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E-Learning Strategies For Enhancing Second Language Acquisition In Madrasah Ibtidaiyah

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Abstract. This research aims to explore the implementation of e-learning strategies for enhancing second language acquisition in Madrasah Ibtidaiyah through a library research approach. The study investigates the key e-learning strategies employed in Madrasah Ibtidaiyah and explores their differences from traditional classroom approaches. It exploress the effectiveness of e-learning in enhancing second language acquisition for students, considering factors such as age, gender, and language proficiency level. Additionally, the role of interactive multimedia tools in supporting second language acquisition and its engagement with students in the learning process is explored. The extent to which e-learning platforms in Madrasah Ibtidaiyah offer personalized learning experiences tailored to individual students' needs and learning styles, and its impact on second language acquisition outcomes are studied. Finally, the challenges faced by teachers in implementing e-learning strategies for second language acquisition and the measures taken to address these challenges effectively are discussed. This research provides valuable insights into the use of e-learning strategies to enhance second language acquisition in Madrasah Ibtidaiyah, offering practical implications for educators and policymakers in the field of language education.

Keywords: E-Learning, Strategies, Enhancing, Second Language Acquisition, Madrasah Ibtidaiyah

Abstrak. Penelitian ini bertujuan untuk mengeksplorasi strategi dalam e-learning untuk meningkatkan pemerolehan bahasa kedua di Madrasah Ibtidaiyah melalui pendekatan penelitian pustaka. Studi ini mengeksplorasi strategi kunci dari e-learning yang digunakan di Madrasah Ibtidaiyah dan melihat perbedaannya dari pendekatan kelas yang sifatnya tradisional. Penelitian ini juga mengeksplorasi bagaimana efektivitas e-learning dalam meningkatkan pemerolehan bahasa kedua bagi siswa, dengan mempertimbangkan faktor seperti usia, jenis kelamin, dan tingkat kemahiran berbahasa. Selain itu, peran alat multimedia interaktif dalam mendukung pemerolehan bahasa kedua dan interaksinya dengan siswa dalam proses pembelajaran juga dikaji secara mendalam. Tingkat kesesuaian platform e-learning di Madrasah Ibtidaiyah dalam menyediakan pengalaman belajar yang dipersonalisasi haruslah sesuai dengan kebutuhan dan gaya belajar individu, serta dampaknya terhadap hasil pemerolehan bahasa kedua juga dikaji. Terakhir, tantangan yang dihadapi oleh guru dalam menerapkan strategi e-learning untuk pemerolehan bahasa kedua dan langkah-langkah yang dapat diambil untuk mengatasi tantangan tersebut secara efektif dibahas. Penelitian ini memberikan wawasan berharga tentang penggunaan strategi e-learning untuk meningkatkan pemerolehan bahasa kedua di Madrasah Ibtidaiyah, menawarkan implikasi praktis bagi pendidik dan pengambil kebijakan dalam bidang pendidikan bahasa.

Kata kunci: E-Learning, Strategi, Meningkatkan, Pemerolehan Bahasa Kedua, Madrasah Ibtidaiyah.

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INTRODUCTION

In recent years, the integration of technology into education has brought about significant changes in teaching and learning practices. One area where technological advancements have shown great promise is in the field of second language acquisition. Madrasah Ibtidaiyah, Islamic primary schools, often face unique challenges in teaching second languages due to cultural and religious considerations. Therefore, exploring effective e-learning strategies tailored to Madrasah Ibtidaiyah becomes crucial in enhancing second language acquisition for its students.

The objective of this study is to explore the e-learning strategies implemented in Madrasah Ibtidaiyah and their impact on second language acquisition. By evaluating the effectiveness of these strategies, this research aims to contribute to the existing body of knowledge regarding technology-enhanced language learning in Islamic educational settings. The significance of this work lies in addressing the need for innovative language learning approaches in Madrasah Ibtidaiyah. Traditional classroom methods often struggle to engage students and facilitate optimal language acquisition due to various constraints (Manegree, 2022). E-learning, with its interactive and personalized nature, has the potential to overcome these challenges and provide a dynamic and effective learning environment for students (Mohammadi, 2011). Consequently, this research aims to fill the existing gap by investigating the specific e-learning strategies employed in Madrasah Ibtidaiyah and their impact on second language acquisition outcomes.

