

THE PERCEPTIONS OF STUDENTS AND TEACHER CHALLENGES IN UTILIZING “Kejar.id” AT ONE OF VOCATIONAL SCHOOL IN SERANG REGENCY

Asep Eka Parmana¹, Dhafid Wahyu Utomo², Yusti Fargianti³

^{1, 2, 3}Universitas Sultan Ageng Tirtayasa, Jl. Raya Palka Km 3 Sindangsari, Serang Banten, Indonesia.

Email: parmanaeka38@gmail.com

Article History

Received: 03-12-2023

Revision: 08-12-2023

Accepted: 10-12-2023

Published: 12-12-2023

Abstract. The purpose of this study is to determine student perceptions and challenges faced by a teacher when using Kejar.id during the Covid-19 pandemic. This article uses qualitative descriptive methods with interviews, questionnaires, and documentation techniques to collect data. The data have collected from the twelfth-grade students and the English teacher which have learned using Kejar.id in English subject. The researcher himself is the instrument of this research to analyze the data from participants. The research findings showed that mostly students gave good perceptions about Kejar.id. The students said that the use of Kejar.id helped them in terms of student administration, checking learning progress, accessing virtual classes, the learning process and assessment, meanwhile, the problem experienced by students was the network. Furthermore, the results of interviews conducted with the teacher showed that there are four problems arose in using Kejar.id, namely teaching learning styles and culture challenges, pedagogical e-learning challenges, technological challenges, and time efficiency challenges. The results of this research indicated if students gave the positive perceptions in using Kejar.id also the teacher have faced several challenges when using Kejar.id as learning management system in English classroom.

Keywords: E-Learning, Learning management system, Kejar.id

Abstrak. Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa dan tantangan yang dihadapi seorang guru ketika menggunakan Kejar.id pada masa pandemi Covid-19. Artikel ini menggunakan metode deskriptif kualitatif dengan teknik wawancara, angket, dan dokumentasi untuk mengumpulkan data. Data dikumpulkan dari siswa kelas dua belas dan guru bahasa Inggris yang telah belajar menggunakan Kejar.id dalam mata pelajaran bahasa Inggris. Peneliti sendiri yang menjadi instrumen penelitian ini untuk menganalisis data partisipan. Hasil penelitian menunjukkan bahwa sebagian besar mahasiswa memberikan persepsi yang baik terhadap Kejar.id. Siswa mengatakan penggunaan Kejar.id membantu mereka dalam hal administrasi siswa, pengecekan kemajuan pembelajaran, akses kelas virtual, proses pembelajaran dan penilaian, sedangkan permasalahan yang dialami siswa adalah jaringan. Lebih lanjut, hasil wawancara yang dilakukan dengan guru menunjukkan bahwa terdapat empat permasalahan yang muncul dalam penggunaan Kejar.id, yaitu tantangan gaya belajar dan budaya mengajar, tantangan pedagogi e-learning, tantangan teknologi, dan tantangan efisiensi waktu. Hasil penelitian ini menunjukkan jika siswa memberikan persepsi positif dalam menggunakan Kejar.id dan guru juga menghadapi beberapa tantangan ketika menggunakan Kejar.id sebagai sistem manajemen pembelajaran di kelas bahasa Inggris.

Kata Kunci: E-Learning, Sistem Manajemen Pembelajaran, Kejar.id

How to Cite: Parmana, A. E., Utomo, D. W., & Fargianti, Y. (2023). The Perceptions of Students and Teacher Challenges in Utilizing “Kejar.Id” at One of Vocational School in Serang Regency. *Indo-MathEdu Intellectuals Journal*, 4 (3), 2357-2367. <http://doi.org/10.54373/imeij.v4i3.504>

INTRODUCTION

The teaching and learning process is a process of knowledge transfer carried out by teachers to students. Teaching is the process of teaching a lesson to a student by training and instructing them to gain a certain amount of experience (Maswan 2017). The Covid-19 pandemic has changed the teaching and learning process in the school environment which was previously carried out offline in the classroom to online-based learning and carried out separately. Online learning is a learning system that involves the use of technology in the teaching and learning process. The process of online learning carried out by students cannot be separated from the role of Information, communication, and technology (ICT). Information and Communication Technology (ICT) are all technologies related to the retrieval, collection (acquisition), processing, storage, dissemination, and presentation of information (Darmawan 2012). In other words, ICT is a tool that makes it easier for us to get and manage information.

