

Comparison Of E-Learning And Conventional

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COMPARISON OF E-LEARNING AND CONVENTIONAL TEACHING IN LECTURER TEACHING TECHNIQUE: STUDENTS' PERSPECTIVE

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Abstrak

Tujuan dari penelitian ini adalah untuk menyelidiki persamaan dan perbedaan antara teknik mengajar dosen secara konvensional (offline) dan E-learning (online). Penelitian ini bertujuan untuk mengungkap wawasan yang berkontribusi pada pengembangan proses belajar mengajar bahasa. Tujuannya termasuk memeriksa penyampaian konten kursus, penilaian dan evaluasi, perspektif siswa, efisiensi, fleksibilitas, keterlibatan, dan gangguan dalam kedua pengaturan. Penelitian ini menggunakan metode kualitatif dengan pendekatan naratif. Data dikumpulkan melalui wawancara dengan empat mahasiswa dari Jurusan Bahasa Inggris di Universitas PGRI Adi Buana Surabaya. Temuan ini menunjukkan bahwa pembelajaran tatap muka dan daring memiliki keunggulan masing-masing yang unik. Para siswa menganggap bahwa penyampaian materi pelajaran dan metode penilaiannya sama. Namun, mahasiswa menyatakan lebih menyukai pembelajaran offline karena adanya interaksi langsung, diskusi, dan lingkungan yang mendukung. Pembelajaran online diakui karena kepraktisan, fleksibilitas, dan efisiensi energinya, meskipun tantangan seperti masalah teknis dan perilaku yang mengganggu tetap ada. Penelitian menunjukkan bahwa pendekatan yang seimbang, yang mengintegrasikan metode luring dan daring, dapat menciptakan lingkungan belajar yang optimal dan inklusif. Bagi para siswa, partisipasi aktif dalam kedua lingkungan tersebut, menggunakan teknologi, dan memberikan umpan balik kepada para pengajar sangat dianjurkan. Para dosen didorong untuk memadukan metode pengajaran, memanfaatkan teknologi untuk keterlibatan, dan mengatasi gangguan demi terciptanya suasana online yang kondusif. Penelitian di masa depan harus mengeksplorasi model pembelajaran hibrida, fokus pada alat teknologi tertentu, dan melakukan studi longitudinal untuk memahami efek berkelanjutan dari pendekatan pembelajaran campuran.

Abstract

The purpose of this study is to investigate the similarities and differences between lecturers' conventional (offline) and E-learning (online) teaching techniques. The research aims to uncover insights that contribute to the development of the language teaching and learning process. The objectives included examining the delivery of course content, assessment and evaluation, student perspectives, efficiency, flexibility, engagement, and distraction in both

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settings. This research utilized qualitative methods with a narrative approach. Data was collected through interviews with four students from the English Department at PGRI Adi Buana University Surabaya. The findings show that face-to-face and online learning have their own unique advantages. The students consider that the delivery of the subject matter and the assessment method are the same. However, the students stated that they prefer offline learning because of the direct interaction, discussion, and supportive environment. Online learning is recognized for its practicality, flexibility and energy efficiency, although challenges such as technical issues and disruptive behavior remain. Research shows that a balanced approach, which integrates offline and online methods, can create an optimal and inclusive learning environment. For students, active participation in both environments, using technology, and providing feedback to teachers is encouraged. Lecturers are encouraged to integrate teaching methods, utilize technology for engagement, and address distractions to create a conducive online environment. Future research should explore hybrid learning models, focus on specific technological tools, and conduct longitudinal studies to understand the sustained effects of blended learning approaches.

Introduction

Conventional learning was the world's primary educational model. The main forum for the diffusion of knowledge was the classroom, where students gathered every day to interact with their teachers and peers. This conventional method placed a strong emphasis on in-person instruction, tangible texts, and predetermined curriculum. Students would engage in group discussions, practical exercises, and extracurricular activities, which would help them develop not only their academic abilities but also critical interpersonal and social skills. The disciplined routine provided by the classroom environment helped foster a sense of community and belonging among students. Although this paradigm had certain advantages, the pandemic's advent compelled an immediate reform of education, pushing the bounds of conventional education and promoting the use of cutting-edge digital technologies and distance learning techniques.

