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Brief ELT in Digital Classroom for Lazy Creative Lecturers (Option After Post Pandemic Recovery): Lecturers' Perspectives

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Abstract:
This paper provides essential information for lecturers and educational institutions to think creatively in teaching English via online. The rapid development of Information and Communication Technology (ICT) and the Covid-19 emergency made lecturers and educational institutions think harder than usual. Higher education has used a powerful learning pattern and strategic policy to overcome the problem namely structure and unstructured online learning platform. The research aimed to find what platform is suitable in higher education and how lecturers create particular activity using HOTs to make students to think creatively. It also underlined that this new platform provides useful options that not only offers material delivery features but also an interactive communication feature. There were selected 10 lecturers of ELT in higher education level being interviewed and separated into two group users of structured and unstructured digital learning models. The distribution was based on their experience on teaching English using both models. This study analyzed interviews with lecturers who are experienced in usage of structured and unstructured online Learning platform. The findings were discussed by resuming and then drawing the conclusion through interpreting the

findings. The findings from these data illustrated that these new learning patterns had a significant impact on students' cognitive and psychomotor abilities. Moreover, this model also significantly affected institution quality control.

Keywords: *ICT, HOTs, online platform*

1. INTRODUCTION

English is the language that everyone uses to communicate each other and to present the advancement of Information and Communication Technology (ICT) in almost all countries. It means that all dynamic condition and chance are closely related to the use of English (Triana et al., 2020). It is spread in all aspects of human life. Therefore, this expansion of British brings United States to become the strongest economy in the World (Crystal, 2003). It is caused the massive use of English in United States. In Indonesia, English should also have entered massively in all majors, but in reality, English is only a minimum very basic requirement for taking study in higher education. English in specific fields at universities in Indonesia is made in a short time and minimum attention. It is only implemented two credits in one semester (Rokhyati, 2013). It is caused the important role of English in many aspects in Indonesia not developed in a formal education policy. For example, English in elementary school is not introduced since an early age of children (Zein, 2017). These problems arise simultaneously with covid-19 pandemic and classic problems in the classroom. Inadequate facilities make the lecture atmosphere worse. Classroom time limit is also a problem. Classroom activities must be completed within the time determined by the institutional unit. Sometimes, lecturers only give lectures without improving cognitive abilities in the class. One of the factors supporting the quality of good learning is the availability of good educational facilities (Vidalakis et al., 2013). This becomes a bad portrait of face-to-face learning.

The problems above are actually not problems of the institution itself, as a teaching staff, teachers are required to think creatively about how to solve these problems. lecturers are not only teachers, but lecturers are also an inseparable part of the educational institution. Lecturers' knowledge of technology is needed, because learning technology can solve almost every problem that exists. Creative lecturers will take advantage of learning support systems using Information and Communication Technology (ICT). This media is easy to obtain and free to apply on smartphones and computers. The progress of the times is closely related to technological progress. This challenge forces us as educators to play an important role in using ICT media in all aspects of life. How come, almost everyone has a

smartphone that allows us to connect and explore with the outside world. Recent research presented significant positive result in doing learning activities using Computer-Assisted Language Learning (CALL) and Mobile-Assisted Language Learning (MALL) (Pagel et al., 2015). It shows that this language learning model can improve students' English language skills especially international students who are CALL specialist.

In addition, there are various advances in the field of language teaching innovation with social media that are very easy to implement in higher education. WhatsApp is one of the platforms used by teachers to communicate with fellow colleagues or students (Prayogo & Widyaningrum, 2019). This method is very effective because the positive relationship between students and teachers has been built first. They feel more comfortable, safe and free to talk about lectures. With WhatsApp groups, it is easier for lecturers to provide information and instructions at one time. Students feel familiar using this application because millennial people always use this application to exchange opinions and send instant messages without face to face meeting (Ahmadi & Mustika Ilmiani, 2020). The digital literacy of teachers and students has emerged since the demand for easy access to information and supply from digital platforms (Alfia et al., 2020). EFL students can easily get information by browsing the web google.com. Instant applications such as YouTube, google classroom, translate are very easy to operate on a smartphone. In fact, current technological advances have made all social media applications packaged into a smart phone. Users can just log-in and use it for free without any usage restrictions.

