

STUDENTS' PERCEPTIONS AND MOTIVATION TOWARD E-LEARNING AT AKM HIGH SCHOOL DURING THE COVID-19 PANDEMIC

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Abstract

The use of media in online learning became essential during the Covid-19 pandemic, necessitating a shift to remote education across Indonesia. As a solution to maintain educational continuity, e-learning emerged as an effective tool, especially in supporting English language instruction. This study explores the perceptions and motivations of eleventh-grade students at AKM High School (pseudonym) toward e-learning in their English classes during the 2020/2021 academic year. Data gathered through questionnaires and interviews revealed that 50.1% of students agreed that teachers effectively delivered lessons via e-learning, while 60.94% found the curriculum aligned with their syllabus expectations. Notably, 44.5% of students felt that e-learning improved their English skills, with 41.7% strongly agreeing that teachers facilitated productive question-and-answer sessions. Regarding motivation, 69.4% of students responded positively to the instructional media, 58.3% felt encouraged to ask questions, and 61.1% were motivated to complete assignments. However, only 50% remained motivated without assignments, and 58.3% expressed a sustained enthusiasm for English learning through e-learning. The findings suggest that students generally perceive e-learning as flexible and effective, though challenges such as procrastination emerged. Overall, e-learning has proven to be a viable alternative, fostering positive attitudes and motivation for learning from home during challenging times.

Keywords: *online learning; pandemic education; perceptions of E-Learning; student motivation*

1. Introduction

The increasing cultural diversity worldwide necessitates effective communication in foreign languages (Anggrisia et al., 2020). Csillik (2019) has shown that foreign languages are often used in multilingual communities, serving as a second language alongside the primary language in everyday interactions. Tan et al. (2020) highlight that English has become the leading foreign language, primarily due to its role as the international lingua franca, especially in education. In Indonesia, English is crucial in the educational curriculum, with a strong emphasis on students achieving proficiency to stay competitive globally.

The advent of the Covid-19 pandemic in 2020/2021 necessitated a compulsory transition to online education across Indonesia to mitigate the virus's spread. In response,

the Minister of Education and Culture, Nadiem Anwar Makarim, mandated the implementation of online learning modalities, leading to the widespread adoption of e-learning as the primary strategy for maintaining educational continuity. This shift underscores the critical role of media in online learning to achieve educational objectives. Thus, educators must possess comprehensive knowledge and proficiency in utilizing learning media and technological tools, a point underscored in Al-Qur'an surah Al-Alaq (55); 3-4: "Read: And thy Lord is the Most Bounteous, Who teaches by the pen."

Despite the importance of e-learning, many Indonesian students lack familiarity with this educational mode, necessitating significant adaptation (Robah & Anggrisia, 2023). Alomyan (2023) has highlighted considerable challenges associated with e-learning in higher education, particularly focusing on the perceptions of both lecturers and students. These challenges include time constraints, lack of interest, motivation, and collaboration among lecturers. However, this study specifically narrows its focus to students' perceptions and motivations regarding e-learning during the Covid-19 pandemic, setting it apart from Alomyan's broader analysis, which included both lecturers and students.

Mubarok et al. (2022) emphasized that self-motivation significantly influences students' success in e-learning environments, with effective integration of information technology and communication within the learning process heavily dependent on individual motivation. Similarly, Prakasha et al. (2022) found a positive correlation between students' technical skills and their attitudes toward e-learning. Drawing from these findings, this study aims to clarify students' perceptions and motivations regarding e-learning during the Covid-19 pandemic, distinguishing itself from previous research that primarily examined the connection between attitudes and motivation. Expanding on the concept of online learning, Mohammadi (2010) described it as the intentional use of networked information and communication technologies in pedagogy, while Goyal (2012) explained that online learning relies on telecommunication technologies to deliver educational content and training. As information and communication technologies advance, online learning is increasingly established as a contemporary educational paradigm, utilizing various media and applications to enrich the learning experience.

The Association for Education and Communication Technology (AECT), as cited in Tsarev et al. (2024), characterizes media as any form utilized to convey information. The National Education Association (NEA) defines media as manipulable objects that can be seen, heard, read, or discussed, thereby impacting the effectiveness of instructional programs (Wu & Wang, 2022). Bates (2019) asserted that media, as technology, are instrumental tools that facilitate learning but do not inherently influence students' abilities unless effectively integrated with learning content and context.

