



Enhancing Distance Learning: A Framework for E-Learning Strategy and Assessment at Universitas Terbuka Indonesia

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Abstrak

Karena latar belakang pendidikan yang beragam dan keterampilan digital mahasiswa di program sarjana dan pascasarjana Universitas Terbuka (UT), ada kebutuhan untuk mengoptimalkan sistem e-learning yang digunakan. Penelitian ini bertujuan untuk mengetahui konsep penerapan strategi e-learning bagi mahasiswa Universitas Terbuka dan proses evaluasi e-learning yang dilakukan dengan modus pembelajaran jarak jauh. Penelitian ini menggunakan penelitian kualitatif deskriptif, menggunakan dua instrumen penelitian: wawancara semi terstruktur dan analisis dokumen. Sepuluh mahasiswa pascasarjana yang memiliki pengalaman dua tahun dengan kegiatan pembelajaran e-learning di UT dilibatkan dalam wawancara semi-struktur. Analisis data mengikuti model analisis interaktif dan Analisis SWOT. Tahapan ini secara kolektif menghasilkan strategi untuk menerapkan pembelajaran e-learning dan evaluasi pembelajaran e-learning. Hasil penelitian menunjukkan bahwa e-learning yang diterapkan di UT telah sangat membantu mahasiswa untuk mengikuti proses pembelajaran UT secara efektif dan telah sangat meningkatkan pengalaman e-learning secara keseluruhan bagi mahasiswa. Temuan dari penelitian ini juga menunjukkan bahwa sumber belajar yang beragam mampu memenuhi berbagai gaya dan preferensi belajar, serta meningkatkan keterlibatan dan pemahaman mahasiswa. Beberapa rekomendasi terkait dengan implementasi e-learning disajikan.

Kata Kunci: *e-learning, evaluasi pembelajaran, pembelajaran jarak jauh*

Abstract

Due to the diverse educational backgrounds and digital skills of students in both undergraduate and graduate programs at Universitas Terbuka, there is a need to optimize the institution's e-learning program. This study aims to find out the concept of the implementation of e-learning strategies for the students of Universitas Terbuka and the evaluation process of the e-learning conducted in the distance learning mode. This research used descriptive qualitative research, employing two research instruments: semi-structured interviews and document analysis. Ten graduate students who have two years' experience with the Universitas Terbuka e-learning activities were invited in the semi-structure interviews. Data analysis follows the interactive analysis model and SWOT Analysis. These stages collectively yield strategies for implementing e-learning learning and the evaluation of e-learning learning. The results of this study show that the e-learning implemented in Universitas Terbuka has greatly helped the students to follow the UT learning process effectively and has greatly improved the overall e-learning experience for the students. The findings from this research also show that diverse learning resources are able to cater the various learning styles and preferences, as well as enhancing student engagement and understanding. Some recommendations in relation to the implementation of e-learning are provided.

Keywords: *e-learning, learning assessment, distance education mode*

Introduction

In the 21st century, significant progress has been made in education. Today, technological progress has effectively changed the way of life, affecting everyone's daily routines and habits. The impact of technological advances, especially in computer technology, is extraordinary (McDiarmid & Zhao, 2022). With the increasing dependence on technology, new learning approaches have emerged. Today, it is possible to engage in distance learning, eliminating the need for physical presence in the same space and time as the teacher. This is a departure from traditional learning methods. Therefore, people believe that the emergence of information and communication technology has brought fundamental changes in the world of learning (Aslam et al., 2021).

In the field of education, the acquisition of knowledge and skills has a significant meaning. The facilitation of student learning must remain an area of constant improvement. The education sector is experiencing a paradigm shift, a transition from traditional methodologies to digital approaches. One of these transformations involves the application of distance learning (herewith called PJJ or *pendidikan jarak Jauh* in Indonesian context) using technology-based media. The distance learning model is a new educational innovation for the 21st century, in line with advances in communication and information technology, especially in the fourth industrial revolution era (Karatat & Arpaci, 2021; Novitra et al., 2021).

