

Overcoming Student Engagement Barriers of E-learning: A Literature Review Study

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Abstract

The E-learning challenge that teachers frequently confronted as facilitators in the classroom is student engagement. There is a lack of direct engagement between teachers and students, challenges in designing learning instructional materials, and constraints in developing student relationships in virtual environments are challenges that teachers must encounter. This article aims to examine the obstacles experienced by teachers when attempting to facilitate student engagement in e-learning and how to overcome them to enhance the quality of e-learning based on previous studies. This research method uses a literature study on how to overcome barriers to student engagement that can be pursued by teachers from relevant sources. This research collects and analyzes articles, journals, books, and research reports related to the obstacles experienced by teachers in e-learning. The factors analyzed include barriers to student engagement in e-learning, how teachers manage e-learning challenges, and what kinds of abilities must teachers possess to succeed with challenges in e-learning. The results of this study found obstacles in the form of a lack of teacher skills in managing technology and building interaction in the classroom. Efforts to overcome these problems require several skills that must be possessed by teachers, namely: 1) Technological Competency, 2) Design of Learning Materials and Teaching Strategies, 3) Self Efficacy 4) Online Communication and Collaboration. This research recommends that teachers take action to facilitate students and provide constructive feedback to help them achieve learning goals. This research contributes to teachers' efforts to increase student engagement in the context of e-learning.

Kata kunci: Student Engagement, E-learning Barriers, Literature Review, Teacher Skill

Introduction

Internet technology-based learning (e-learning) is not only needed during the COVID-19 pandemic, but also has an important role in the sustainability of education in the digital era. The use of Internet technology in education is a systematic and structured approach to improving the quality of education globally (Rababah, 2021). Effective integration will increase the likelihood of student engagement in learning. Student engagement in e-learning correlates positively with the quality of education (Jaggars et al., 2016). That's because student engagement has an important role relating to student participation in academic activities, which include positive affective feelings, social connections with teachers and peers, as well as cognitive processes in learning (Appleton, 2008). Skinner (2009) in his research defines student engagement which includes physical presence, student participation, emotional engagement, and cognitive investigation in academic activities. One of the obstacles that can hinder student involvement in e-learning is the teacher's role as a facilitator in the context of online learning. Research by Revere and Kovach (2011)

found that student engagement in e-learning can be influenced by interactions between students and teachers. When teachers are unable to provide adequate guidance and support in an e-learning environment, students may experience difficulty understanding the material, lose motivation, and feel less connected to the learning process.

Eom et al. (2006) concluded in several studies that teacher feedback, self-motivation, learning styles, interactions, and facilities provided by teachers in e-learning significantly impact student satisfaction. However, they concluded that only teacher feedback and learning style significantly influenced perceived learning outcomes. Student satisfaction can have a significant impact on the quality of education. Similarly, research conducted by Kuo and Kuo (2020) found that student satisfaction is positively associated with better academic outcomes, higher levels of knowledge retention, and more active participation in the learning process. This research provides strong evidence about the importance of paying attention to the teacher's role in building student engagement as a form of student satisfaction that affects the quality of education.

Richardson and Swan (2003) suggested that it is important to focus on the interaction that takes place between students and educators. based on Vygotsky's theory of constructivism, it can be said that the interactions that occur between students and educators are an integral part of active and effective learning. Vygotsky emphasized the importance of social interaction in learning, where students are actively involved in the learning process through collaboration with educators and fellow students (Vygotsky, 1978). This interaction allows students to build new understandings through dialogue, discussion, and social assistance provided by educators. Active learning is very important to build student engagement in learning. will ultimately result in student retention in e-learning

The lack of direct interaction and the physical presence of teachers can be a barrier to student engagement in e-learning. Students tend to be less engaged in e-learning environments than in conventional learning environments because interaction between students and teachers decreases with distance (Cho, M.H et al., 2014), The distance between instructors and students makes communication difficult which makes them participate continuously and efficiently in online learning, so they cannot be continuously involved in online learning (Leeds, R, 2013). Therefore, it is important for teachers to understand the dynamics of e-learning and employ effective strategies to support student engagement in online learning. Teachers have an important role in providing support and guidance to students in the e-learning process. Thus, the role of the teacher is needed in overcoming the obstacles of student rigidity in e-learning. This is a problem that must be further investigated to find a solution.