Prior research has provided significant insights into students' perceptions and motivations regarding e-learning. For instance, Sabila (2022) examined eighth-grade students at MTs Hasanah Pekanbaru and found that 77.46% of students had positive perceptions of e-learning during the Covid-19 pandemic. Similarly, Wiranto (2024) studied English Language Education Master Program students at Universitas Tanjungpura Pontianak, revealing that most students held positive views on online learning despite some negative perceptions due to poor internet connectivity and miscommunications. Pratiwi and Kurniati (2022) also explored students' perceptions of e-learning at Universitas Internasional Batam, concluding that students generally maintained positive perceptions. However, these studies predominantly focus on higher education or specific educational levels and settings. This

study seeks to bridge this gap by specifically investigating high school students' perceptions and motivations towards e-learning at AKM High School (pseudonym) during the Covid-19 pandemic, aiming to provide a nuanced understanding of how this particular demographic is adapting to e-learning amidst an unprecedented global crisis.

In light of the foregoing, this study seeks to address the following research questions: How are the students' perceptions toward the use of e-learning in the online English class? How are students' motivations toward the use of e-learning in the online English class? The objectives of this study are twofold: firstly, to elucidate students' perceptions of e-learning as a medium in online English classes during the Covid-19 pandemic, including their agreement with the method and the underlying reasons for their acceptance or rejection of the e-learning system; and secondly, to delineate students' motivation towards e-learning as a medium in online English classes during the Covid-19 pandemic, encompassing their readiness and enjoyment in engaging with the e-learning method.

2. Literature Review

Perception plays a crucial role in the learning process. Haryanto (2015) defines perception as the process by which individuals experience what they view through sensory receptors. Daugirdiene and Brandisauskiene (2023) support this by describing perception as a process of thinking or feeling something. Simplified, perception can be understood as the process through which people interpret experiences influenced by their own backgrounds. According to Qiong (2017), perception is the process of achieving awareness or understanding of sensory information. Proctor and Proctor (2021) add that perception follows the sensing process, where individuals receive stimuli through sensory devices, and this process involves recognizing, collecting, and interpreting sensory information.

Building on the concept of perception, Qiong (2017) explains that the human perception process is divided into three steps: selection, organization, and interpretation. In the selection stage, the stimulus is presented through human experience, forming the foundation for the recognition process. During the organization stage, information based on past experiences is arranged in a meaningful pattern, which takes considerable time to integrate. The final stage, interpretation, involves attaching meaning to the stimulus, with individuals providing different interpretations based on the same stimulus.

Transitioning from perception to motivation, it is another critical component in the learning process. Prihartanta (2015) describes motivation as a psychological phenomenon, an impulse that arises consciously to achieve a particular purpose. Saptono (2016) emphasizes that motivation is fundamental to students' achievements, with highly motivated classrooms often correlating with improved learning outcomes. Student motivation is internal energy that fuels excitement about learning to achieve goals.

Furthermore, Roman and Nunez (2020) categorize motivation into instrumental and integrative types. Instrumental motivation refers to practical reasons for learning languages, such as obtaining a salary or college bonus. In contrast, integrative motivation involves learning languages to better understand the people and culture associated with that language. Prihartanta (2015) further divides motivation into intrinsic and extrinsic types. Intrinsic motivation originates from within the individual, while extrinsic motivation is driven by external stimuli.

In addition to perception and motivation, media play an essential role in the educational process. Knaus (2023) defines media as tools that convey messages and

stimulate students' minds, feelings, and anxieties, thereby facilitating the learning process. Musahrain et al. (2023) highlight the importance of media in enhancing the effectiveness and efficiency of the teaching-learning process. Akbar et al. (2023) further note that media can store data, helping teachers present relevant material to students. Thus, media serve as an alternative way to conduct the learning process using technological features to ease knowledge transition.

As education increasingly incorporates technology, e-learning has become an integral part of modern education. Burac et al. (2019) define e-learning as an online platform that uses technology to facilitate communication in the teaching and learning system. Indrakusuma and Putri (2016) describe e-learning as a new teaching method that combines individual or group activities using computers and other electronic devices. Suartama (2014) notes that e-learning materials can be accessed anytime and anywhere, enriched with various learning resources, including multimedia.