The current literature on e-learning and language acquisition provides a foundation for this study. Research has shown that incorporating technology in language learning can enhance motivation, engagement, and language proficiency (Lee, 2012; Gilakjani, 2018; Ahmadi, 2018; Jeong, 2019). However, the majority of studies in this field have focused on general educational settings, neglecting the unique context of Madrasah Ibtidaiyah. Therefore, this investigation will shed light on the state of the art in e-learning strategies for second language acquisition, specifically within the Madrasah Ibtidaiyah context.

Debates in this area of research revolve around the potential conflicts between traditional Islamic education and the integration of technology. Some argue that technology might compromise the traditional values and practices of Madrasah Ibtidaiyah. However, proponents believe that when implemented thoughtfully and aligned with the Islamic educational principles, e-learning can complement and enhance language learning without undermining the core values (See also Hidayati, 2016; Soebahar, 2021). This study aims to illustrate the specific

e-learning strategies in Madrasah Ibtidaiyah with the objective of enhancing second language acquisition outcomes.

The study explored include the types of e-learning platforms and tools used, students' perceptions of e-learning effectiveness, and the challenges faced by teachers in utilizing e-learning for language acquisition. To gather data, a comprehensive library research methodology will be employed, analyzing relevant academic articles, books, and reports to identify best practices and trends in e-learning strategies for second language acquisition in Madrasah Ibtidaiyah. This research aims to explore deeply the e-learning strategies employed in Madrasah Ibtidaiyah and their impact on second language acquisition. By addressing the unique challenges and opportunities in this context, this study endeavors to contribute to the field of language education, offer practical insights for educators, and further the ongoing discussions surrounding technology integration in Islamic educational settings.

LITERATURE REVIEW

The integration of e-learning strategies in Madrasah Ibtidaiyah can significantly enhance second language acquisition. E-learning platforms offer various benefits, including access to authentic language use and interactive learning environments, as demonstrated by research conducted by Warschauer (1998). Blended learning approaches that combine face-to-face instruction with online learning can be particularly effective in Madrasah Ibtidaiyah. This approach improves language learning outcomes by providing opportunities for self-paced online activities, individualized instruction, and practice.

Gamification, incorporating game-like elements into e-learning platforms, can boost second language acquisition in Madrasah Ibtidaiyah. Kiili (2014) emphasizes that gamified language learning environments increase motivation, engagement, and retention of language skills through rewards, leaderboards, and interactive challenges.

Mobile-assisted language learning (MALL) can be a valuable strategy in Madrasah Ibtidaiyah. Stockwell (2007) highlights the advantages of using mobile devices for language learning, such as access to resources anytime, anywhere, and exposure to authentic language use. Optimizing e-learning platforms for mobile devices can enhance second language acquisition. Adaptive learning technologies, based on learner data analysis and personalized feedback, can be integrated into e-learning strategies for Madrasah Ibtidaiyah. Research by Vaezi and Adolphs (2017) demonstrates the potential of adaptive learning to provide tailored language learning experiences, addressing individual needs and optimizing learning outcomes.

Collaborative learning through e-learning platforms can enhance second language acquisition in Madrasah Ibtidaiyah. The benefits of collaborative learning are promoting communication and cooperation among learners. E-learning platforms can facilitate group activities, discussions, and peer feedback, fostering language acquisition.

The integration of multimedia elements, such as videos, audio recordings, and interactive exercises, in e-learning platforms can enhance second language acquisition. Multimedia learning supports language comprehension and retention. Incorporating multimedia resources can make language learning engaging and facilitate authentic language use. The use of virtual reality (VR) and augmented reality (AR) technologies in e-learning can provide immersive language learning experiences. VR and AR enhance language learning by creating realistic and interactive environments. E-learning platforms can integrate VR and AR simulations to promote language acquisition.

Data-driven approaches in e-learning platforms can facilitate personalized language learning. The potential of data analytics is in identifying learners' strengths, weaknesses, and learning styles. By analyzing learner data, e-learning platforms can provide tailored content and activities, optimizing second language acquisition.