Methods

This study uses the literature review method with a thematic approach to identify and analyze relevant literature related to barriers to student engagement faced by teachers in the context of e-learning and how to overcome them. First, the first step in this method is a search for relevant literature using a database of journals, books, and online resources related to education and e-learning. Then, the literature that has been collected will be selected based on predetermined criteria, such as relevance to the research topic and information novelty. Furthermore, the selected literature will be analyzed with a thematic approach. That is, the literature will be grouped based on the main themes that emerge in relation to barriers to student engagement in e-learning. Such as the lack of teacher-student interaction, difficulties in creating student engagement online, or technical challenges faced by teachers.

After the main themes are identified, the researcher will carry out a literature synthesis to analyze the findings and strategies that have been proposed by previous researchers in overcoming barriers to

student involvement in e-learning. This is done by reading, comparing, and integrating findings from various relevant literature. From this synthesis of the literature, researchers will identify the most effective strategies for overcoming barriers to student engagement in e-learning. By using the thematic approach literature review method, this study aims to present a comprehensive understanding of the barriers to student involvement in e-learning and provide practical guidance for teachers in overcoming these obstacles.

Findings dan Discussion

1) Technological Access and Competency

Teacher competency in utilizing technology as a crucial key to facilitating student engagement in e-learning. But based on previous research, the lack of knowledge and skills of teachers to access technology is still a barrier to enhance student engagement in e-learning. According to Choi and Johnson's (2005) research, teachers frequently struggle with using technology and ensuring adequate accessibility for students. Limited technology competence also impacts teachers in facilitating student engagement in effective e-learning (Chen, Chang, & Wang, 2013). In addition, teachers frequently encounter difficulties in obtaining the necessary technical assistance for implementing e-learning (Akcaoglu & Lee, 2016). The teachers still find it difficult to practice the technology due to a lack of knowledge about how to utilize technology and the lack of opportunities to receive training on how to use modern infrastructure.

Thus, forceful measures teachers should improve technological competency through training and development organized by the school or other institutions. In addition, teachers can also take advantage of learning resources available on the internet such as video tutorials or articles about the use of technology in learning (Akbar & Noviani, 2019), providing the necessary tools, and infrastructure for online learning, and utilizing e-learning platforms. Prepare access to electricity and the Internet, in order to achieve improved student engagement outcomes (Gasaymeh, Al-hasanat, Kraishan, and Abutayeh, 2017). Based on a study conducted by Lowenthal and White (2020), teachers' ability to manage technology and make good use of it in e-learning will have a significant impact on student engagement. Teachers who have a good understanding of online learning tools and platforms and are able to integrate technology with appropriate teaching strategies can increase student engagement in e-learning.

2) Design of Learning Materials and Teaching Strategies

The lack of knowledge about online learning strategies is also a barrier faced by teachers (Kara & Kokoc, 2021). Teachers also have difficulties in designing and compiling engaging online learning resources (Yang & Wu, 2012). Whereas the support and interaction provided by the teacher are significantly related to student engagement in e-learning (Anderson et al., 2014). Teachers need abilities in teaching strategies and designing learning materials to build interactions in the classroom. This is due to positive interactions between teachers and students including providing constructive feedback and providing support are associated with higher levels of student engagement in e-learning (Garett et al., 2020).

Other research also comes from Artino et al (2020) which emphasizes that teachers who have good communication skills and are able to build positive relationships with students online can increase student engagement. Teachers' ability to facilitate online interaction and collaboration with students in e-learning environment is also effective and creates opportunities for constructive interaction and collaboration in virtual contexts (Hew & Cheung, 2020). To increase student engagement in e-learning also necessary to develop interesting and interactive learning materials (Ambarwati et al., 2022). In line with that, Mansourian and Pihlainen-Bednarik (2021) emphasized that teachers need to have skills in making good online learning designs, starting from planning and compiling online learning materials that vary according to students' needs. By mastering these skills, teachers can create engaging and meaningful learning experiences for students in virtual contexts.