The Internet, laptops, smartphones, and iPods are having evolved into essential components of education. Learning Management Systems (LMS) were first used for educational institutions including schools and colleges as online teaching and learning platforms. A learning management system (LMS) is a software application or online platform that allows you to create, manage, and deliver various types of online courses. E-learning has largely replaced traditional face-to-face instruction. This shift to a new learning environment

has changed teaching and learning methods, behaviors, assessment techniques, and more for both teachers and students. (Bi et al., 2023)

Comparing an earlier circumstance to the present is the first discussion that springs to mind. Researchers, educators, and administrators began to take notice of this issue from a variety of perspectives. Studies on the parallels and differences between the two approaches were carried out. In the field of language teaching, studies have examined perspectives from both learners and teachers (Nayibe Rosado Mendinueta, 2017). Additionally, research has been conducted to compare the impacts of face-to-face and online instruction on language proficiency (Fauzan et al., 2022). On the other hand, electronic learning, or E-learning, involves education utilizing modern communication technologies such as computers and networks, various audio-visual resources, search engines, electronic libraries, and websites. This method can be applied both in traditional classroom settings and through remote learning (Gul, 2015). The advantages and disadvantages of E-learning have been studied to understand the perspectives, performance, and achievements of both teachers and students.

Learning media, with a comparison between e-learning and conventional learning, shows significant differences in various aspects. E-learning uses digital technology to present materials in various multimedia formats, while conventional learning relies on traditional media such as textbooks and whiteboards. Interaction and collaboration also differ, with e-learning encouraging online interaction through various platforms, while conventional learning emphasizes face-to-face interaction in classrooms. In addition, flexibility and accessibility become key points; e-learning provides freedom of time and place for students, whereas conventional learning is bound to a set class schedule. Differences in learning skills and needs also emerge, where e-learning demands digital skills, while conventional learning is more accessible to students with various skill levels. The role of the teacher shifts with e-learning, turning the teacher into a facilitator and guide, whereas conventional learning preserves the teacher's primary role as the main instructor.

Most comparative studies between face-to-face (F2F) learning and e-learning have primarily focused on the perceptions and attitudes of students, learners, and teachers. Few studies have directly compared these two teaching and learning methods to evaluate factors such as language learners' progress, retention, academic performance, interest, and language skills. Given the increasing integration of e-learning into the language learning process in

schools and institutions, it is crucial to investigate its effects on English learners' learning rates, retention, and interest.

An excellent example of an LMS applications is Zoom Cloud Meeting. The aim of this research is to identify the similarities and differences between conventional methods namely face-to-face learning or by using E-learning using LMS media, namely Zoom Cloud Meeting and also which one is better and more effective.

Method

This research was used a qualitative research approach with case study analysis. Qualitative research involves delving into the thoughts and experiences of individuals or groups to gain a deeper understanding of how they perceive and address social and human issues, as outlined by (Rosairo, 2023). In this study, this research wants to know the effectiveness and compare between the application of conventional and E-learning-based learning, researchers would focus on each application such as Face-to-Face in conventional learning and Zoom Cloud Meeting in E-learning. Qualitative research using a case study approach is an effective method for examining intricate phenomena within their specific contexts. Case studies can provide an in-depth understanding of individual experiences and viewpoints, which cannot be obtained from other research methods. This method involves gathering and analyzing some students' experience of e-learning and conventional learning. Researcher interviews the students, observe their learning process, and analyze learning documents to understand how they perceive lecturers' teaching techniques in both learning methods.

The research data for this study was obtained through interviews, yielding insights into the perspectives, viewpoints, and firsthand experiences of educators when utilizing both face-to-face instruction and Zoom Cloud Meeting, an educational platform for English language teaching.