Continuous assessment and feedback mechanisms in e-learning platforms can support second language acquisition in Madrasah Ibtidaiyah. Research by Hattie and Timperley (2007) emphasizes the importance of timely and constructive feedback for learning. E-learning platforms can incorporate automated assessment tools and provide immediate feedback to learners.

E-learning strategies offer promising avenues for enhancing second language acquisition in Madrasah Ibtidaiyah. Blended learning approaches, gamification, mobile-assisted learning, adaptive technologies, collaborative learning, multimedia integration, VR/AR, data-driven approaches, and continuous assessment and feedback mechanisms are key elements to consider in designing effective e-learning platforms for language acquisition. By incorporating these strategies, Madrasah Ibtidaiyah can create engaging and personalized language learning experiences that optimize language acquisition outcomes.

RESEARCH METHODS

The library research (Prastowo, 2016) process involved conducting a systematic search and analysis of relevant literature related to e-learning strategies and second language acquisition in Madrasah Ibtidaiyah. Various academic databases, such as JSTOR, ProQuest,

and Google Scholar, were utilized to access scholarly publications in the field of education and language acquisition. Keywords and search terms were carefully selected to ensure the retrieval of pertinent and up-to-date research studies. Once the relevant literature was gathered, a thorough analysis was conducted using descriptive analytics. Descriptive analytics (Sumanto, 2014) involved organizing, summarizing, and interpreting the collected information to identify patterns, trends, and insights.

This analysis aimed to provide a comprehensive overview of the e-learning strategies employed in Madrasah Ibtidaiyah and their impact on second language acquisition outcomes. It involved categorizing and comparing the strategies, examining the reported effectiveness, and identifying any challenges or limitations highlighted in the literature. By employing library research and descriptive analytics, this study aimed to build upon existing knowledge and generate valuable insights into the e-learning strategies for enhancing second language acquisition in Madrasah Ibtidaiyah. This approach allowed for a systematic examination of the literature, enabling the researchers to synthesize information, identify gaps, and provide a comprehensive understanding of the current practices and their effectiveness. The findings from this analysis served as a foundation for making informed recommendations and proposing potential avenues for future research in this domain.

RESULT AND DISCUSSION
E-Learning Strategies in Madrasah Ibtidaiyah: Enhancing Second Language Acquisition and Contrasting Traditional Classroom Approaches

In Madrasah Ibtidaiyah, several key e-learning strategies are employed to enhance second language acquisition. One prominent strategy is the utilization of interactive online platforms and applications designed specifically for language learning (Fandiño, et. al., 2019; Mahyoob, 2020). These platforms provide a range of interactive exercises, quizzes, and multimedia resources that engage students and promote active participation. Unlike traditional classroom approaches that often rely on textbooks and lectures, e-learning platforms offer a dynamic and immersive learning experience that fosters greater language practice and application.

Another e-learning strategy implemented in Madrasah Ibtidaiyah involves incorporating virtual language exchange programs. These programs connect students with native speakers of the target language through video conferencing or online chat platforms. This enables students to engage in authentic conversations, practice their language skills in real-life contexts, and gain exposure to different accents and cultural nuances (Gutiérrez, et.al., 2021). Traditional classroom approaches usually have limited opportunities for direct interaction with native

speakers, making this e-learning strategy a valuable addition to language acquisition in Madrasah Ibtidaiyah. Furthermore, gamification is an increasingly popular e-learning strategy utilized in Madrasah Ibtidaiyah. Language learning games, quizzes, and interactive simulations are integrated into the curriculum to make the learning process more enjoyable and engaging. These gamified activities provide immediate feedback, rewards, and progress tracking, creating a sense of achievement and motivating students to actively participate in language acquisition (Kayımbaşıoğlu, 2016). In contrast, traditional classroom approaches often rely on repetitive drills and exercises, which may be less motivating and fail to capture students' attention and enthusiasm.

Adaptive learning is another e-learning strategy implemented in Madrasah Ibtidaiyah to enhance second language acquisition. Adaptive learning platforms utilize artificial intelligence algorithms to tailor the learning experience to individual students' needs and abilities (Yang, 2014; Kerr, 2016; Xu, 2022; Delgado, et. al., 2020). These platforms assess students' language proficiency, identify areas of strength and weakness, and generate personalized learning pathways. This individualized approach ensures that students receive targeted instruction and practice, allowing them to progress at their own pace and focus on areas that require improvement. In traditional classroom settings, teachers often face challenges in providing personalized attention to each student, making adaptive e-learning strategies advantageous in Madrasah Ibtidaiyah.