3) Teacher Self efficacy

Hasan and Ali's research (2018) found that teachers' lack of self-efficacy in using technology can hinder their ability to provide interesting and interactive learning materials in e-learning, which ultimately affects student interest and participation. Furthermore, research by Jung, Choi, Lim, and Leem (2020) concludes that teachers' lack of self-efficacy in using technology can hinder effective interaction and collaboration between students in e-learning. This is certainly an obstacle faced by teachers in overcoming the issue of student engagement in e-learning. If a teacher does not have good self-efficacy, then student engagement in learning can decrease. Good teacher self-efficacy can increase student engagement in learning because teachers who have good self-efficacy will be more confident in teaching and motivating students to learn. Conversely, if a teacher does not have good self-efficacy, then student engagement in learning can decrease because teachers who are not confident will tend to motivate students less to learn. According to research conducted by (Mukaromah et al., 2018) teacher self-efficacy has a positive and significant effect on student involvement in learning.

When a teacher does not feel confident or confident in their ability to teach and facilitate online learning, it can affect the way they interact with students and motivate active participation. Teachers who are low in self-efficacy may tend to have less direct interaction with students, provide less support and feedback, and manage and facilitate class discussions less effectively. This can hinder student engagement in the learning process, reduce their motivation to participate actively, and hinder the achievement of optimal learning outcomes. Therefore, it is important for teachers to build and increase their self-efficacy in e-learning contexts through training, and targeted hands-on experiences to promote higher student engagement in online learning. It can be inferred that a teacher's self-efficacy in using technology may affect their ability to adapt to modern teaching methods and use technology effectively in their teaching, which may in turn affect student engagement in e-learning.

4) Online Communication and Collaboration to overcome Student Anxiety

Based on Rababah's research (2020) concluded that the anxiety experienced by students can be an obstacle for teachers in increasing student involvement in e-learning. This can happen because student anxiety can affect the concentration and focus of students in learning. In addition, anxiety can also affect students' social interactions with teachers and classmates. A study shows that anxiety can affect student engagement in class (Kusuma, 2021). It is difficult for teachers to know whether engaging online, students' anxiety will stifle their creativity and contribute to their comfort. Teachers must have communication and collaboration skills in building student involvement in e-learning. This is because the teacher's communication and learning abilities can influence student motivation in learning. In addition, teacher communication and collaboration skills can also influence students' social interactions with teachers and classmates. With this ability, teachers can create online demonstrations about using and accessing learning management systems. Making students feel comfortable is very important for their comfort in the e-learning environment.

At the beginning of class the teacher can make the first contact before starting the lesson. In a short message using the communication platform, introduce yourself and provide instructions on how to get started. I continue with the low pressure of social interaction and socialization online. It is very important for young people to have positive role models who can show them how to interact and learn in an online environment. Another strategy for overcoming barriers associated with courageous learning/teaching is to educate students about existing teaching situations and styles. In addition, developing shared knowledge with students can help in the development of bonds between teachers and students. You will have to work through with your students any barriers or problems they may have while studying online, as well as strategic advocates who can help them. There's no such thing as a common set of tasks.

Conclusion

A teacher must develop skills especially in daring learning to overcome challenges in order to increase student engagement. Based on the results of this study, it can be concluded that in order to overcome the obstacles faced by teachers in e-learning and increase student engagement, teachers need to have certain qualifications and skills. First, teachers need to have good technological skills in order to operate online learning platforms and make effective use of digital tools. In addition, teachers also need to understand effective online learning strategies to create interesting and interactive learning experiences for students.

Communication skills are also needed by teachers in the context of e-learning. Teachers need to be able to communicate clearly and effectively with students through various online communication channels, such as email, discussion forums, or video conferencing. For this reason, it is necessary for teachers to have self-efficacy or high self-confidence in their abilities as online educators. Strong self-confidence will influence teachers' attitudes in facing challenges and inspire students to actively participate in online learning. Lastly, teachers need to address student anxiety which can become a barrier to increasing their engagement. By understanding students' anxieties and providing emotional support, teachers can create a safe and supportive learning environment for students.

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