E-learning's unique characteristics are outlined by López et al. (2019), who identify four main features: building knowledge through media material, easy and practical access to materials, the role of educational institutions and learners as mediators and mentors, and the optimal support of information and communication technologies in education. Indrakusuma and Putri (2016) discuss the advantages of e-learning, such as multimedia facilities, cost-effectiveness, conciseness, and accessibility. However, Derakhshandeh and Esmaeili (2020) identify several disadvantages, including lack of interaction, a tendency towards training rather than education, internet connectivity issues, limited human resources, and potential feelings of isolation among students.

To illustrate a practical application of e-learning, AKM High School, recognized as a model school for online teaching, offers various facilities and online teaching media accessible to students. These facilities, including teachers' forums, academic calendars, e-attendance, video conferences, e-lesson plans, e-tests, and evaluations, make it easier for teachers and students to conduct and participate in online classes, especially during the Covid-19 pandemic.

3. Research Method

To address the research objectives, this study employed a qualitative methodology, specifically using a case study approach to investigate students' perceptions and motivations towards e-learning during the Covid-19 pandemic. Priya (2021) describes a case study as an in-depth exploration of various factors influencing the development or progress of a specific subject. Case studies are widely used across disciplines, including medicine, business, and politics, to examine particular instances within real-world contexts. In this study, the focus was on understanding the extent of students' perceptions and motivations in following the e-learning system during the Covid-19 pandemic, involving multiple observations over time for a comprehensive examination.

The research was conducted online due to the restrictions imposed by the Covid-19 pandemic, which prevented direct fieldwork. Data were collected using questionnaires distributed through students' WhatsApp groups on May 10th, 2021, and interviews conducted on May 20th, 2021. This online format ensured the safety of both the researcher and the participants while facilitating efficient data collection. The aim was to provide a clear explanation of students' perceptions and motivations towards e-learning in the context of online English classes during the pandemic.

Participants in this research were eleventh-grade students from the *Ilmu Agama* program at AKM High School (pseudonym). The use of a pseudonym is intended to protect the privacy and confidentiality of the participants and the institution involved. A total of 36 students were selected using convenience non-probability sampling to prioritize the availability and willingness of students to participate in the survey. This particular group was chosen due to their frequent engagement and significant competence in using e-learning media for their English learning process. AKM High School was selected for its exemplary application of e-learning methods and excellent facilities, making it a model for other schools in the region.

For data collection, two primary instruments were employed: questionnaires and interviews. The questionnaires, designed as closed-ended to ensure clear and unbiased responses, comprised ten questions focusing on students' perceptions and motivations regarding English e-learning during the pandemic. To facilitate comprehension, the questionnaire was created in Bahasa Indonesia and distributed via Google Forms, receiving responses from 36 students. The interview process involved one-on-one video calls via WhatsApp with ten students from the sample. This approach maintained the validity and originality of the data, as all conversations were recorded and transcribed. The interviews used an open-ended format to allow for detailed responses while following a predetermined set of questions for consistency. These questions were derived from the questionnaire and included additional queries to deepen the understanding of students' perceptions and motivations.

Following data collection, the analysis was conducted using qualitative techniques described by Helaludin and Wijaya (2019), including data reduction, data display, and conclusion drawing. Initially, data reduction involved summarizing, categorizing, and selecting relevant information to make it manageable and meaningful. Subsequently, the data were displayed in a systematic format, such as tables and charts, to facilitate understanding. Finally, conclusions were drawn based on the reduced and displayed data, ensuring that the findings addressed the research questions and provided insights into students' perceptions and motivations towards e-learning. To ensure data validity, the research employed triangulation methods suggested by Miles and Huberman (2015). This approach involved cross-verifying data through multiple sources and methods. Specifically, source triangulation was achieved by comparing responses from different participants, while method triangulation involved comparing data obtained from both questionnaires and interviews. This comprehensive process ensured the credibility and accuracy of the findings, thereby supporting the overall reliability of the research.

4. Results and Discussion

4.1 Results

This section presents the findings from the study, focusing on students' perceptions and motivations toward the use of e-learning in online English classes during the Covid-19 pandemic. The data were collected through questionnaires and interviews with eleventh-grade students from AKM High School. The responses provide insights into how students perceived the effectiveness of e-learning and their motivation to engage with this mode of learning.