Additionally, online collaboration and communication tools (Chapelle, 2007; Wang, 2010; Angelova, 2016) play a vital role in enhancing second language acquisition in Madrasah Ibtidaiyah. E-learning platforms provide discussion forums, chat rooms, and collaborative document editing features that facilitate communication and collaboration among students. These tools promote peer-to-peer interaction, allowing students to practice their language skills in authentic and meaningful contexts. Traditional classroom approaches typically offer limited opportunities for extended communication and collaboration, making e-learning strategies more conducive to fostering language acquisition in Madrasah Ibtidaiyah.

The key e-learning strategies employed in Madrasah Ibtidaiyah to enhance second language acquisition encompass interactive online platforms, virtual language exchange programs, gamification, adaptive learning, and online collaboration tools. These strategies differ from traditional classroom approaches by providing dynamic and immersive learning experiences, direct interaction with native speakers, gamified learning environments, personalized instruction, and enhanced opportunities for communication and collaboration. By harnessing the advantages of e-learning, Madrasah Ibtidaiyah aims to create an engaging and

effective language learning environment that empowers students in their second language acquisition journey.

Student Perspectives on E-Learning for Second Language Acquisition in Madrasah Ibtidaiyah: Exploring Attitudes Across Age, Gender, and Language Proficiency Levels

Understanding how Madrasah Ibtidaiyah students perceive the effectiveness of e-learning in enhancing their second language acquisition is crucial for evaluating the impact of these strategies. Students' attitudes towards e-learning can vary based on several factors, including age, gender, and language proficiency level.

Students' age can influence their perception of e-learning (Keller, 2002; Yaghoubi, 2008). Younger students who have grown up in a digital era may generally have a positive outlook on e-learning, as they are more familiar and comfortable with technology. They may view e-learning as an exciting and engaging way to learn a second language. On the other hand, older students who have had less exposure to technology or are more accustomed to traditional classroom approaches might initially be more hesitant or skeptical about the effectiveness of e-learning. Their attitudes may gradually shift as they experience the benefits of e-learning in improving their language skills.

Gender can also play a role in students' perceptions of e-learning (Al-Fadhli, 2008; Albert, 2011). While it is essential to avoid generalizations, studies have indicated that males and females may exhibit different preferences and attitudes towards learning approaches. Some research suggests that females tend to have a more positive attitude towards collaborative and interactive learning, which aligns with many e-learning strategies. However, individual variations within gender groups should also be taken into account, as attitudes towards e-learning can differ significantly among students.

Language proficiency level is another factor that influences students' perceptions (Mamattah, 2016; Rahim, 2021). Students at different proficiency levels may have varying expectations and experiences with e-learning. Beginners may view e-learning as a supportive tool for building foundational language skills and acquiring vocabulary. Intermediate-level students may appreciate the interactive exercises and multimedia resources available through e-learning, as they can further develop their language abilities. Advanced learners, aiming for more nuanced language mastery, may value e-learning for its access to authentic materials, virtual language exchanges, and advanced language practice opportunities (Patra, 2022). It is important to note that individual differences within each factor (age, gender, and language proficiency) can significantly impact students' perceptions. While some students may embrace e-learning and view it as highly effective for their second language acquisition, others may be

more resistant to technological approaches or prefer traditional classroom methods. The role of teachers and their influence on students' perceptions should not be underestimated, as educators play a crucial role in shaping students' attitudes towards e-learning (See also Eristi, 2012). To gain a comprehensive understanding of students' perceptions, teacher can conduct interviews to gather qualitative data. These method explore students' beliefs, preferences, and experiences with e-learning. By analyzing the collected data, the teacher identified patterns and trends in students' perceptions and determine whether there are notable differences in attitudes based on age, gender, or language proficiency level. This analysis provides valuable insights into the effectiveness of e-learning in Madrasah.

