

## IMPLEMENTATION OF WEB-BASED E-LEARNING FOR ENGLISH LANGUAGE LEARNING IN EARLY CHILDHOOD

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### Abstract

Learning English is learning that is difficult for children to understand and digest because it is a foreign language that is rarely used in everyday life. However, in this era of globalization, English is very important because it is an international language, the language of world communication. The task of the PAUD teacher is to introduce English as early as possible. This study aims to find out how E-learning is implemented in PAUD schools in the Rumbai sub-district. This type of research is quantitative and uses a survey method approach. This study consisted of 14 respondents from 7 PAUD schools in the Rumbai sub-district. The results of this study used the CIPP evaluation (Context, Input, Process, Product) to measure the implementation of E-learning in PAUD schools. The result is a Context variable with a proportion of 21% in the weak category, while the input variable with the same proportion, namely 21%, has a weak category. Furthermore, the Process variable, with a proportion of 70%, is in the strong category, while the Product variable has a proportion of 71% in the strong category. It can be concluded that e-learning is effective even though it has obstacles.

**Keywords:** *Early Childhood, E-learning, English subject*

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### I. INTRODUCTION

One of the main pillars in developing high-quality human resources is education. In the current era of globalization, mastering English is becoming increasingly important. Therefore, English language education in early childhood requires greater attention. The active role of parents is very important in this matter. Parents should know the basics of English so that they can buy books about the basics of English and teach their children at home, even if it is only for a short time, to help children learn English (Jazuly, 2016).

Learning paradigms also have a high role, especially in information technology and the internet. E-learning, namely web-based learning that allows access to learning materials anytime and anywhere, is one of the continuously developing educational innovations that can increase the accessibility, flexibility, and effectiveness of the educational process. The use of e-learning in early childhood English learning is a progressive step that can expand the accessibility, flexibility, and effectiveness of the educational process.

E-learning can be applied to PAUD even though it is not yet optimal. This is because there are various kinds of obstacles when carrying out the learning process (Dini, 2022). Therefore, teachers must be creative and innovative in delivering learning so that children do not get bored and are enthusiastic about learning, even online (Sulistyo et al., 2023). English learning taught by teachers in kindergarten uses a variety of methods. In five institutions, teachers use singing methods (62 percent), imitating/drilling (25 percent), and games (13 %) (Pertiwi et al., 2021). This opinion is similar to that of making children less bored and more interested in learning English; parents can help children learn English at home by singing or playing (Nasution, 2016).

Meanwhile, research results (Purwanti, 2020) show that movement and songs are very beneficial for children in terms of motivation (children have high curiosity and enthusiasm), English speaking skills (children can remember English words through songs), motor skills, and cooperation (children happily sing while moving). Previous research can be used as input for teachers to improve English language learning in the classroom. This means that teacher readiness is very important for ongoing learning, especially with current conditions that require a teacher to be ready for the process of implementing e-learning. However, learning using e-learning still has difficulties, as expressed by (Widiastuti et al., 2020), that there are several obstacles, including educators' pedagogical abilities, mastery of technology, and financial capabilities. However, because currently, there are many tutorials and instant learning available for free and for a fee in various media, implementing e-learning in early childhood has become a good first step. In this way, students can still learn together, including through virtual classes, which, of course, requires assistance from parents.

## **II. LITERATURE REVIEW**

According to Ayuni et al. (2020), teachers are still not ready to implement e-learning due to inadequate facilities and infrastructure used by teachers and parents. In this case, teachers are required to be creative in e-learning, and the learning planning process must continue so that children's development achievements according to indicators can be carried out well. Like it or not, e-learning must still be carried out with various affordable applications. There are many obstacles to e-learning not being implemented effectively. This is based on the fact that many e-learning lessons are not effective in PAUD learning because they have obstacles in terms of implementation, namely the teacher's skills in e-learning learning technology, and in terms of infrastructure, there is no internet network and adequate electricity.

Teachers must deliver learning through e-learning. Many materials require teachers to be creative and innovative in delivering learning because some learning

is difficult for children to digest (Episiasi & Syahputra, 2015). One of the lessons that is always a threat is English. English is said to be very difficult because it is a foreign language. However, English is a subject at school that must be studied and must be introduced to children from an early age. There are many obstacles to learning English through e-learning. Children do not focus because they play games and watch TV, do not have sufficient understanding, and lack assistance (Mulyawan, 2021). Therefore, teachers must use interesting e-learning applications so that children do not get bored and can easily digest the material presented. After conducting interviews with the principal of Paud Sakinah, researchers found that teachers at Paud Sakinah had used e-learning. They use WhatsApp groups and Zoom meetings, and the material is delivered using the lecture method. This makes children unfocused and easily bored.