4.1.1 Students' Perceptions Toward the Use of E-Learning in the Online English Class

From the questionnaire, 50.1% of respondents agreed that teachers explained English material well through e-learning, while 38.9% strongly agreed. Only 11% disagreed or strongly disagreed. Interview responses supported these findings, with students affirming that the teacher explained the material clearly and used various media, such as videos and pictures, to enhance understanding. For example, GH stated, "The teacher is good enough when explaining English material in online learning." Similarly, SH mentioned, "It is good enough because the teacher explains in detail and we can ask questions when we do not understand." However, a few students felt that explanations were not always clear, indicating room for improvement.

A significant 69.4% of respondents agreed that the English material delivered by the teacher through e-learning was in accordance with the syllabus, with 30.6% strongly agreeing. Interview responses reinforced this finding. GH mentioned, "It is in accordance with the syllabus given by the teacher at the beginning of the lesson," and SH agreed, stating, "Yes, it is in accordance with the syllabus." AP and PK also confirmed that the materials were consistent with the syllabus. These responses suggest that the alignment of e-learning materials with the syllabus is well-perceived by students.

Regarding the effectiveness of e-learning, 36.1% of respondents strongly agreed that it was effective, while 33.4% agreed. However, 30.5% found it less effective or ineffective. Interviews revealed that some students found e-learning made them more independent, as GH expressed, "It is effective because we are required to be more independent." On the other hand, SH pointed out that the effectiveness depended on students' motivation, saying, "I think it is effective, but it depends on whether the students are lazy or not." The lack of interaction with teachers and peers was a common concern among those who found e-learning less effective.

In terms of improvement in English skills through e-learning, 44.5% of respondents agreed that their skills improved, while 38.9% disagreed. The remaining 16.6% were divided between strongly agreeing and strongly disagreeing. GH noted, "My grades increased despite studying online. Because when I do not understand, I usually study again, so I understand better." SH added, "In my opinion, my abilities have improved, such as speaking English more fluently and it is easier to understand what the teacher explains." These responses indicate that while many students perceived an improvement in their skills, others struggled without direct interaction and support.

Lastly, regarding the teacher conducting question and answer activities, 41.7% of respondents strongly agreed that teachers conducted effective Q&A sessions, and 38.9% agreed. Interviews confirmed that Q&A sessions were common and beneficial. GH stated, "Yes, at the end of the session, the teacher usually does a question-and-answer activities with the students," while SH added, "Usually, the teacher conducts question and answer activities, especially for material that is considered difficult." These responses highlight the importance of interactive elements in e-learning to enhance student understanding and engagement.

These findings indicate that students generally have positive perceptions of e-learning, particularly appreciating the alignment with the syllabus and the role of teachers in explaining material and conducting Q&A sessions. This positive perception reflects an acknowledgment of the structured approach to delivering content, which helps students follow the curriculum effectively. Additionally, the detailed explanations and use of diverse

media by teachers facilitate better understanding and engagement among students, which is crucial in an online learning environment. However, challenges such as the need for more interaction and varying levels of effectiveness were also noted. The lack of face-to-face interaction remains a significant drawback, as it affects the immediacy and quality of feedback that students receive. Furthermore, the effectiveness of e-learning seems to vary, with some students thriving in an independent learning setup while others struggle without the direct support and motivation provided by a traditional classroom setting. This variability suggests that while e-learning has its strengths, it also requires a more nuanced approach to address the diverse needs of students.

4.1.2 Students' Motivations Toward the Use of E-Learning in the Online English Class

In terms of motivation, 69.4% of respondents agreed that they were willing to learn using e-learning media, with 19.5% strongly agreeing. Interview responses indicated that students were motivated to learn using various e-learning tools provided by their teachers. GH mentioned, "Yes, I am still motivated because I really want to be proficient in English," and FG stated, "I stay motivated because I like English lessons. I like watching English movies and listening to English songs, so I am motivated to be fluent in English." These responses suggest a strong intrinsic motivation among students to engage with e-learning media.

When asked about their activeness in seeking help, 58.3% of respondents agreed that they actively asked teachers for help when facing difficulties, while 27.9% disagreed. Interviews revealed that students felt asking questions was essential for understanding. GH noted, "Yes, usually if there is material that I don't understand, I always ask the teacher when the teacher opens the question-and-answer session," and CV added, "Yes, because asking questions makes us understand and know things we did not know before." However, some students hesitated to ask questions due to time constraints or shyness.