This research would rely on four students from University of PGRI Adi Buana Surabaya as key subjects or informants. The utilization of interviews presents a valuable opportunity to conduct a comprehensive exploration of individual perspectives, thereby yielding invaluable insights that can illuminate specific challenges and advantages within the

given educational context. Furthermore, the process of observation is employed to directly observe how teachers engage with and experience the implementation of both conventional and E-learning teaching methods.

Interview is referring to a specific data collection method used to gather information, insights, or perspectives from individuals or groups related to the research topic. This research conducting Face-to-face interviews with four English Language Department students using open-ended questions. These interviews offer a unique opportunity to gain in-depth insights and perspectives directly from educators who have first-hand experience with both E-learning and conventional teaching methods in teacher training. The researcher conducted interviews to gather data directly from the students.

This research uses thematic analysis as a method to discover, analyze, and present patterns and themes in the data. Thematic analysis helps us sort and explain the dataset, although not in extensive detail (Nowell et al., 2017).

Results and Discussion

This chapter explores the findings and analysis of a study conducted through semi-structured interviews with four students from Universitas PGRI Adi Buana. The focus is on student perspectives regarding how lecturers utilize e-learning and conventional teaching methods in their classes.

1. Course Content Delivery

AS: "...It is very useful for me because I indirectly know how to teach small children so like the lecturer..."

AS: "...With these webs and explained online I understand how to use them and also how to apply them like that."

In the context of face-to-face learning, students stated that courses that involve a lot of practice, such as TEYL, are very useful because they can provide hands-on experience of how to teach young children. Face-to-face learning and online learning have their own advantages and disadvantages. The combination of both can provide a more complete and effective learning experience according to Jung, Kim, and Lim (2022). The discussion revolves around the perceived benefits of course content delivery in both conventional (offline) and E-learning (online) settings, as expressed by students. Two distinct perspectives

are presented by the students, and the discussion aims to analyze and provide insights into their statements.

The first student, AS, emphasizes the importance of hands-on practice in offline classes, particularly in courses like TEYL (Teaching English to Young Learners). The student highlights that the direct practice provided in offline classes allows for a better understanding of how to teach small children. This sentiment aligns with the idea that practical experiences in face-to-face settings can enhance comprehension and skill development.

On the other hand, in online learning, students highlighted the benefits of using technology. The use of technology is considered very beneficial to overcome boredom and understand its application online. This can provide a more dynamic and relevant learning experience with the latest technological developments.

In conclusion, both offline and online learning have their own added value, and the combination of both can provide a more holistic learning experience.

2. Assessment and Evaluation

MA: "I learned many things in my offline classes, but one thing that was most useful to me was how to think critically and solve problems...."

SA: "...If offline we can express it which means that if we are speaking or listening, we can learn with friends so we can express it while being able to practice, but not if we are practicing online..."

An analysis of the data reveals that students perceive no significant difference between their self-assessment and the evaluations conducted by lecturers. Traditionally, students have placed a high importance on the assessments and evaluations provided by their instructors in a face-to-face learning environment. According to their perspective, these assessments play a crucial role in gauging their understanding and mastery of the course material. The discussion extends to online learning, where students acknowledge the importance of assessments and evaluations. However, in this digital realm, there is a recognition of the need for innovative assessment methods. Citing the work of Kurniasari and Widayanti (2023), the students point out the utilization of project-based assessment, performance-based assessment, and portfolio-based assessment in the online learning environment. This reflects a shift from traditional methods, indicating an adaptation to the digital landscape.

On the other hand, in online learning, students also consider assessment and evaluation conducted by lecturers to be very important. Despite recognizing the importance of

assessments in online learning, students bring attention to certain limitations inherent in this mode. The lack of face-to-face interaction between instructors and students poses a challenge when it comes to assessing and evaluating learning. The students suggest that the traditional face-to-face setting allows for immediate feedback and clarification, which may be lacking in online learning.

