLUSION

The lecturers' challenges include insufficient time to develop E-Learning content, inability to utilize E-Learning features optimally, issues in lecturer-learner interaction, poor internet connection, and learners' lack of motivation. Meanwhile, the learners' challenges include lack of devices to access E-Learning, lack of motivation, technical issues, and E-Learning feature barriers. Despite all of the challenges, lecturers and learners could adapt to the E-Learning environment. The study shows that the digital era has encouraged learners and lecturers to give more effort in their respective duties so they can be a part of the digital world. It was also revealed that lecturers' hard work would be paid off because most learners enjoy E-Learning with its abundant learning materials and sources to make their learning process easier.

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