Distance education has been contained in the Law of the Republic of Indonesia Number 20 of 2003 concerning the 'National Education System' which is formulated in detail in Chapter VI Tracks, Levels and Types of Education in Part Ten of Distance Education in Article 31 that state: (1) distance education is held in all channels, levels and types of education; (2) distance education functions to provide educational

services to groups of people who cannot attend face-to-face or regular education; (3) distance education is carried out in various forms, modes, and scopes supported by learning facilities and services as well as an assessment system that guarantees the quality of graduates according to national education standards; and (4) provisions regarding the implementation of distance education as referred to in paragraph (1), paragraph (2) and paragraph (3) are further regulated by government regulations.

Universitas Terbuka (UT) is a university in Indonesia that has implemented a distance education system. UT is the pioneer of implementing the distance education system in Indonesia. As an open and long-distance tertiary institution (PTTJJ), since its establishment in 1984, UT has been characterized as implementing distance education. UT's future vision embodies UT's mission: "In 2021, UT will become a world-class PTTJJ institution in producing higher education products and organizing, developing, and disseminating PTTJJ information".

In Open University learning, students are drawn to the flexibility it offers. They can tailor their study schedules to accommodate their busy lives and align their educational pursuits with the ultimate goal of earning a degree from the Open University, which is equivalent to those from traditional state universities and holds value in the job market. Open University education is often associated with distance learning or e-learning, characterized by scheduled study periods that span 8 weeks per session for undergraduates and 12 weeks per session for extended programs. The learning structure comprises 60% of the assessment, divided into 10% attendance, 20% discussion participation for each session, and 70% for assignments 1, 2, and 3, while semester exams contribute 40% to the final evaluation. Many Open University students seek assistance in managing their studies,

especially when it comes to navigating the unique learning and examination process.

E-learning, which leverages computer and internet technology for distance learning, presents several advantages compared to traditional face-to-face methods. It offers greater time flexibility and has been shown to enhance student satisfaction over the long term (Kratochvil, 2014). E-learning emphasizes the dissemination and interconnection of content and concepts, moving beyond a sole focus on computer-based learning (Aparicio et al., 2016). When implementing e-learning, the role of information system factors becomes crucial and necessitates careful evaluation (Chang et al., 2011). At Universitas Terbuka, where e-learning is employed, students must allocate their free time or spare moments to engage in discussions, complete formative tests, and submit assignments. This shift in scheduling is a consequence of the e-learning system adopted by the university, allowing students to balance their studies with work and daily activities.

Distance learning theory has been defined as the educational programs where learning processes are separated by time and place, and students have influence or at least the same as the teacher in determining goals, resources, and evaluation decisions (Muraveva, 2020). Transactional Distance Theory (Abuhassna & Alnawajha, 2023) indicates that the initial definition of PJJ is an instructional method in which teaching behavior is carried out separately from learning behavior so that communication between students and teachers must be facilitated by print, electronic, mechanical, or other media. Online learning, as a subset of all distance education, has always been concerned with providing access to an educational experience that is, at least, more flexible in time and space than campus-

based education (Harsasi & Sutawijaya, 2018).

Some studies have been conducted in relation to open and distance education. Rosita (2021) conducted research that investigated the Assessment of Blended Learning Tutorial Programs at Universitas Terbuka, a higher education institution renowned for its open and distance education model (PTJJ). This study adopts a descriptive and evaluative research approach with a quantitative methodology. The research focuses on UPBJJ-UT¹, responsible for organizing master's programs. The study's target population comprises graduate programs across 47 tutorial classes. Rosita et al.' study found some key points: (1) the postgraduate program incorporates blended learning into its structure; (2) specific elements of the postgraduate program encompass: (a) categorization of blended courses; (b) the need for tutors to innovate in crafting engaging, high-quality, and easily comprehensible learning videos in the absence of face-to-face interactions, and (c) the utilization of internet-based learning, system development, infrastructure provisioning, student access arrangements, and system maintenance, including ICT literacy training services; and (3) the planning and execution of online and face-to-face tutorials align with nearly 70% appropriateness.