Technologies are important things in the educational sector nowadays. schools mostly use technology as a medium to support learning, and one of the implementations of the use of technology is the use of applications based on learning management systems. A learning management system refers to the implementation of all learning components in one software. LMS is software used for administrative purposes, activity reports, teaching and learning activities and online activities, E-learning and training materials which are all carried out online (Ryann K. Ellis 2010). During the Covid-19 pandemic, the use of learning management systems in schools is massive, this can be seen from the large selection of learning management system-based applications such as Google Classroom, Ed-Modo, teleconference applications, etc.

Kejar.id is one of the relatively new learning management systems and it is one of the innovations made in Indonesia and can be accessed through the web and Android applications. This application gives us ease in managing online learning because many features are available as well as Indonesian language support that is useful for students who do not speak English. Activities that can be done in this application include, first the teacher can input the main material in the syllabus into the material and activity bank folder, in addition, the teacher also can add the subject matter to be sent to students and students can access the file easily. Then, teachers can add various assessments to students. Students can easily access the assessment because the system used is the same as Indonesia's online-based national examination system. There is also an attendant report feature and an assessment recap that makes it easier for teachers to make assessments. The thing that distinguishes this

learning management system from others is that there are matriculation features, matriculation here is a game that students can play to train students' skills in the field of mathematics, Indonesian and English. In addition, this application has many game-based exercises, such as *Assesmen Kompetensi Minimum* (AKM), *Tes Potensi Akademik* (TPA), and TOEIC training.

The previous research related to the implementation of Kejar.id in schools does not exist, but a study conducted by Enriquez in 2014 examined students' perceptions of the effectiveness of using Edmodo as a supplementary tool in social sciences classes. The findings affirmed that many participants considered Edmodo an effective supplementary learning tool (Mark Angelo S. Enriquez 2014). From the previous research above, there is a research gap that can be explored by researchers, that is what if the research is applied in the use of Kejar.id in the English learning environment because there is very little research on this Kejar.id as a supporting medium in English language learning. His research is very significant to find out how teachers' and students' perceptions while using these media in the English learning environment during the pandemic and revealing what challenges they can have during the teaching and learning process in English subjects. This study aims to uncover the perceptions and challenges of students and teachers in English language learning during the pandemic. The current background highlights the implementation of the Kejar.id learning management system (LMS) in an Indonesian vocational school for English language learning during the COVID-19 pandemic. While previous research has explored the effectiveness of similar platforms like Edmodo, there is a lack of research specifically investigating the perceptions and challenges of English teachers and students when using Kejar.id as a supporting medium for English language learning. So, the researcher had examined how the perceptions and challenges of English teacher and students towards the use of Kejar.id learning management system in vocational high school environment during the COVID-19 pandemic.

METHOD

This research is a case study with descriptive qualitative research. However, quantitative characteristics (i.e. numbers) are also used by researchers as a way of summarizing some of the main qualitative themes resulting from the data collected (Hesse-Biber, 2016). This is supported by Purwanto (2022) that researchers can include numerical numbers in the results of qualitative research. In this study, researchers analyzed data descriptively by using additional information in the form of numbers. Qualitative research is one type of research that explores

and understands the meaning of several individuals or groups of people derived from social problems. Qualitative research in general can be used to examine social phenomena and problems. The research process includes developing questions and techniques, data collection that typically takes place in the participant's environment, inductive data analysis that builds from specifics to broad themes, and the researcher's evaluation of the significance of the findings. The structure of the final report is adaptable (Creswell and Creswell 2018). The research conducted in vocational high school in Serang. In this study, the population is 12th grade majoring in network computer engineering with details of 12th has 27 students. Additionally, there is also an English teacher with a total number of students as many as 27 students and 1 English teacher. The data acquisition technique in this study used the technique consisted of interviews, questionnaires, and documentation (Creswell and Creswell 2018). Research instruments are devices used by researchers in collecting data (Suharsimi 2006). Two types of instruments have used by researchers in conducting research namely basic instruments and secondary instruments. The main instrument is the researcher itself while the supporting data is the interview and questionnaire. The instrument for collecting the data is voice recording application also Google form to collect the questionnaire data and the data analysis method used in this study uses steps namely data condensation, data display and drawing and verifying conclusion (Miles, Huberman, and Saldana 2018).