Regarding diligence in completing assignments, 61.1% of respondents agreed that they diligently completed assignments given through e-learning, and 30.6% strongly agreed. Interviews showed that students were motivated to complete assignments as they impacted their grades and learning progress. GH said, "Yes. I always do the assignments given by the teacher because it really affects the grades I get," and SH mentioned, "Yes. I always do assignments because if I do not do it, I do not get grades and usually get punished in the form of more assignments." These responses indicate that students recognized the importance of assignments and were motivated to complete them.

For continued learning without assignments, 50% of respondents agreed that they continued learning English even without assignments, while 41.7% disagreed. Interviews highlighted that some students studied independently to improve their skills, while others needed assignments to stay motivated. GH mentioned, "Yes, I often keep learning even though I only learn a little, such as learning vocabulary or material that I do not understand," while SH said, "Yes, when other subjects do not have assignments, so I choose to learn English because I like it." These responses show that independent learning varied among students.

Lastly, in terms of motivation and enthusiasm, 58.3% of respondents agreed that they were motivated and enthusiastic about learning English through e-learning, with 13.9% strongly agreeing. GH stated, "Yes, I am still motivated because I really want to be proficient in English," and PK added, "I am still motivated because my parents often accompany me when I study and often give me encouragement." These responses indicate that while many

students remained motivated and enthusiastic, some struggled with the lack of direct interaction and found it less engaging than face-to-face learning.

These findings suggest that students' motivations toward e-learning are generally positive, with strong intrinsic motivation to learn and complete assignments. This strong internal drive is essential for sustaining engagement in an online learning environment, where self-discipline and personal interest play critical roles. Students' willingness to adapt to e-learning tools and their diligence in completing assignments reflect a commendable level of commitment. However, challenges such as the need for external motivation and the impact of reduced interaction were also noted. The absence of direct teacher-student and peer interactions can diminish the motivational aspects of learning, making it harder for some students to stay engaged. Therefore, while e-learning has successfully harnessed students' intrinsic motivations, it must also address the external factors that can enhance or hinder overall engagement and learning effectiveness.

4.2 Discussion

The study aimed to understand students' perceptions and motivations towards the use of e-learning media, particularly during the Covid-19 pandemic, at AKM High School. The findings revealed that the Covid-19 pandemic necessitated rapid adaptation in education systems globally, with e-learning emerging as a primary solution. According to Burac et al. (2019), e-learning facilitates communication using technology in teaching and learning processes. It has become the most widely used medium during the pandemic, enabling teachers to integrate various learning activities using electronic devices and multimedia resources (Suartama, 2014).

The importance of e-learning during the Covid-19 pandemic underscores the necessity for students to have positive perceptions and motivations towards this mode of learning. The study's findings indicate that students responded positively to the use of applications as learning media during the pandemic. Many students found online learning efficient, aligning with Goyal's (2012) assertion that online learning utilizes telecommunication technology to deliver educational information without paper-based materials. This efficiency and the availability of various alternative media and applications support the learning process effectively.

Interviews with students further corroborated these findings, showing a general consensus on the efficiency of applications used in online learning. Students appreciated the teacher's role in explaining materials, highlighting the advantages of e-learning, such as the use of multimedia facilities (Indrakusuma and Putri, 2016). Haryanto (2015) emphasized that perception involves how people experience sensory input, and students' perceptions were shaped by their experiences with e-learning, which often varied due to differences in their levels of independence and study environments.

Despite the positive perceptions, students also encountered challenges, such as technical issues with internet connectivity and devices, as noted by Harsasi and Sutawijaya (2018). These challenges impacted their learning experience, indicating a need for stable and reliable technological infrastructure to support e-learning. The role of the teacher remains crucial in facilitating a positive learning environment, and continuous improvement in teaching competence is essential for enhancing students' learning experiences.

The findings suggest that teachers are essential in shaping students' perceptions of e-learning. Effective use of multimedia and clear explanations can enhance understanding and

engagement. However, the challenges related to technical issues highlight the need for robust support systems to ensure smooth and uninterrupted learning experiences. E-learning has proven to be a viable alternative during the pandemic, but its success relies on both technological infrastructure and the adaptability of educators.