### III. METHOD

This research is descriptive research using a quantitative approach. Menurut Sugiono (2010) states that descriptive research is research that does not compare the variable to other samples and looks for the relationship of that variable with other variables. This approach collects questionnaire data, which is distributed to a number of respondents. The research instrument is a questionnaire prepared on a Likert scale.

**Table 1. Skala *Likert* Penelitian**

Keterangan	Bobot /Skor
Strongly disagree (SD)	1
Disagree (D)	2
Neutral (KS)	3
Agree (S)	4
Strongly Agree (SA)	5

Sumber: Sugiyono (2017)

The instrument of this research is a questionnaire. The questionnaire will be distributed to respondents, namely Sakinah Rumbai PAUD school teachers. Statement items are prepared using a Likert scale because it is considered appropriate to ask someone's opinion or attitude towards an object. The instrument used in this research is a questionnaire with components CIPP (*Context, Input, Process, product*). The CIPP assessment is looking at or evaluating the implementation of E-Learning in the school. The following is the CIPP evaluation rubric.

**Table 2. The rubric of the CIPP Model**

<b>Model CIPP</b>	<i>Indikator</i>	<i>Butir Angket</i>
Context	Ability to plan and create e-learning-based teaching materials	1,3, 12
Input	Supporting competencies in implementing E-learning-based learning	7,11,5
	Understanding of the application of E-learning as a learning medium	
Process	Preparing students to learn through E-learning	4, 6, 9,
	Teacher's ability to use E-learning	
Product	Effectiveness of the teaching materials used	8, 2, 10, 13
	Influence on student learning outcomes	

### Data Collecting Technique

Data processing is carried out after all data has been collected through the results of questionnaire answers. The questionnaire/questionnaire sheet consists of 15 statements, which describe a series of models CIPP obtained from the implementation of WEB-based E-learning in schools PAUD Sakinah. The questionnaire/questionnaire sheet is prepared based on 4 CIPP indicators (context, input, process, and product) with answer choice items in the form of a 5 Likert scale. Data from the questionnaire in this research is quantitative data, which researchers will analyze descriptively as percentages. Menurut Ridwan, (2004:71-95) The steps for descriptive percentage analysis are as follows:

- 1) Calculate the respondent's value and each aspect or sub-variable.
- 2) Recap values.
- 3) Calculate the average value.
- 4) Calculate percentages with formulas.

$$DP = n \times 100\% N$$

DP = deskriptif percentage (%)

n = score empiric (Score getting)

N = Maximum score

To determine the type of descriptive percentage obtained by each indicator in the variable, the descriptive percentage calculation is then described in sentences to make it easier.

How to calculate the criteria level is as follows:

- a. Determine the highest percentage number

$$\frac{5}{5} \times 100\% = 100\%$$

- b. determine the lower score

$$\frac{1}{5} \times 100\% = 100\%$$

To determine the level of these criteria, the percentage score obtained is then interpreted in the form of a statement. The following are the percentage criteria:

**Table 3. Analysis of Descriptive**

No	Percentage (%)	Criteria
1	0-20	Very low
2	21-40	Low
3	41-60	Enough
4	61-80	Strong
5	81-100	Very strong

Source:

Sugiyono 2011

#### IV. FINDINGS

Research results regarding the implementation of E-learning using the CIPP evaluation model (Context, Input, Process, Product). This research involved PAUD teachers in the Rumbai sub-district, consisting of 7 PAUD schools and 14 PAUD teachers. The research instrument is a questionnaire distributed to research respondents. The results of the questionnaire as the main data source can be described as follows:

##### Aspect Analysis of Context

Aspect of *context*, evaluation is related to providing information to set good goals, formulate a relevant environment, and identify problems related to learning activities. Meanwhile, the context aspect of this research can be interpreted as the ability to plan and create e-learning-based teaching materials as well as identifying problems in implementing e-learning in learning activities.

The following are the results of the context aspect:

Table 4 : Aspect Analysis of *Context*

No Item	Number of Items	Score	F	mean Score	%
1,3,12	3	SS (5)	0	0	0%
		S (4)	7	28	62%
		KS (3)	4	12	27%
		TS (2)	2	4	9%
		STS (1)	1	1	2%
Number			14	45	100%
Skore Maximal				210	
Mean					21%
Criteria				Low	

Based on the descriptive percentage table above, the results obtained are 21% for the results of the Context aspect questionnaire. So, the results of this percentage show that the context aspect can be categorized as weak. The context indicators include the ability to plan and create E-Learning-based teaching materials carried out by PAUD teachers before the learning process begins. However, not all teachers can utilize E-Learning as a learning resource. There are even those who did not

implement E-learning-based learning during the pandemic; teachers went door to door in conducting learning.

### Analysis of Input Aspect

The input aspect includes the readiness of teachers and students as well as facilities (internet or wifi) to support the learning process. In this research, the input aspect includes the readiness of teachers and students (parents), as well as the readiness of supporting equipment.