From the explanation above, the role of a lecturer is very essential, therefore creative lecturers are needed to build learning activities in class. The key of this lecture is interactive communication between lecturers and students. This concept can be applied by starting from preparation, implementation and evaluation. Lecturers don't need to waste a lot of time making materials. Those can be taken from Open Educational Resources (OER). Those also can be downloaded, copied or linked from YouTube, journals and the web (Allen & Seaman, 2014). In addition, lecturers can easily modify open materials according to their needs. In the learning process, lecturers only need to provide one activity in the form of communication to build active interaction between lecturers and students. Lecturers only need a short time to make orders, and the rest of the students can present, comment or discuss among friends in the provided forums. That's how blended learning works. Lecturers are instructors who in a structured manner manage classroom activities with guidance (Terrell & Brown, 1981). Students' cognitive and psychomotor abilities are needed in the learning, not just listening or reading skills (receptive skills). In learning languages, receptive skills must be balanced with the ability to write and speak (productive skills). In evaluation, assessment does not only measure the final exam, but also the entire series of learning processes that have been taking place. Evaluation is carried out to measure whether learning indicators can be achieved by students or not (Effendy Gultom, 2016). Learning experiences using information

technology like this should also be balanced with the quality of good learning management. There must be control management system that allows institutional manager monitoring the learning process. This is expected to make a positive contribution to technological developments and institutional policies in higher education. Therefore, researcher tried to find the answer of following questions including what online learning platforms suitable for high education level are and how lecturers apply digital learning to improve students' affective, cognitive and psychomotor skills in a limited time. This formulation of the problem was discussed by focusing on the dimensions of planning, learning process and evaluation.

2. RESEARCH METHODOLGY

The data were analyzed using comparative research design. The researcher described the stories experienced by two groups of participants with experiences, teaching practices and feelings, then the researcher developed a chronology of the stories by discussing them with relevant literature (Esser & Vliegenthart, 2017). All of these problems were be searched through semi-structured interviews involving selected professional lecturers of ELT in English for Specific Purposes (ESP) students or Non-English Major students in higher education. Researchers took 10 lecturers who had opposite opinions on ICT. They are lecturers from large universities in Surakarta which have students scattered in various regions in Indonesia. The distribution of students was expected to provide an overview of the supporting facilities and the problems that are experienced by students. Before conducting an interview, the researcher firstly tracked them to see whether the lecturer had a positive or negative perspective by asking for tendencies of interest toward ICT in different time during covid-19 pandemic. The results showed that 6 respondents (Group X) seem to like e-learning or structured online learning platform and 4 respondents (Group Y) like applications other than e-learning or unstructured online learning platform. Through semi-structured interviews, researcher got honest answers and a serious discussion (Blandford, 2013). Thus, researchers report findings in the form of transcripts summary that can simplify the data analysis process.

Only their unique perspectives that were showed on the finding lists and then classified in two different group toward the online learning mode. Their different unique perspective and experience during teaching became the focus of the research (Creswell, 2012). This way was effective because that a new system inevitably presented good or negative impacts and perspectives. Data were expected to be honest and objective. The data were analyzed systematically by summarizing it first and then interpreting it to draw a conclusion. By doing that, objective data could be obtained and solutions can be found to figure problems out that arisen when using on-line learning system. The problems which came from the inadequate teaching support system or from the lecturers' lack of knowledge of online learning or others. During the interview, the researcher also made observations on the media used by the instructor. Researcher observed the three biggest problems in online learning

such as how lecturers start the learning, the method used by lecturers in teaching, and also the way for teachers to assess learning outcomes and evaluation of learning and teaching process. The objectives of the research were classified into three aspects including planning, learning process and evaluation.

3. FINDINGS AND DISCUSSION

The researcher discussed more deeply how far lecturers improve students' affective, cognitive and psychomotor abilities using the online facility of Information and Communication Technology (ICT). Students' affective, cognitive and psychomotor abilities determine whether these students excel at learning something or not. This objective also determines the lecturers' learning methods in guiding them in the learning process in the digital classroom. The blended learning method is the most effective method that is able to explore the three main abilities of students in learning in the digital era (Cronje, 2020). Planning, learning process and evaluation on their experience indicated how learning and teaching work during online learning.