In conclusion, the overarching theme is that both offline and online learning share a common objective in their assessment and evaluation approaches, aiming to measure students' understanding and mastery of the material. However, the online learning environment introduces innovative assessment methods to adapt to its unique characteristics. The acknowledgment of limitations in online assessments, particularly the absence of direct interaction, indicates that while the objectives remain the same, the methods and challenges may differ between the two learning modalities.

3. Students' Perspective

MA: "From offline learning we can strengthen the learning experience by interacting directly and can discuss with lecturers and friends directly,"

AP: "My experience during online learning using the ZOOM Meeting application was that I found it difficult to follow online learning. I felt bored and lackluster ..."

In the context of students' perspective, offline and online learning have different dynamics. Offline learning is considered more supportive in terms of direct interaction and discussion, while online learning is considered to provide more opportunities for students to learn independently. Students who follow offline learning stated that they can strengthen their learning experience by interacting directly and discussing with lecturers and friends. In line with research by Clark and Mayer (2011), which suggests that hands-on learning is beneficial, this approach promotes deeper understanding and retention.

According to Means, Toyama, and Murphy (2013), online learning can provide opportunities for students to learn independently and at their own pace. However, online learning also requires strong self-learning skills. There is a desire to maintain interactivity and excitement in online learning, while offline learning is considered more effective in terms of material comprehension. Integrating the positive elements of both methods can result in a more holistic approach to learning that is responsive to student needs.

In addition, students also stated that offline learning is more fun because they can discuss with lecturers so that what they do not know can be directly asked and directly

practiced. This shows that direct interaction between lecturers and students can provide support and motivation for students in learning.

4. Practicality

SA: "If it's good, maybe from this online class we can lie down at home and then we can look for notes without having to see the lecturer like in offline, yes, we just listen."

SJ: "For the most favorable thing is that we can save energy because we can study through the Internet at home and through the application to study."

One of the recognized downsides of online learning is the lack of direct interaction. Traditional offline classes offer face-to-face communication with peers and instructors, fostering a more immediate and personalized learning experience. However, students are not oblivious to the fact that online learning demands a different set of skills and poses distinct challenges. Means, Toyama, and Murphy (2013) assert that online learning requires robust self-learning skills. The autonomy and independence afforded by online platforms demand students to be proactive, disciplined, and self-motivated in their learning endeavors. On the flip side, the convenience and flexibility offered by online learning cannot be overlooked. One benefit of online courses is the flexibility they offer. Students can learn independently and at their own pace, thanks to the asynchronous format. This allows them to fit their studies around their personal and professional lives, leading to a more manageable and successful learning experience. Research by Allen and Seaman (2011) supports the idea that online learning can be particularly advantageous for individuals with busy schedules or those seeking flexibility in their learning journey.

The overall evaluation, both offline and online learning are recognized for their distinct advantages and disadvantages. Offline learning, with its emphasis on direct interaction, remains a viable option for those who prioritize interpersonal engagement. On the other hand, online learning, with its flexibility and convenience, appeals to individuals seeking autonomy in their learning journey. Online learning offers flexibility and saves effort, while offline learning remains an option for those who prioritize direct interaction.

The conclusion emphasizes the potential for a synergistic approach by integrating technology and online learning methodologies. This integration opens up possibilities for a more diverse learning experience tailored to the needs and learning styles of individual students. The combination of traditional and technological approaches can create a learning

environment that is comprehensive, adaptable, and responsive to the varied preferences and requirements of a diverse student population.

5. Flexibility

MA: "...I can study anywhere and anytime, according to my schedule..."

AS: "The first is the flexibility of the time can be anywhere like there is no reason for me not to study..."

The statements from MA and AS shed light on the perceived flexibility of both offline/conventional and online/e-learning modes. This aspect plays a crucial role in shaping the learning experiences of students.

According to Bates (2015), online learning provides learners with the flexibility to access educational content and resources at any time and from any location. This asynchronous nature allows students to tailor their learning schedules to fit personal commitments, contributing to a more personalized and adaptable learning experience.