RESULTS AND DISCUSSION

Student's perception in implementation Kejar.id

The following data describes the questionnaire data from the questionnaire results to explore student perceptions when using Kejar.id.

Table 1. Questionnaire results table

Statements	Student's Responses	
	Yes	No
Kejar.id helps in performing student administration tasks like verifying class schedules and reviewing student attendance lists.	96,3 % $f = 26$	3,7 % $f = 1$
Kejar.id facilitates the process of accessing materials and submitting assignments for English language learning, making it easier for you.	85, 2 % $f = 23$	14,8 % $f = 4$
Kejar.id simplifies the process of tracking your learning progress and receiving feedback from your teachers.	88,9 % $f = 24$	11, 1 % $f = 3$

Kejar.id simplifies the process of checking various activities and monitoring grade progress.	96,3 % $f = 26$	3,7 % $f = 1$
Kejar.id facilitates access to virtual classes and viewing the English learning calendar, making it easier for you.	88,9 % $f = 24$	11,1 % $f = 3$
Receive notifications about upcoming assignment deadlines and class schedules?	74,1 % $f = 20$	25,9 % $f = 7$
Kejar.id assists me during the learning process by enabling me to download and read materials, engage in group discussions, access previous materials, and utilize exercises provided by English teachers.	96,3 % $f = 26$	3,7 % $f = 1$
Learning English using Kejar.id is easy to understand, and the teachers use this platform effectively.	77,8 % $f = 21$	22,2 % $f = 6$
Kejar.id simplifies the assessment process, including exercises and end-of-semester exams, making it easier for me.	85,2 % $f = 23$	14,8 % $f = 4$
Matriculation feature to train vocabulary mastery.	85,2 % $f = 23$	14,8 % $f = 4$

Maintain Students Administration

Based on the data that has been interpreted above, most students respond positively to the use of Kejar.id in assisting various student administrations such as checking attendance lists, and class schedules, managing learning materials and managing feedback provided by the teacher. Kejar.id can make it easier for students to carry out administrative activities because it contains various supporting features such as a reflection and attitude journal that can be used by the teacher in giving assessments every day, to see the class schedule students can see on the home page at the start and to manage student assignments, you can directly open it on the learning activity page. This also makes it clear that they use Kejar.id media well so that it can make it easier for students to carry out various student administrations. This data also reinforced by (Kulshrestha & Kant, 2013) who explain that the learning management system (LMS) is an online learning system that helps students maintain the administration, tracking, reporting and distribution of classes, lessons, and assessments.

Tracking Students' Progress

Tracking is one of the student processes in checking various activities in the application. From the results of the questionnaire data in the findings section, students responded positively to using the Kejar.id application in the process of tracking various activities such as viewing

learning activities and checking the progress of their grades. Some students said that in Kejar.id there is a report card feature where students can check their learning achievements while studying. And also, students can check various activities in Kejar.id in the learning activities section or by clicking on the lesson schedule in the Kejar.id application. Therefore, students find it easiest with this feature to track all their progress. This description it states that the learning management system can make it easier for students to track various activities and is also in line with (Kulshrestha and Kant 2013) that said learning management systems help students track their progress.