Aspect 1. Planning

Before the opening of digital classes, lecture facilities that support the implementation of long-distance classes need to be considered. This is the main requirement for conducting online classes. Like conventional class, face-to-face learning requires classrooms to gather, the sense of sight and listeners to communicate, digital lectures require applications as digital classrooms and communication tools to interact. Researchers conducted interviews to see the five criteria below including application that used by lecturers, readiness of the lecturer creating material, ICT facilities used by user and content material that is developed by lecturers.

The lecture system in higher education institutions actually gives teachers the freedom to explore. Lecturers as teachers can make lectures, practices and tutorials to provide learning experiences for their students. When the Covid-19 outbreak spreads, online learning systems such as Moodle are needed as digital classrooms to replace face to face classes that cannot develop (Nichols, 2016)(Umek, Aristovnik, et al., 2015). In established universities, digital lecture platforms have accommodated three main users, namely lecturers as instructors, students as participants and institutions as supervisors. This course is referred to as a structured online learning platform course. This system will bring together the three users in one platform, for example the Moodle platform used at IAIN Surakarta. This platform has been provided by the admin staff for use by lecturers and students. Lecturers only need to fill in activities as needed. For example, in a language class, a lecturer only needs to provide content attendance activities, specific tutorials, reading and forum discussion. Students must know the url link and access rights to visit the class. Students will have easy access if they already get a username and

password first, so that they start surfing the available facilities. Supervisors also easily control the course of lectures, because lecture activities in e-learning will be recorded properly every meeting. In addition, this is a cheap and effective learning medium through which this program can reduce distance barriers and can be a flexible medium for everyone. (Umek, Keržič, et al., 2015).

> Group X: *I used Moodle-based learning, because the institution gives official platform to teach. It's like popular platform like google classroom, but I need to adapt to use it. To communicate with my students directly, I used Big blue button. If it does not work, then I used google meet and to support my teaching process, I use YouTube, google form and online web-site.*
>
> Group Y: *I used WhatsApp and google classroom. Sometimes, I used YouTube to present particular tutorials. I also used zoom or google meet to have conference with my students.*

On group X, lecturers used Moodle in transfer material, because it has similar features like google classroom. On group Y, lecturers same supporting applications, but they prefer to use WhatsApp and google classroom to open the class.

Before starting lectures, preparation is needed by students and lecturers to start lectures. This is necessary so that the lecture process runs well. However, the situation of the Covid-19 outbreak does not necessarily eliminate lecture rooms, but lecture rooms moving to digital platforms is the main alternative for opening classes. In fact, the basic concept of face-to-face lectures remains the same as digital lectures. In a recent study, it was stated that flipped classroom approach did not reduce the effectiveness of the traditional teaching method (Altas & Mede, 2020). This proves that online lectures do not reduce the quality of student learning at all. The finding below shows the readiness of lecturers to make material.

> *Group X: I use learning materials by uploading books, modules, inserting links and so on. In this application, I also provide at least three general activities, such as attendance, material transfer and forum discussion. For example, for reading material in English, I use an English journal and I asked them to discuss it in the provided forum.*
>
> *Group Y: I usually use chat media on WhatsApp to open classes. After that, I gave the pdf material in the group before the class is started. Once the material is sent, students can immediately comment about the topic.*

On group X, lecturers needed to prepare technical set on Moodle platform. It seems that they were busy to complete the details. On group Y, lecturers used chatting and transfer files using WhatsApp. The activities were usually started right after transferring the topic material.

In some universities, there are still those who give flexibility to lecturers and students using any digital platforms. Lecturers usually still use communication media such as WhatsApp, Google classroom, Zoom and others. This course is known as the unstructured online learning platform course. To start the class, lecturers usually share material in a form of documents or link using common media like WhatsApp group, Google classroom, Zoom meeting and many others. This application appears before the pandemic spreads. Because this platform is free, easy to operate, mobile friendly and responsive, this application is widely used by educators and students in Indonesia. This platform does offer easy access for users, but on the other hand, institutions cannot oversee the course of lectures.