Interactive Multimedia Tools in Madrasah Ibtidaiyah: Facilitating Second Language Acquisition and Student Engagement

Interactive multimedia tools play a crucial role in supporting second language acquisition in Madrasah Ibtidaiyah by enhancing engagement, providing diverse learning experiences, and facilitating active participation. These tools incorporate various forms of media, such as videos, audio recordings, images, and interactive exercises, to create an immersive and interactive learning environment. One significant role of interactive multimedia tools is their ability to capture students' attention and maintain their engagement throughout the language learning process (Tsai, 2009). By presenting content in visually appealing and interactive formats, these tools help to stimulate students' interest and curiosity. Engaging videos, interactive games, and visually stimulating images can pique students' curiosity and motivate them to explore and learn (Sharma, 2019). This engagement factor is particularly important in language acquisition, as sustained interest and active involvement are essential for effective learning outcomes.

Moreover, interactive multimedia tools provide students with opportunities to actively participate and practice their language skills. Through interactive exercises and simulations, students can apply their knowledge in realistic contexts, reinforcing their language comprehension and production abilities. (Kumar, 2021) For example, interactive exercises that require students to match words or phrases to corresponding images, or to complete sentences using drag-and-drop features, promote active language use and reinforce vocabulary and grammar concepts. These interactive activities encourage students to actively engage with the language and develop their language skills in a dynamic and hands-on manner.

Interactive multimedia tools also foster a multi-sensory learning experience, appealing to different learning styles and preferences (Neo, 2004; Schrooten, 2006). Students with auditory learning preferences can benefit from listening to audio recordings or dialogues, while visual learners can grasp concepts through visually engaging graphics and videos. By

accommodating various learning styles, these tools create a more inclusive and effective learning environment that caters to the diverse needs of students. Furthermore, interactive multimedia tools offer immediate feedback (Kennedy, 1997; Chen, 2019), which is crucial for language acquisition. Students receive instant feedback on their responses, allowing them to self-assess their understanding and make corrections. This feedback mechanism promotes self-directed learning, as students can identify their strengths and weaknesses and take proactive steps to improve their language skills. The immediate feedback provided by these tools enables students to monitor their progress and make adjustments accordingly, promoting a sense of autonomy and ownership over their learning process.

The use of interactive multimedia tools also promotes learner autonomy and self-paced learning (Gonzales, 2008; Palaigeorgiou, 2019; Tseng 2020). Students can access the materials and resources at their own convenience and progress through the content at their desired pace, and computers are being used to promote learner autonomy (Mukhlish, 2015). They have the flexibility to revisit challenging topics, replay audio or video segments, and engage in self-directed exploration. This learner-centered approach empowers students to take control of their language learning journey and fosters a sense of responsibility and independence. Furthermore, interactive multimedia tools facilitate authentic language exposure by incorporating real-life contexts and materials (Erbaggio, e. al., 2012). Through videos, podcasts, or online articles, students can engage with authentic language use and cultural aspects of the target language. This exposure helps develop students' listening comprehension, cultural understanding, and overall language proficiency. By exposing students to diverse language sources and authentic materials, interactive multimedia tools bridge the gap between classroom learning and real-world language usage.

Interactive multimedia tools in Madrasah Ibtidaiyah play a vital role in supporting second language acquisition by enhancing engagement, providing diverse learning experiences, and facilitating active participation. They capture students' attention, stimulate curiosity, and maintain engagement throughout the learning process. Through interactive exercises and simulations, these tools enable students to actively apply their language skills, reinforcing comprehension and production abilities. By catering to various learning styles, providing immediate feedback, and promoting learner autonomy, interactive multimedia tools create an inclusive and effective language learning environment. They also offer authentic language exposure and cultural understanding, bridging the gap between classroom learning and real-world language use.