AS also mentions the abundance of features in the Zoom application, emphasizing its role in preventing monotony. This is consistent with the research of Garrison and Vaughan (2018), who discuss the importance of technological tools in creating an engaging online learning environment. The variety of features not only enhances the learning experience but also addresses concerns related to student boredom.

In conclusion, the statements from MA and AS, supported by academic perspectives, underscore the pivotal role of flexibility in online learning. The temporal and spatial freedom, coupled with advanced features, contributes to a more engaging and personalized educational experience, allowing students to balance their academic pursuits with other aspects of their lives.

6. Engagement

AS: "It makes me understand the lesson better if it's offline. And it also benefits me because we can meet face to face and I don't understand this..."

MA: "...I felt bored and lackluster and also i often find it difficult to understand the subject matter because there is no direct interaction with lecturers and classmates."

The statements from AS and MA demonstrate how students' experiences with offline/conventional and online/e-learning environments differ. One important factor that influences the caliber of the learning process is engagement.

In contrast, MA highlights emphasizes difficulties with online learning engagement. Although it offers flexibility, using the Zoom Meeting application is linked to challenges with staying enthusiastic and comprehending the material. The lack of face-to-face interaction between students and instructors is recognized as a hindrance to successful learning. This is consistent with research by Dziuban et al. (2015), who address the difficulties in sustaining student involvement in virtual learning environments because of the absence of in-person interaction and physical presence.

These arguments lead to the conclusion that selecting between offline and online learning is a personal decision based on learning preferences and styles. While some students might think that the flexibility of online learning better suits their needs, others could find that the engaging and immediate aspect of offline classes suits them better. The task at hand involves developing virtual spaces that efficiently promote student involvement, maybe integrating tactics like interactive technologies and cooperative learning environments.

In conclusion, the style of education has an impact on student involvement. While online learning can bring issues that require attention to improve student engagement, offline learning offers advantages in terms of direct interaction.

7. Disturbance

AS: "...I can consult directly like it's clearer, more detailed..."

SA: "...sometimes it is disconnected there is something like this. And what I don't like the most is that if it's an online class..."

The statements from AS and SA highlight the presence of disturbances in both offline and online learning environments, contributing to a nuanced understanding of the challenges students face in these settings.

The connectivity issues raised by SA are consistent with the results of scholars such as Allen and Seaman (2010), who highlight the necessity of a strong and dependable technology infrastructure for the successful implementation of online learning. SA also draws attention to issues with classroom management, such as students making noise and being disruptive by not muting their mics. This is related to Picciano's discussion of the necessity of employing practical tactics to uphold decorum and discipline in online learning environments (2017).

These arguments lead to the conclusion that students' perspectives are influenced by both good and negative features of offline and online learning experiences. While direct interaction and clearer consultation are two benefits of offline learning, there are drawbacks

as well, such the possibility of boredom. However, even though it offers flexibility, online learning has its share of technological problems and needs well-managed classrooms to minimize disruptions.

In conclusion, resolving issues with offline and online learning is essential to establishing the best possible learning environment. To improve the overall learning experience, educators must actively address and minimize the drawbacks of each modality while balancing its beneficial qualities.

Review of Previous Study

In this research, the researcher also takes review of related literature from the other researches. Here are some of them. First, the title of the study was “*Traditional versus virtual learning: How engaged are the students in learning English literature?*” conducted by Siti Hajar Halili, Nurul Hanani Abdul Rahman, and Rafiza Abdul Razak from Department of Curriculum & Instructional Technology under the Faculty of Education University of Malaya. It was published in Indonesia Journal of Applied Linguistics on May 2018. The article analyzes the study explores the levels of engagement in learning English literature, comparing traditional and virtual learning environments. It examines four dimensions of engagement: cognitive, behavioral, emotional, and agentic engagement, using a framework rooted in self-determination theory as outlined by Reeve (2012). This study contributes to understanding how students engage with English literature in traditional and virtual settings, shedding light on the unique challenges and opportunities each environment presents in terms of cognitive, behavioral, emotional, and agentic engagement.