For students, digital learning makes them think economically. Unequal internet access in some areas makes them look for solutions to problems. Some are willing to go to the city to find Wi-Fi access. Some have to buy a limited data plan. Some even have to persuade lecturers to use learning platforms that save data because the usage of zoom or google meet application can reduce data package quickly. This application is very wasteful because there is audio video data transfer when the application is used. The longer the application is used, the greater the data transfer usage are reduced. The finding below showed ICT facilities that support digital lecture applications

> *Group X: I think the applications used by institutions are good enough, it's just that there are still many features that appear to be applied. These features confuse lecturers like me in creating content. I sometimes make the wrong click, so I have to go back to the original link. This web application has the advantage of being easily accessible both on computers and smartphones. In addition, its features actually have similarities with the Google classroom which was used by lecturers and students before the Covid-19 pandemic.*
>
> *Group Y: Formal application confuses lecturers and students. therefore, I use WhatsApp for media discussions. I also use Google classrooms to collect assignments.*

On group X, the lecturers gave appreciation to the institution, but they needed much time to explore Moodle platform. On group Y, they feel uncomfortable to use new online platform. They preferred to use commonly used application like WhatsApp and Google classrooms.

The findings below showed students' internet access that were obtained from student comments to their lecturers during teaching process. There were same perspectives between students taught by Group X and Y. Internet access became the basic problem to get information from the lecturers.

> *Group X: At the meeting via video conference, I saw the backgrounds of students at this institution in many different areas. This can be seen from the participation of students in class. I conclude, internet access for each student is also different. However, by being forced to study online, students try to get the best internet access. Even if there are students who have difficulty in learning online, they are obliged to tell me so that I can provide other alternatives.*
>
> *Group Y: There are students who have difficulty getting access to learning both with web-based online media, therefore to keep learning going well, lecturers and students agree to use social media such as WhatsApp. In addition, this platform is more familiar to young people.*

On group X, they have tried to use video conference and there were some troubles found by students. On group Y, lecturers said that some students could not access web, then they used WhatsApp that were commonly used by many people. The findings below will also complement the state of the facilities experienced by students. These provided exploration of student learning tools which were also the main concern in distance lectures.

> *Group X: the average student uses a smartphone. However, in activities that require access to desktop applications such as Microsoft Word, most students are able to use computers to access assignments.*
>
> *Group Y: There are still many students who have difficulty in creating assignments with desktop applications because they do not have computers. This is what makes lecturers have to rethink in making assignments as much as possible to reduce computer use.*

Group X and group Y tells that some students seem not ready to use computers. They tend to use smartphone to get information from the lecturers. Computers were usually only used in certain circumstances. However, students will try to do their assignments well. The current era of global competition demands quality learning to provide facilities for students to develop skills, abilities and skills as a necessity to face challenges in global life.

Moodle-based e-learning can actually facilitate the series of categories of skills from low to highest cognitive abilities (Nash et al., 2014). In language teaching, students are expected to have individual abilities in formulating and using language in

various contexts, from memory abilities to creative abilities. This ability is needed by students in their daily needs. Students who are able to solve problems with their knowledge into new situations are called HOTS (High Order Thinking Skills). HOTS can be described as a person's skill in using critical and creative abilities to solve problems (Indriyana & Kuswandono, 2019). HOTS must also have four main requirements that are suitable for the career of the graduate (Anggraeni, 2018). Therefore, the material in e-learning must be able to improve 1) the ability to argue, 2) the ability to collect data, 3) the ability to think critically, and 4) the ability to interact. This means that the material used by the lecturer can be anything but must fulfill these four elements. The finding below are materials presented and class management in online class.

> *Group X: Before I attach it to the online platform, I first made the material in the form of a PowerPoint presentation, video tutorial or a relevant link source. This material is adjusted to the discussion topic that has been designed in the lesson plan. Lecturers use presentations more because they allow students to access material easily. The material contains explanations to enrich insight. In addition, quizzes are also given to make class activities more active. This quiz is a multiple choice which contains insights about the topic of discussion. Moreover, direct presentation will support students' skill improvement.*

> *Group Y: the material is uploaded to the WhatsApp group in the form of a presentation document, pdf or link. After that the discussion forum started immediately. In fact, lecturers can easily provide additional assignments at that time.*

On group X, and on group Y, there are same usage on both platforms. These applications can be used to transfer lesson materials. Moreover, students can give response at particular time or meeting. The difference lies in the features provided by Moodle. It provides various manageable multiple features which social media do not have. Talking about learning management system (LMS), using Moodle is more promising than using social media (Sari, 2020).