Reporting Distribution of Classes

Reporting Distribution of Classes are various activities related to how students can find out their class division. In this section, the questions asked are whether they are easy to access virtual classes, access learning calendars, and related to notifications regarding whether they have activities that must be done. From the data in the findings section the students gave a positive response. Most of them said it was very easy for them to access the virtual class because there were operators who divided and included them in the class. For the learning calendar, they said they didn't find the feature, and for the notifications section, they said that the majority received notifications regarding various upcoming activities, but many also said they didn't receive any notifications. This may be due to the different devices used by them. However, most students gave a positive response regarding the division of classes in the Kejar.id application. This statement is in line with (Effendi and Hartono 2005) statement which state that e-learning makes distribution faster, and also (Kulshrestha and Kant 2013) said that the use of a learning management system facilitates students in class distribution.

Lessons

Lessons are various learning activities carried out by students when learning English using Kejar.id. In this section, the researcher wants to reveal student responses regarding the use of Kejar.id during the English learning process. The first statement is related to whether Kejar.id can assist students in downloading and reading material, conducting group discussions, and accessing various materials and accessing exercises given by English teachers and the second statement is regarding students' understanding when learning English using this media. From the data that has been interpreted above, many students gave positive responses. They could easily access the material because all they had to do was download the material that had been provided by the teacher and also students could see various existing exercises, This statement

is in line with (Javed and Anam 2021) which indicate that e-learning students can access the material in unlimited times and they can learn anytime and anywhere. they said they had never held a group discussion using the application. The understanding of students in the learning process, they respond positively to this. They think that learning to use the application is very easy and practical because they can access it anywhere and anytime. In this case, the researcher considers that the teacher has used the media well but not too perfect because there are still students who feel it is not easy to learn using the application and the teacher prepares the lesson well. From these various statements it proves that the majority of students are helped in the teaching and learning process using Kejar.id and is in line with (Kulshrestha and Kant 2013) which states that learning management systems can help students in the learning process.

Assessment System

Assessment is a form of assessment of student learning processes. In this section, the researcher wants to reveal how students perceive the assessment system using Kejar.id, especially in learning English. The researcher here gives two statements related to assessment systems such as exercises and final semester exams as well as the use of the vocabulary matriculation feature in learning English. From the findings above, students gave a positive response to using Kejar.id in the assessment system, most of them said it was very easy and practical. They also said that they could save paper because all they had to do was click to fill in the questions and it was also internet-based. In addition, when using the matriculation feature, many use this feature to learn to understand English vocabulary, one student said that they were instructed to fill in vocabulary-based questions. But some students have not been able to properly utilize this feature because they do not understand how to use it. From this statement it was found that Kejar.id made it very easy for students to carry out the assessment process both during daily and semester assessments and Kejar.id also had facilities in the form of matriculations that students could use to train various skills such as increasing student vocabulary skills, and of course, this was in line with (Kulshrestha and Kant 2013) statement that the learning management system can facilitate students in doing assessments.

From all these questionnaire statements, the majority of students gave positive responses related to the use of Kejar.id. They consider Kejar.id to be able to help them in various ways in the teaching and learning process and prove that Kejar.id functions well in helping manage student administration, tracking student learning activities, reporting class distribution, carrying out the learning process also assessing. As stated, (Kulshrestha & Kant, 2013), namely the Learning Management System (LMS) is an online learning system that helps students

maintain the administration, tracking, reporting and distribution of classes, lessons and assessments. From the results of these interviews, the majority of students gave positive perceptions while using Kejar.id as a learning medium, especially in learning English. This can be seen from their answers, most of them answered easily and practically in all the points asked. This also serves as a reinforcement for the questionnaire that was previously proposed in which most students gave positive perceptions. Perception is an individual's internal process of organizing, interpreting, and giving meaning to relationships or contacts with the world around him based on a value system, the characteristics and experiences gained from everyone. Based on the research results obtained from the results of filling out the questionnaire for students, students' perceptions of the use of Kejar.id media are varied, but the results showed that the perceptions given by students showed a positive response.