Another study by Ruwah and Husnul (2021) examined lecturer strategy in e-learning management includes how to plan, implement, supervise, and evaluate online learning (e-learning). Their research used a qualitative approach with descriptive methods, involving the lecturers who did online learning and could improve the results of learning through e-learning. Ruwah and Husnul's study findings show that the lecturer's strategy in managing e-learning, including: (1) planning by drawing up a learning plan on the e-learning website,

¹ UPBJJ UT branch offices of UT all around Indonesia, and some in abroad

with a sub-view of RPS (lesson plan), learning achievements, diagnostic tests (pre-test), module materials, learning videos, journal links related to materials, discussion forums, tasks, and absorption tests (posttest); (2) supervision by utilizing the agreed e-learning time, monitoring the process through Zoom media, video conferences, and WhatsApp groups to know the activeness and commodity of students in e-learning; and (3) evaluation using diagnostic tests and absorption tests as an indicator of student engagement in receiving e-learning materials and independent tasks to improve students' comprehension about higher order of thinking skills (HOTS). Evaluation in maximizing e-learning content on the website is done with CIPP (context, input, process, and output) so that innovation from lecturers is constantly increasing.

Despite some studies that have been conducted to investigate the learning mode using open and distance learning, very few if any have examined the implementation of e-learning at Universitas Terbuka (UT). The current research was intended to investigate the evaluation of e-learning learning related to module materials, discussions, formative tests, assignments, home exam tests, and e-learning strategies in implementing e-learning based on internal and external factors.

Method

The method used in this research is descriptive qualitative (Bungin, 2017). The qualitative descriptive method is a research method that aims to make a systematic, factual, and accurate description of a social phenomenon or natural phenomenon. Data in the form of words are obtained in various ways, namely observation, interviews, document digests, or in other ways, which are usually processed before being ready for use which are usually arranged into expanded text (Miles and Hubberman, 1992).

The current research was conducted toward the students from three study programs, i.e., Master Public Administration, Master of English Education, and Master of Primary Education. The research site was selected with rich information based on the current research objectives. In addition, the research environment was carefully chosen and deemed suitable because of research regarding student's experiences of e-learning and technological competencies while studying in Graduate School UT. The current study involved two steps in collecting data: semi-structure interviews and document analysis. Interviews are crucial for qualitative research because well-informed interviewees can offer insightful information about the investigation process (Jain, 2021). In addition, interviews are also important in qualitative research to understand the perspectives and experiences of the participants and make sense of their world (Burns et al., 2020). Interviews have been indicated to have several benefits over other types of data collection procedures due to their interactive nature. From the present study context, the semi-structured interviews were done to gain key information and combine the information gathered from the document analysis. There were 10 (ten) students from these three different study programs were asked to be interviewed. The ten participants were chosen purposefully from three different study programs to get a variation of perspectives (Bachtiar, 2022) from the participants about their impressions and experiences in using e-learning mode while studying in Graduate School UT.

The interview data was exposed to thematic analysis to excerpt qualitative data. Thematic analysis is a method of identifying emergent themes crucial to interpreting a phenomenon (Bachtiar, 2022; Byrne, 2022). Boyatzis (1998) outlines a structure of the data that, at the very least, explains and arranges the potential observations and, at the very most, analyses various elements of the phenomena. For the data analysis,

Widodo's (2014) framework was used. The first stage was familiarizing oneself with the data from an interview by analysing and reading the transcripts many times. The material was then coded systematically with a designated space for transcription symbols, organized into meaningful categories, and presented in an easily digestible way. The next step entailed interpreting and sharing information gleaned from the interviews. To ensure the reliability of the gained data, the participants were asked to confirm or dispute.

Results and Discussion

This section presents key propositions emerging from the findings. Section 1 presents the findings concerning the participants' perceptions of e-learning mode that are implementing in the Graduate School UT. The second section provides the participants' conceptions of the importance of evaluation in relation to the e-learning implemented in Graduate School UT. All two sections are important for the discussion because they are related to the aims of this research.

Navigating the Digital Frontier: Strategic Insights for E-Learning Excellence at Universitas Terbuka

The research study found that Universitas Terbuka has made significant progress in integrating technology into its e-learning infrastructure. This includes the use of Learning Management Systems (LMS), video conferencing tools, and mobile applications, which have greatly improved the overall e-learning experience for students. From the key aspects that have been asked, the participants pointed out some key findings as illustrated in Table 2.