> *Group X: e-learning makes it easy for lecturers to manage lectures regularly. In one class, 16 topics or meetings are automatically provided by the admin. This topic is to distinguish one activity from another. In addition, this topic provides an indication of the extent to which the learning process is taking place. This topic segmentation will make it easier for lecturers and students to review the assignments or material that have been given. Users just need to click on a particular topic to see what material has been discussed in class.*

> *Group Y: class management with WhatsApp is different from e-learning, because in one WhatsApp group you can discuss various topics. I have difficulty reviewing the meetings that have been discussed. I have to scroll up to find the meeting to be reviewed. Not to mention that class participation cannot be reported in a measured manner. On the other hand, it makes it easier for students to be active in class, but in the end of semester, the lecturers have difficulty evaluating them personally.*

There is significant difference using structured learning platform like Moodle and unstructured learning platform. Structured learning platform provides best learning management system. It is neat and every user can review material on each meeting easily. However, learning using computer assisted language learning (CALL) like Moodle helps students and lecturers to learn and teach creatively and innovatively (Walisundara, 2020). Moodle is designed with a learning management system that allows systematic management of classes. In fact, lecturers can conduct assessments based on activities provided by lecturers.

Looking at the answer above, there are two main problems on preparing material using different platform. Firstly, it is about lesson content and activity provided by lecturers and secondly, it is about learning management system that must be structured on the online platform. The material used by lecturers in teaching is very diverse, but most of them materials are taken from internet sources. This has indeed been commonly used by lecturers since the early development of information technology in Indonesia. It is easy for lecturers to provide supporting material by taking information from YouTube, journals, articles and e-books. The learning concept must focus on solving problems with four main considerations, namely mastery of an issue, knowledge of an issue, demonstration practice and implementation (Liu, 2018). In a limited meeting time, a lecturer must have such a learning design, so that the learning process can run systematically. In fact, lecturers do not have a systematic and interactive lecture design. The lesson plan presented in digital media is only an administrative requirement requested by the dean. Actually, in learning English, a lecturer can make the class fun and interactive with the teaching timeline. Lecturers can identify objectives, needs and goals by creating a demonstration scheme for language learning using Moodle as below (Mesh & Zanca, 2005).

Table 1. Example of Teaching English in ESP class

Meeting	**Skill**	**Material**	**Method**
Meeting 1 - 7	Reading	Introduction and tutorials	Synchronous
		Material about how to read Reading test 1	Asynchronous
		Class discussion	Synchronous
		Material about how to interpret Reading test 2	Asynchronous
		Class discussion	Synchronous
		Material about how to summarize Reading test 3	Asynchronous
		Class discussion	Synchronous
		Test	
Meeting 8 - 14	Writing	Writing tutorials	Synchronous
		Material about how to write Writing test 1	Asynchronous
		Class discussion	Synchronous
		Material about how to write Writing test 2	Asynchronous
		Class discussion	Synchronous
		Material about how to write Writing test 3	Asynchronous
		Class discussion	Synchronous
		Test	

From the material design above, in one ESP course, lecturers can improve two student skills in one semester. Reading skills are taught in the first seven sessions, then followed by writing skills. Other skills can be done in the following semester, such as listening skills at the first meeting and speaking skills at the next meeting. Receptive skills are needed to provide students with insight and knowledge about vocabulary and comprehension sources of information, but we must understand that they are students of non-English study program. They have particular aim based on particular context study. They only need at least the ability to read to get new information (Jamilah, 2016). This ability is the basis for students to be able to produce language to gain knowledge to provide opinions. With this, students will have the interpretative power to comment in writing and orally (Apsari, 2018).

Aspect 2. Learning Process

During the class activity, the researcher tries to see whether in the learning process the lecturer uses interactive learning or not. In addition, researchers try to find out what methods are often used by lecturers in digital learning. From the presentation on lecture preparation, the digital learning process with a structured online learning platform and an unstructured online learning platform presents a different process. The same fundamental in this process is that the learning process should also provide a synchronous and asynchronous teaching process. This means that this process allows lecturers not only to provide learning material without direct interaction but lecturers can also provide direct explanations and directions through interactive communication (McGee & Poojary, 2020). On a structured online learning platform like Moodle, lecturers who carry out asynchronous activities can upload material and set class lectures first. Then, students who log in will get a notification that the class will start and they are free to access the material that has been uploaded. The platform presents a clear class time line to follow. In synchronous activities, lecturers can add class activities in the form of video conferencing to provoke their cognitive and psychomotor development. This activity is also a confirmation whether they have understood the material or not.