The Challenges were Faced by Teacher in Teaching English Using Kejar.id

Teaching Learning Style And Culture Challenge

Teaching learning styles and culture encompass the methods and practices employed by educators to convey information during the teaching and learning process, whether in offline or online settings. Online learning presents a versatile array of tools, with Learning Management Systems (LMS) such as Kejar.id being a prominent choice. According to an interview with a teacher, Kejar.id is frequently utilized as a medium for English instruction. However, the teacher acknowledges that it's imperative to incorporate a variety of learning tools, recognizing the need for adaptability based on specific teaching circumstances. The teacher's experience highlights challenges in transitioning to E-learning. As stated in (Effendi & Hartono, 2005), E-learning may not cover all subjects comprehensively, necessitating a blended approach that combines both conventional and online methods. Another teacher interview reveals initial difficulties in understanding and mastering Kejar.id, indicating a learning curve for educators new to online-based teaching. This aligns with (Effendi & Hartono, 2005), which emphasizes the importance of teachers acquiring strategies and techniques specific to ICT-based learning.

Nevertheless, there is evidence of progress, as teachers gradually adapt to Kejar.id and its integration into their teaching practices. This adaptation process is influenced by both teacher readiness and the students' ability to engage in full online learning. Ultimately, the teacher's ability to fully embrace new learning styles is contingent on students' capacity to adapt to a completely online learning environment.

Pedagogical E-Learning Challenge

Pedagogical E-learning is a vital skill for English teachers, crucial in delivering English education via online tools. Nevertheless, mastering these digital resources presents challenges, as evidenced by the use of Kejar.id. One teacher pointed out issues with feature mastery and teacher proficiency in Kejar.id, aligning with observations in (Effendi & Hartono, 2005) on the need for educators to grasp ICT-based teaching strategies. Additionally, ongoing guidance for students in understanding Kejar.id's features underscores that both teachers and students are still adapting to its diverse functions, consistent with the challenges highlighted in (Effendi & Hartono, 2005). The teacher also noted difficulties in teaching practice-based material through Kejar.id, largely due to students struggling with file uploads and platform assessments. This underscores students' ongoing adaptation challenges, especially in hands-on learning scenarios. Moreover, the teacher recognized the inadequacy of relying solely on Kejar.id for instruction, necessitating a hybrid approach that combines traditional teaching methods and technology-based learning, akin to the concept of blended learning (Thorne, 2003).

In summary, these experiences highlight a readiness gap among educators and students in fully utilizing Kejar.id for English instruction. To address these challenges, a proposed solution involves implementing blended learning, combining online and traditional teaching methods to bridge pedagogical gaps arising from varying ICT proficiency levels among students and teachers. Technological Challenge.

Technological Challenges

Technological challenges encompass various technical issues encountered during the use of learning management systems like Kejar.id. These problems often revolve around essential support tools, such as internet connectivity and electricity. As mentioned by one teacher, the absence of a stable internet connection or power outage significantly hinders the optimal use of Kejar.id for learning. This underscores the critical role of a reliable internet connection and electricity in ensuring the smooth operation of E-learning, as highlighted in studies like (Islam et al. 2015) and (Rosenberg, 2001). Moreover, another teacher emphasized that when the internet connection is unstable, both students and teachers struggle to participate effectively in learning through Kejar.id. This further underscores the dependency of E-learning on a stable internet connection, as noted in (Rosenberg 2001).

In response to these challenges, teachers suggested resorting to conventional learning methods when faced with internet-related issues. This demonstrates the ongoing difficulties they encounter in implementing their preferred E-learning approach due to these technical

constraints. While the school has provided facilities like Wi-Fi to support the Kejar.id platform, the inherent flexibility of E-learning, as outlined in (Javed & Anam, 2021), allows students to access materials and assignments from anywhere and at any time. However, despite these provisions, students may still face challenges when learning from home, such as unstable signals and limited internet quotas. In summary, technical hurdles, notably inconsistent internet access and power supply, impede the full utilization of E-learning tools. These challenges align with findings in (Islam et al., 2015), highlighting technological issues as significant barriers in E-learning implementation.

Time Efficiency Challenges

Time efficiency challenges in education encompass difficulties teachers encounter while preparing various learning tools required for teaching and learning activities, including materials, assignments, and supporting documents like lesson plans. This issue was confirmed by a teacher who mentioned the time-consuming process of inputting data into the application, which includes learning tools such as lesson plans and syllabi. This aligns with research findings, such as those in (Islam et al., 2015), which highlight time efficiency as a significant problem in E-learning implementation.