Personalized E-Learning Platforms in Madrasah Ibtidaiyah: Tailoring Language Learning to Individual Needs and Impact on Acquisition Outcomes

E-learning platforms in Madrasah Ibtidaiyah have the potential to offer personalized learning experiences tailored to individual students' needs and learning styles, significantly impacting their second language acquisition outcomes. These platforms utilize adaptive learning technologies, data analytics, and learner profiling to create customized learning pathways for students. By employing adaptive learning technologies, e-learning platforms in Madrasah Ibtidaiyah can assess students' language proficiency levels, track their progress, and adapt the content and difficulty level accordingly (Nenungadi, 2012; Salim, 2018). Through pre-tests or ongoing assessments, these platforms gather data on students' strengths and weaknesses, allowing them to receive personalized instruction and practice activities. Students who demonstrate a solid understanding of certain language skills may be presented with more challenging materials, while those struggling with specific concepts can receive additional support and targeted instruction. This personalized approach ensures that students receive instruction that aligns with their individual needs, promoting more efficient language acquisition.

E-learning platforms can cater to different learning styles, addressing the diverse preferences and strengths of individual students (Kenninen, 2009). By incorporating various instructional methods, such as visual, auditory, or kinesthetic elements, these platforms accommodate different learning styles and engage students in ways that resonate with their preferred mode of learning. Visual learners may benefit from graphic-rich presentations or video content, while auditory learners may benefit from listening exercises or audio recordings. By providing a range of learning resources and activities, e-learning platforms enable students to learn in ways that best suit their learning style, enhancing their comprehension and retention of language skills.

The impact of personalized learning experiences on second language acquisition outcomes is significant (Grant, 2014). When students receive instruction and practice activities tailored to their needs and learning styles, they are more likely to remain motivated, engaged, and invested in the learning process. This individualized approach allows students to focus on areas where they need the most improvement, reinforcing language skills and addressing specific challenges (Chen, 2021). As a result, students experience increased confidence in their language abilities and a deeper understanding of the target language.

Personalized learning experiences foster a sense of ownership and autonomy in students' language acquisition (Tochon, 2014). By empowering students to take control of their learning

journey, e-learning platforms encourage self-directed learning and metacognitive awareness (Long, 2003; Al-Adwan, 2022). Students become active participants in their language learning, setting goals, monitoring their progress, and reflecting on their learning strategies. This sense of agency and responsibility enhances motivation and creates a positive learning environment, leading to improved second language acquisition outcomes. In addition, personalized learning experiences through e-learning platforms allow for individualized feedback and assessment. Students receive immediate feedback on their performance, enabling them to identify areas for improvement and make adjustments accordingly. This feedback loop promotes metacognition and self-assessment, as students learn to monitor their own learning and develop strategies for self-correction. Regular feedback and assessment contribute to ongoing improvement and ultimately lead to better language acquisition outcomes.

E-learning platforms in Madrasah Ibtidaiyah offer personalized learning experiences tailored to individual students' needs and learning styles. Through adaptive learning technologies and customization features, these platforms provide instruction and practice activities that align with students' proficiency levels and address their specific learning preferences. The impact of personalized learning experiences on second language acquisition outcomes is significant, as students remain engaged, motivated, and invested in the learning process. This approach fosters ownership, autonomy, and metacognitive awareness, enabling students to take control of their language learning journey. The desire for independence in teaching methods leads language educators on a path of personal exploration and creativity to foster students' ability to think critically and regulate their own learning (Tochon, 2014). Furthermore, personalized learning experiences facilitate individualized feedback and assessment, contributing to ongoing improvement and better language acquisition outcomes.

Challenges of Implementing E-Learning Strategies for Second Language Acquisition in Madrasah Ibtidaiyah: Effective Measures for Addressing Teacher Obstacles

Teachers face several challenges when implementing e-learning strategies for second language acquisition in Madrasah Ibtidaiyah. These challenges include technological barriers, limited access to devices and internet connectivity, the need for teacher training and support, maintaining student engagement, addressing individual learning needs, and ensuring effective assessment and feedback. One of the primary challenges is the availability and accessibility of technology (Qureshi, 2012; Mahyoob, 2020; Lukas, 2021). Some Madrasah Ibtidaiyah schools may lack the necessary infrastructure and resources to support e-learning, such as computers, tablets, or reliable internet connectivity. This limitation hinders the seamless integration of e-learning strategies into language acquisition instruction. Without adequate access to

technology, teachers may struggle to fully utilize the benefits of e-learning platforms and digital resources.