Furthermore another research entitled “*Traditional Learning Compared to Online Learning During the COVID-19 Pandemic: Lessons Learned from Faculty’s Perspectives*” was the second study. It was written by Mojib Alzahrani. This article was published at SageJournals on April 2022. This study, an examination was conducted to compare the academic performance of university students in the context of traditional face-to-face learning versus online learning, particularly in light of the pandemic. The research involved 104 faculty members from five Saudi universities that transitioned from traditional teaching methods to online learning due to the COVID-19 outbreak. Employing the Quick-Response Research method using Google Documents, the study found that students' performance demonstrated improvement in the online learning environment as compared to the conventional classroom setting. Furthermore, it highlighted the positive influence of

classroom activities on overall student achievement, indicating the importance of interactive learning experiences.

Third, the title of the study was “⁶*The comparison of the effect of two methods of face-to-face and E-learning education on learning, retention, and interest in English language course*” conducted by Jingxuan Bi, Mohammad Javadi, and Siros Izadpanah from Education and Information Technologies. It was published in Springer Science & Business Media on 2023. In this research study, the impact of two distinct education methods, ⁶face-to-face (F2F) and e-learning, on learning outcomes, knowledge retention, and students' interest in English language courses was meticulously assessed. The study's participants consisted of English as a Foreign Language (EFL) students enrolled at Islamic Azad University during the academic year 2021–2022. Employing a multiple-stage cluster-sampling method, a total of 320 EFL learners were selected to participate in the study.

Fourth, the title of the study was “*Traditional Learning Versus E-Learning*” written by Vali Ilie and Ecaterina Sarah Frăsineanu from Teacher Training Department, University of Craiova. It was published in Future Academy, on August 2019. This study seeks to conduct a comprehensive comparative analysis between traditional education and e-learning methods. By examining the key features of virtual reality and leveraging them effectively, our research is dedicated to devising a structured training sequence that seamlessly blends both classical and modern educational approaches. Central to this investigation is the assessment of the efficiency and effectiveness of these new educational technologies in enhancing the learning experience. We operate under the assumption that, given the appropriate design and implementation, the educational process within the e-learning context can be equally as effective as the traditional classroom setting, ultimately aiming to contribute to the ongoing discourse on the evolution of education methods.

Based on the description, researchers, including the present researcher, employ technology as a medium for English language instruction. A notable distinction lies in the fact that while other studies conducted their research during the COVID-19 pandemic, the current study was carried out after the pandemic. Another difference is that previous research was conducted within the scope of different campus environments, whereas this study is situated within the academic context of Adi Buana University, specifically within the Department of English Education. Additionally, this study diverges in its approach, as other investigations examined the perspective of educators, whereas the current research explores the viewpoint of students.

Conclusion

Based on the results and discussion of the research it can be concluded that offline/conventional learning and online/E-Learning in lecturer teaching technique from the students' perspective reveals a multifaceted landscape with both similarities and differences. For the similarities identified as; 1) Course Content Delivery, it means offline and online learning experiences offer unique advantages. 2) Assessment and Evaluation, it makes students perceive assessments and evaluations similarly in both offline and online settings. However, the differences that researcher found are; 1) Students' Perspective, Students prefer offline learning for direct interaction and discussions, providing a supportive environment for student engagement. 2) Practicality, students recognize its significant benefits in terms of convenience, flexibility, and energy efficiency. The integration of technology opens opportunities for diverse and customized learning experiences. 3) Flexibility of online learning highlighted by students' ability to study anywhere and at any time. 4) Engagement differs between offline and online learning, with offline offering direct interaction and online facing challenges in sustaining enthusiasm. Lastly 5) Disturbance while online learning faces technical challenges and classroom management issues. In conclusion, the choice between offline and online learning depends on individual preferences, learning styles, and specific educational goals. Recognizing the strengths and addressing the challenges of each modality is essential for creating an optimal and inclusive learning environment. The integration of technology, innovative assessment methods, and effective classroom management strategies can contribute to a more balanced and responsive educational experience.

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