> *Group X: I use conference learning media at certain times. It is used to make a good impression and bond over emotional connections. In addition, this method is used for interactive communication media between lecturers and students, because students can directly discuss with the lecturer. I also use the method of transferring the material directly in the e-learning application without giving direct explanations. I do this so that class activities do not burden the use of student data. In addition, I use written instructions and discussion forums in English to motivate them to be active.*
>
> *Group Y: I gave the material through the WhatsApp group and I gave additional assignments. This is so that students think critically and creatively in completing class assignments. This task is an individual task or a group task that must be done in a limited time. In addition, I provide written instructions to guide students using English.*

On group X, the lecturer realized the importance of video conferencing to increase a positive impression on lectures. On group Y, lecturers need additional applications for conducting conferences. However, they prefer to provide materials and homework. The difference between these two platforms is that the structured learning platform provides various features like discussions, quizzes and many others.

In the unstructured online learning platform, the learning process is very varied. In the use of WhatsApp groups, for example, lecturers usually provide material at a specified time. Even communication when the class starts already exists before class activity. When the time comes, the uploaded material is read by group members, then at that time and in that group interaction can take place immediately. The drawback of this application is that the activity management is not well organized. Continuous conversation will make the previous topic closed. Students and lecturers as group users must scroll first to open what material they have worked on. In Zoom and google meet applications, this is actually the biggest hope in making face-to-face digital classes. This digital class allows students and lecturers to have interactive discussions and communication at a predetermined time. In this class, users who host the conference sometimes forget to record activities, so that students find it difficult to find material or activities that have occurred. In the Google classroom application, lecturers can create a lecture timeline for each meeting. Similar to the Moodle platform, google classroom also provides many class activities for material transfer. The weakness of this platform is that this application cannot be embedded with a conference application. In addition, this unstructured online learning platform is free from institutional supervision so that it is preferred by lecturers and students alike. To know students' accessibility in using online platform, researcher also compare the connection problem on two different platforms.

> *Group X: I realize that there are difficulties in accessing learning materials and conferences, but I do this way so that students get a learning experience using eLearning media. They will definitely face difficulties at the beginning of lectures, but they need to know this kind of culture because in the digital era. All components of society are required to master technology in all areas of life.*
>
> *Group Y: I think that WhatsApp is a reliable platform that is used in all student situations.*

On group X, lecturers realize that most students find difficulties accessing learning material and activity but they do it to give experienced learning so that they think creatively. Meanwhile on group Y, students prefer to used WhatsApp because it is perceived more reliable than other platforms. For example, during the learning process, useful class must have class interaction.

> *Group X: Conference communication is the most effective interactive communication model, but there is one other way of communication that measures student participation in class. Lecturers can use a forum activity platform that allows lecturers or students to communicate massively or privately. In e-learning, lecturers can see how active students are in discussing the topics*

provided. This makes it easier for lecturers to assess and evaluate set of learning.

Group Y: the application model with an online platform makes it very difficult to carry out interactive activities. I actually prefer to use face-to-face methods rather than online learning methods like this one. I feel that online activities like this do not have a significant impact on students. This activity actually gives difficulties in accessing the learning process. Online activities carried out with WhatsApp can also open communication with students interactively but do not provide statistical reports on the activity of each student.

On group X, interactive learning provided discussion and evaluation. In EFL classes, this communicative activity is needed to improve their skills. Instead, on group Y, lecturers believed that online class reduce quality of the learning. They think that face-to-face learning is better than online learning. Meanwhile, some of them prefer to use WhatsApp to inform material and gather assignment.