Teachers require proper training and support to effectively implement e-learning strategies (Aung, 2016; Mtambik, 2018; Lukas, 2021). They need to develop proficiency in using e-learning platforms, navigating digital resources, and integrating technology into their pedagogical practices. Lack of training or familiarity with e-learning tools and methodologies can hinder teachers' confidence and ability to effectively deliver language instruction through digital platforms.

Another challenge is maintaining student engagement and motivation in the online learning environment (Chakraborty, 2014). E-learning platforms should be designed in a way that captures students' interest and encourages active participation. However, there is a risk of students becoming disengaged or distracted when learning remotely. Teachers need to employ various strategies, such as interactive activities, multimedia content, and gamification, to enhance student engagement and maintain their focus throughout the language learning process. Addressing individual learning needs is also a challenge when implementing e-learning strategies. Students have diverse learning styles, abilities, and language proficiency levels. It can be challenging for teachers to provide personalized instruction and support to each student in the online setting. Adapting instructional materials, differentiating instruction, and catering to individual learning needs require careful planning and resources.

Effective assessment and feedback in the e-learning environment pose additional challenges for teachers (Govindasami, 2001; Strother, 2002). Traditional forms of assessment, such as written exams or oral presentations, may need to be adapted to fit the online context. Teachers need to explore alternative assessment methods that can accurately measure students' language proficiency and provide timely feedback. Incorporating automated assessment tools, self-assessment activities, and peer feedback can help address these challenges. To address these challenges effectively, measures have been taken in Madrasah Ibtidaiyah. Firstly, schools and educational institutions are working towards improving infrastructure and providing necessary technological resources, such as computers, tablets, and internet connectivity, to ensure equitable access to e-learning tools. This includes collaborations with relevant stakeholders and exploring funding opportunities to bridge the digital divide. Teacher training and professional development programs are being conducted to equip educators with the necessary skills and knowledge to integrate e-learning strategies effectively. Workshops, seminars, and online courses are offered to enhance teachers' digital literacy and proficiency in

using e-learning platforms. Continuous support and mentoring are provided to address specific challenges and ensure ongoing professional growth.

To enhance student engagement, schools are implementing strategies to create interactive and collaborative online learning environments. This includes incorporating multimedia resources, interactive exercises, virtual discussions, and group projects to foster student participation and interaction. Teachers are encouraged to explore innovative teaching methods and leverage technology to make language learning more engaging and meaningful for students. Individualized learning support is being addressed through differentiated instruction and the use of adaptive learning technologies. E-learning platforms are being developed with features that allow personalized learning paths based on individual student needs, providing targeted instruction and practice activities. Teachers are trained on how to leverage these features to address individual learning needs and provide appropriate support.

Regarding assessment and feedback, schools are implementing diverse assessment methods that can be conducted online, such as online quizzes, interactive assessments, and project-based evaluations. Teachers are encouraged to provide timely and constructive feedback to students, leveraging the capabilities of e-learning platforms for automated feedback and self-assessment opportunities.

The challenges faced by teachers when implementing e-learning strategies for second language acquisition in Madrasah Ibtidaiyah include technological barriers, limited access to devices and connectivity, the need for teacher training and support, maintaining student engagement, addressing individual learning needs, and ensuring effective assessment and feedback. To address these challenges, measures have been taken to improve technology infrastructure, provide teacher training and support, enhance student engagement, cater to individual learning needs, and implement effective assessment methods. These efforts aim to overcome the challenges and ensure the successful integration of e-learning strategies for second language acquisition in Madrasah Ibtidaiyah.

CONCLUSION

The implementation of e-learning strategies in Madrasah Ibtidaiyah has demonstrated its potential to enhance second language acquisition outcomes. Through the utilization of interactive multimedia tools, personalized learning experiences, and adaptive technologies, students can benefit from tailored instruction and engage actively in the language learning process. The study has shed light on the key strategies employed, student perceptions, the role of interactive multimedia tools, personalized learning experiences, and the challenges faced by

teachers. The findings highlight the significance of e-learning in fostering student engagement, addressing individual learning needs, and providing opportunities for effective assessment and feedback. This research is important as it contributes to the understanding of how e-learning can be effectively integrated into language acquisition instruction in Madrasah Ibtidaiyah, ultimately improving language learning outcomes for students in a technologically-driven educational landscape.

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