Table 5. Results of Input Aspect Analysis

No Item	Number of Items	Skore	F	Mean score	%
7,11,5	3	SS (5)	0	0	0%
		S (4)	7	28	62%
		KS (3)	4	12	27%
		TS (2)	2	4	9%
		STS (1)	1	1	2%
Number			14	45	100%
Score Maksimal				210	
Presentase Rata-rata					21%
Criteria				Low	

The results of the analysis in the table above obtained a percentage of 21% in this input aspect, which can be categorized as a Weak level. The input aspect includes teacher readiness in facing learning through e-learning, with supporting facilities such as the internet or quota as the main capital in using e-learning. Where the E-Learning that is often used in Rumbai PAUD schools is Google Meet, zoom, and WhatsApp). However, based on the results of the questionnaire, teachers did not prepare to use e-learning because some teachers used the door-to-door method to teach the material.

### Analysis of Process aspect

The process aspect is the ability of human resources to operate e-learning in the learning process. In this research, the input aspect includes the teacher's skills in using and implementing e-learning (Google Meet, Zoom, and WhatsApp). It also provides supporting facilities such as a stable internet network and internet quota owned by teachers and students (parents, guardians). The following are the descriptive results of the Process aspect analysis.

**Table 6.** Analysis of *Process aspect*

No Item	Number	Score	F	Mean score	%
4,6,9	3	SS (5)	2	10	7%
		S (4)	20	80	54%
		KS (3)	18	54	36%
		TS (2)	2	4	3%
		STS (1)	0	0	0%
Number			42	148	100%
Score Maximum				210	
Mean score		70%			
Criteria				Strong	

From the table above, it can be concluded that the process aspect has a percentage value of 70%. Thus, it can be strongly recommended. This can be interpreted that the process aspect, which includes supporting competencies in implementing e-learning-based learning, can be interpreted as supporting competencies, namely the ability of teachers to apply e-learning in the learning process. I also need to gain an understanding of the application of E-learning as a learning medium for both PAUD teachers and student guardians as students' companions in the learning process, both in terms of teacher competency and supporting facilities such as internet or wifi as the main support in implementing E-learning.

### **Analysis of Aspect Product**

Product aspect analysis measures the success of achieving goals. By having a product that has been implemented, it can be assessed whether the objectives of the program have been successful or less successful. The product in this research is Web-based E-learning, which has been implemented in PAUD schools to support the learning process during the pandemic. The product aspect of this research is the effectiveness of e-learning so that it has a positive impact on student learning outcomes.

The following are the results of the product aspect analysis.

Table 7. The Result of Analysis Aspect *Product*

No Item	Number of Items	Score	F	Mean score	%
8,2,10,13	4	SS (5)	3	15	8%
		S (4)	34	136	68%
		KS (3)	11	33	17%
		TS (2)	7	14	7%
		STS (1)	1	1	1%
Number			56	199	100%
Maximum score				280	
Percentage of mean score				71%	
Criteria				Strong	

After analyzing the data using the Descriptive Percentage method, a percentage of 71% was obtained for the variable product questionnaire results. So, the results of the data analysis show that the evaluation results show that the product variable is in the strong category. In other words, the implementation of E-learning has a strong influence on student learning outcomes. Apart from that, e-learning has also been effective as a learning medium during the pandemic.

## V. DISCUSSION

This research shows that the implementation of e-learning is effective even though PAUD teachers face obstacles when implementing e-learning. Obstacles faced include unstable networks and quota availability. The willingness of parents to accompany students in using e-learning is due to the lack of knowledge of some parents regarding the use of e-learning by teachers. This was also stated by (Nurkolis & Muhdi, 2020); the results of the research show that the formulation of e-learning policies in PAUD is very effective, the implementation of e-learning policies in PAUD is less effective, and there are three obstacles to the implementation of e-learning in PAUD, namely pedagogical, technological and economic obstacles. This research was done by Chairunisa & Kasriyati (2021); Kasriyati, (2019); Kasriyati et al. (2021) showed that The application of interactive media as a learning resource can increase understanding and competence for both teachers and students.

Furthermore, the research results, according to Dini (2022), Application of E-learning in Early Childhood Education during the Covid-19 Pandemic. The research results show that e-learning can be applied to PAUD even though it is not yet optimal. This is because there are various kinds of obstacles when carrying out the learning process. Learning is carried out using WhatsApp, YouTube, Instagram,



Google Class, and Instagram applications. Apart from that, the application of e-learning has an impact on children's developmental achievements. Most aspects of children's development have experienced a decline, except for the art aspect. Suggestions for future researchers who discuss e-learning in early childhood are to carry out research in more depth.

## VI. CONCLUSION

The implementation of e-learning is effective even though PAUD teachers face obstacles. Obstacles faced include unstable networks and quota availability. Parents' readiness to accompany students in using E-learning is due to the lack of knowledge of some parents regarding E-learning used by teachers.

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