Motivation, a critical factor in learning, was examined through various indicators. The study found that students exhibited strong intrinsic motivation towards e-learning. Interviews revealed that students were motivated to use e-learning tools, driven by their desire to improve their English skills. GH stated, "Yes, I am still motivated because I really want to be proficient in English," while FG mentioned, "I stay motivated because I like English lessons. I like watching English movies and listening to English songs, so I am motivated to be fluent in English."

The activeness in seeking help was another motivational indicator. A significant number of students actively asked teachers for assistance when facing difficulties, recognizing the importance of asking questions for better understanding. GH noted, "Yes, usually if there is material that I don't understand, I always ask the teacher when the teacher opens the question-and-answer session," and CV added, "Yes, because asking questions makes us understand and know things we did not know before." However, some students hesitated due to time constraints or shyness.

Students also demonstrated diligence in completing assignments, driven by the recognition of its impact on their grades. GH said, "Yes. I always do the assignments given by the teacher because it really affects the grades I get," and SH mentioned, "Yes. I always do assignments because if I do not do it, I do not get grades and usually get punished in the form of more assignments." This indicates that students understood the importance of assignments in their learning progress.

While 50% of respondents continued learning English without assignments, the remaining 41.7% needed assignments to stay motivated. GH mentioned, "Yes, I often keep learning even though I only learn a little, such as learning vocabulary or material that I do not understand," while SH said, "Yes, when other subjects do not have assignments, so I choose to learn English because I like it." This variability shows that independent learning practices differ among students.

In terms of motivation and enthusiasm, a majority of students remained motivated and enthusiastic about learning English through e-learning, driven by intrinsic factors and parental support. GH stated, "Yes, I am still motivated because I really want to be proficient in English," and PK added, "I am still motivated because my parents often accompany me when I study and often give me encouragement."

The findings suggest that students' motivations towards e-learning are generally positive, supported by strong intrinsic motivations and the recognition of the importance of assignments. However, the need for external motivation and the impact of reduced interaction remains challenges that need addressing. As Prihartanta (2015) and Saptono (2016) noted, motivation is crucial for achieving learning goals, and e-learning can significantly enhance students' motivation and learning outcomes if these challenges are effectively managed.

5. Conclusion

The findings of this study indicate that students at AKM High School have generally positive perceptions and motivations towards e-learning in their online English classes

during the Covid-19 pandemic. The integration of e-learning tools has been effective in maintaining educational continuity, aligning well with the syllabus, and providing clear explanations and interactive sessions. However, some challenges, such as the need for increased interaction and addressing varying levels of effectiveness, were noted. These positive perceptions are complemented by students' strong intrinsic motivation to engage with e-learning, driven by the desire to improve their English skills. The use of diverse instructional media and the support from teachers played a significant role in sustaining students' interest and diligence in their studies. Despite some students' reliance on external motivation, the overall enthusiasm for learning English through e-learning remained high.

To enhance the effectiveness of e-learning, teachers are encouraged to incorporate more interactive elements, such as frequent discussions and Q&A sessions, and to utilize a variety of multimedia resources to enrich the learning experience. Continuous improvement in delivering effective e-learning sessions is essential, and exploring platforms like Google Classroom and Schoology can offer added functionality. Students should develop greater independence and discipline in their studies, allocating dedicated time for learning, reducing distractions, and actively participating in online classes. Building consistent study habits will help in achieving better academic outcomes. Moreover, parents can provide crucial support and supervision for their children's learning activities at home, encouraging regular study routines and being involved in their educational progress.

Future research should address several limitations identified in this study to enhance the depth and breadth of understanding regarding e-learning. The data gathered were solely from AKM High School, which limits the generalizability of the findings. Future research should include a more diverse range of schools, encompassing different regions and varying socio-economic backgrounds, to provide a more comprehensive and comparative analysis. Additionally, incorporating mixed methods, such as observational data and performance metrics, can triangulate the findings and ensure a more robust dataset. Longitudinal studies are recommended to observe changes and trends over time, providing deeper insights into the long-term impact of e-learning on student performance and engagement. Expanding the scope to include other subjects could offer a more holistic view of the efficacy and challenges of e-learning across the curriculum. Addressing these limitations will contribute significantly to the development of effective e-learning strategies and policies, enhancing the educational experience for students.

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