CONCLUSION

The research analysis aims to address the questions posed in Chapter One, providing insights into the use of Kejar.id for English learning at one of the vocational high schools in Serang regency. Findings from questionnaire surveys and interviews reveal that most students responded positively to Kejar.id, finding it convenient and practical for learning. They appreciate its utility in monitoring progress, accessing materials, facilitating group discussions, and completing assigned exercises. Conversely, some students lacked motivation and found the learning process monotonous, contributing to incomplete adoption. Interviews with teachers highlighted four key issues: 1) challenges in adapting to the e-learning culture and style, as teachers and students grapple with Kejar.id, particularly due to limited teacher expertise and prior exposure to e-learning, 2) pedagogical E-learning challenges, wherein teachers are still mastering Kejar.id features, 3) technological obstacles, primarily network issues disrupting Kejar.id use, and 4) time efficiency problems, with teachers requiring substantial time to input learning materials into the application. These issues, the researcher suggests, stem from the school's lack of readiness for e-learning, compounded by the unprecedented nature of the COVID-19-induced shift to this mode of instruction. Teachers are

during an adaptation process, and students face difficulties adjusting to independent learning, compounded by device compatibility and internet quota limitations. Although the school provides Wi-Fi, at home, students encounter difficulties accessing the learning management system.

REFERENCES

- Creswell, John W., and J. David Creswell. 2018. *Research Design : Qualitative, Quantitative and Mixed Methods Approaches*. 5th ed. California: SAGE Publications.
- Darmawan, D. 2012. *Pendidikan Teknologi Informasi Dan Komunikasi : Teori Dan Aplikasi*. PT Remaja Rosdakarya.
- Effendi, Empy, and Zhuang Hartono. 2005. *E-Learning : Konsep Dan Aplikasi*. edited by O. H. Sudiyarto. Yogyakarta: Andi.
- Hartley, Darin. E. 2001. *No Title*. American Society for Training and Development.
- Hornby, A. .. 2006. *Oxford Advanced Learner's Dictionary of Current English*. UK: Oxford University Press.
- Islam, Nurul, Martin Beer, and Frances Slack. 2015. "E-Learning Challenges Faced by Academics in Higher Education: A Literature Review." *Journal of Education and Training Studies* 3(5):102–12. doi: 10.11114/jets.v3i5.947.
- Javed, Muhammad Kashan, and Javaid Anam. 2021. "Highlighting the Advantages and Disadvantages of E-Learning Cholilithiasis View Project." *Psychology and Education* 58(5).
- Kulshrestha, Tanmay, and A. Ravi Kant. 2013. "Benefits of Learning Management System (LMS) in Indian Education." *International Journal of Computer Science & Engineering Technology* 4(8):1153–64.
- Leonard, Victoria. 2012. "An Introduction to Interpersonal Communication : A Primer on Communication Studies Edited by Victoria Leonard." *Creativecommons.Org* 389.
- Mark Angelo S. Enriquez. 2014. "Students' Perceptions on the Effectiveness of the Use of Edmodo as a Supplementary Tool for Learning." *DLSU Research Congress* 1–6.
- Maswan, Khoirul Muslimin. 2017. *Teknologi Pendidikan Penerapan Pembelajaran Yang Sistematis*. Indonesia: Pustaka Pelajar.
- Miles, Matthew B., A. Michael Huberman, and Johnny Saldana. 2018. *Qualitative Data Analysis: A Methods Sourcebook*. Guofang Li, University of British Columbia, Canada: SAGE Publications.
- Rosenberg, Marc. J. 2001. *E-Learning; Strategies for Delivering Knowledge in the Digital*. New York: McGraw Hill.
- Ryann K. Ellis. 2010. "A Field Guide to Learning Management Systems." *International Anesthesiology Clinics* 48(3):27–51.
- Sahal, A. .. 2010. "Students' and Lectures' Perceptions on the Used of ICT." *Unpublished Bachelor Thesis University of Muhammadiyah Purwokerto, Indonesia*.
- Suharsimi, Arikunto. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.