The main requirement for making a class is the interaction between lecturers and students. This activity will build students' cognitive and psychomotor skills to improve competence. To create such a class, lecturers can actually use one of the Moodle-based online learning platforms. In this class, the lecturer can provide facilities such as face-to-face classes in general (Nash et al., 2014). User can provide following activities:

a. The presence of each meeting,
b. The educational source,
c. The written discussion,
d. The oral discussion (optional),
e. The exercises such as quizzes,
f. The periodic assignments

In terms of quantity, the above activities may be fulfilled, but in terms of quality, blended learning requires strong communication between lecturers and students in integrating learning experiences (Abar & Carnevale de Moraes, 2019). Blended learning optimizes the effectiveness of distance learning by integrating technological advances. Learning with Moodle using the blended learning method can have a significant impact compared to the face to face method (Wuryaningsih et al., 2019). This activity must optimize simultaneous asynchronous and synchronous activities. This learning system makes it possible to open classes such as face to face classes using educational technology. In fact, learning with Moodle provides a quality learning management system.

Aspect 3. Evaluation

In the evaluation process, researchers try to see how the digital learning evaluation process is. In addition, this parameter is also used to determine the level of student achievement during the lecture process. Assessing students' ability to master lessons is the final stage of a learning process. Evaluation should be formulated according to the threshold of learning outcomes at subject level and evaluation criteria of learning achievements (Savickiene, 2011). This is usually proceeded by lecturer after all the material and learning process are given. The results of the evaluation can display numbers that represent the student's ability to learn a course. In fact, the evaluation results can also represent the assessments of the main users. The following instruments reflect how lecturers make evaluations and what students, lecturers and institutions should do to advance online lectures.

> *Group X: e-learning has a feature to create assignments both in the form of essays and multiple choice. With this feature, it is easy for lecturers to give objective assessments in an effective and efficient way. This application even allows to include other applications to assess students.*
>
> *Group Y: WhatsApp group media can be used to give assignments in the form of multiple choice and essays but it is not used to collect class assignments, because they will easily tease their friends' work. Other applications such as google form or google classroom are needed to avoid plagiarism and to secure the capacity of deviations on a computer or smartphone.*

There is significant difference between platform used by group X and group Y. On group X, lecturers believed that Moodle is complete learning platform and suitable for higher university. On group Y, lecturers needed another online platform like google platform and google classroom.

In assessing student learning abilities, the question content must be able to measure affective, cognitive and psychomotor achievements (Savickiene, 2011). In the ELT evaluation, lecturers can measure students' abilities by testing listening, speaking, reading and writing skills by looking at important aspects of student achievement (Effendy Gultom, 2016). For example, in evaluating reading skills, the lecturer needs to consider three principles of how far students know 1) language symbols that include vocabulary and sentence patterns; 2) the main idea of a reading; and 3) the meaning of the reading. Meanwhile, writing is the final process of reading. Because by reading, someone can interpret and can give their opinion in writing. Therefore, lecturers must also assess students' writing skills by considering five abilities 1) content; 2) language form; 3) grammar; 4) language style; and 5) mechanics. The example criteria above are also used to measure teaching evaluation and reflection. Lecturers can see by analyzing how well students activate the

experience, demonstrate it and apply it in everyday life (Liu, 2018). After passing learning process, evaluation is made to know how far they achieved the lesson.

> *Group X: the student's final score is a parameter of student activeness and achievement in class. This achievement is in the form of an assessment of students' abilities in improving their skills. To achieve optimal scores requires large class participation and good test results. If you get a bad grade, then it is the result of what they have done during the lecture in class. This cannot be denied, because the records of their participation are all stored properly in e-learning.*

> *Group Y: difficulty managing class participation made me set minimal parameters because I needed extra time to see each student in the activities. This is impossible for me to do. I usually only determine the semester test scores and the semester end scores to determine the learning achievement results. The value input process must also be done by looking at the student sequence list manually. Not to mention, the grades must also be re-inputted into the student's academic application.*

The usage of structured learning platform on group X provided excellence evaluation management. They can easily see student achievement just by looking at the statistical reports Moodle releases. Meanwhile on group Y, they need much time to gather students' works and give marks. Sometimes, the applied assessment criteria are not optimally implemented. This is due to limited time and very many scoring criteria.

In effective learning with online platforms, good learning should not only provide a learning experience, but also improve social skills for collaboration (Martín-Martínez et al., 2020). Lecturers and educational institutions can formulate performance expectancy, effort expectancy, social awareness and IT support for the media used (Aliyu et al., 2019). Following answer presented evaluation of online learning that challenged lecturers, students and institution.

> *Group X: There must be socialization on the use of official e-learning on a large scale, because actually this application is very similar to the google classroom application which allows lecturers to create various kinds of activities on one topic. In addition, it is hoped that there will be efforts to help smooth internet access for students so that students can easily get optimal material.*

> *Group Y: I hope there is an application that is easily accessible to all users. The application is expected to make it easier for students to access lectures instantly. In addition, it is expected to build applications*

> *that have structured activity management arrangements so that all forms of student participation can be given objective appreciation.*

On group X, the lecturer believes that there must be a massive application of Moodle. Meanwhile on group Y, he realized that social media like WhatsApp did not help to manage the teaching and learning process.

Based on the explanation above, technological advances challenge us as educators to increase digital literacy. Moreover, the covid-19 outbreak is forcing us to limit face-to-face activities with online activities. From the use of e-learning by group X and Y during the emergency situation, the finding proved an overview of the use of digital learning platforms in higher education. There are three main criteria for lecturers and students to use certain online learning platforms.

Table 2. Reasons for using an online learning platform

Criteria	**Lecturer**
Accessibility of unstructured online platform	√
Accessibility of structured online platform	√
Familiarity on unstructured online platform	√
Familiarity on structured online platform	X
Obligation to use unstructured online platform	X
Obligation to use structured online platform	X

From the description of the above criteria, it is stated that the unstructured online learning platform provides easier access than the structured online learning platform. This is because this application is mobile friendly which has easy-to-learn menu panels. Unlike structured online learning platforms like Moodle, the default Moodle setting displays complex menus and takes time to learn. Therefore, all parties need to carry out careful analysis to measure performance expectancy, effort expectancy, social awareness and IT support. The four criteria are the initial capital for the formation of ICT media user behavior (Aliyu et al., 2019).

In addition, lecturers and students are more familiar with the unstructured learning online platform than the structured online learning platform. This is because the learning platform formed by Google (for example) is advertised massively, so that many people know about it. The WhatsApp application is very well known by all people because it is a social media that Indonesians like. The zoom application is a teleconference application that is widely downloaded by all groups because of the ease of registration, while the google meet application is only intended for members in the google suite user agency. This case needs to be understood that the implementation of blended learning not only prioritizes the effectiveness and

flexibility of learning, but also the quality of learning. (Popescu, 2020). Structured online learning platforms such as Moodle can provide effectiveness, flexibility and quality of the learning process.

The most reinforcing reason regarding the flexibility to use digital applications other than structured online learning platforms is that there are no rules made by educational institutions. There are still many educational institutions that allow lecturers and students to open classes with platforms according to their needs and abilities. Even in developed countries, many students face Internet network problems (Goyal & Tambe, 2015).

4. CONCLUSION

Face-to-face lectures in class with e-learning actually offer the same concept. For example, on the principles of language lectures, the learning process must use interactive learning. Lecturers do not only give a lot of assignments to students. Lecturers also do not only provide material that students do not understand. There must be communication both written and oral in the classroom between lecturers and students. A lecturer must also guide and facilitate student learning to achieve certain goals. Orders, class activities and assignments must also have a High Order Thinking Skill (HOTS) value, so that students' cognitive and psychomotor abilities can develop properly. In addition, lecturers can use open educational resources (OER) as material, courses, exercises and assignments. With the change in the direction of learning services to the digital era, the basic concept of face-to-face lectures like this should not be eliminated. Digital lectures should make lectures more effective and efficient, besides that the flexibility of using structured online learning like Moodle platform should be able to improve student competence more deeply. Lecturers and students can open classes anytime, anywhere and without caring about lecture facilities in the classroom (De Clunie et al., 2013). However, structured online learning platform is an official mode and an effective facility that bridge the activities of lecturers, students and institutions must also exist. The quality of a superior educational institution must have a good learning support system. Institutions must also have control over their academic services. Specifically, online learning must meet the threshold of learning outcomes level and evaluation criteria of learning achievements (Savickiene, 2011). The evaluation of e-learning learning controls will provide an assessment of lecturers, students and institutions. This assessment is to determine strategic policies in the next semester. The data findings above illustrate that the unstructured online learning platform application is very popular with users, this is because this platform offers three important points that educational institutions need to know. Those points are ease of use, user familiarity, and the absence of clear rules. In the following semester it is expected that the institution will provide ease of use, increase the usability and obligation to use for lecturers.

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