Some worth aspects from this study are in relation to the appropriateness of implementing strategies in e-learning, namely the suit with the current conditions both nationally and regionally, appropriate at the time of pandemic Covid -19, and suit with the integration scheme of technology in

teaching. However, the participants emphasized the need for the students to join in every lecture or session, to read books/modules before learning session, and the balance between modules and current issues. These requirements ensure that students are actively engaged in the learning process and can fully comprehend the material. Additionally, the emphasis on reading books/modules before each session promotes independent learning and allows students to come prepared with questions or discussion points. Furthermore, the balance between modules and current issues ensures that students are receiving a well-rounded education that is relevant to real-world situations. Overall, the participants' suggestions highlight the importance of student participation, preparation, and a comprehensive curriculum in successful e-learning implementation. The study by (Garad et al., 2021) and (Fernando et al., 2020) also pointed out that student engagement is a crucial factor in the success of e-learning. When students actively participate in discussions and ask questions, it shows their understanding and interest in the subject matter. This level of engagement fosters a sense of community and collaboration among peers, enhancing the overall learning experience. Additionally, having a comprehensive curriculum that covers both theoretical concepts and practical applications equips students with the necessary skills and knowledge for real-world situations (Bachtiar & Nirmala, 2023).

Diverse Learning Resources and accessibility are other aspects that emerged from this research. Universitas Terbuka offers a diverse range of digital learning resources, including video lectures, e-books, and interactive simulations. This diversity caters to various learning styles and preferences, enhancing student engagement and understanding. In terms of accessibility, Universitas Terbuka's e-learning strategies have resulted in improved accessibility. UT has invested in creating accessible content and providing support for students, including those with disabilities, ensuring

that all learners can participate in online courses. The findings from this research confirm the previous study findings (Epps et al., 2021; Junio-Sabio, 2021) that also

student enrollment. In order to mitigate these threats, Universitas Terbuka needs to focus on promoting its unique value proposition, emphasizing its commitment to accessibility

Table 2 Respondents' Strategy Questions and Answers

No	Key findings
1	The e-learning mode is very appropriate, especially during the covid pandemic.
2	In the e-learning, the students need to make sure to join every lecture, and the learning book must be read.
3	The needs to review time/duration in each session and the balance between module material and current issues.
4	In the e-learning, the questions have been adjusted to the latest updates on conditions both nationally and regionally. This is important to help students update of the current issues around their major.
5	In the e-learning, the students could take advantage of digital media to collaborate online. The students can use digital media properly, and e-learning allows for time saving and it is easier to access all information related to student needs.

pointed out of the importance of diverse learning resource and accessibility in promoting student engagement and understanding. By making their e-learning content accessible, Universitas Terbuka has demonstrated their commitment to inclusivity and creating a learning environment that caters to the needs of all students. These efforts align with Junio-Sabio's (Junio-Sabio, 2021) findings that also emphasize the significance of diverse learning resources and accessibility for enhancing student engagement and understanding. Overall, Universitas Terbuka's dedication to accessibility not only benefits students with disabilities but also enhances the learning experience for all learners. The provision of diverse learning resources aligns with the principles of differentiated instruction, catering to the varied learning styles and preferences of students. This contributes to a richer and more personalized learning experience.

Despite the advantages and opportunities explained above, some external factors are considered threats, such as the public's understanding of Universitas Terbuka and the emergence of other universities that have implemented e-learning post-covid. These factors pose a challenge to Universitas Terbuka's reputation and may lead to a decrease in

and personalized learning. Additionally, UT should continuously innovate and adapt its e-learning platform to stay competitive in the rapidly evolving education landscape. By addressing these challenges head-on, Universitas Terbuka can maintain its position as a leading provider of accessible and high-quality education. At the same time, the external opportunity factor is the demands of students who want to graduate and the rapid development of information technology (Azis, 2019). This presents an opportunity for UT to leverage its e-learning platform to cater to the needs of these students and provide them with a flexible and convenient way to earn their degree. By incorporating the latest technological advancements and trends into its platform, UT can ensure that it remains relevant and attractive to prospective students. This proactive approach to addressing external opportunities will not only help UT attract more students but also enhance its reputation as a forward-thinking institution.

Continuous Improvement Through Evaluation: Optimizing E-Learning at Universitas Terbuka

The findings from this research show that it is necessary to evaluate e-learning in the aspect of discussions, formative questions, assignments, and exam questions,

both the material and the implementation. In Graduate School UT, the learning implementation was evaluated through questionnaires to Graduate students at the end of session in each semester. Table 2 provides key findings from the interviews in relation to the evaluation of the e-learning system that was applied in the Graduate School UT.

module with the latest developments that occur; appropriate because the issues discussed always look at the conditions that exist today, the majority of questions in the modules are in line with the issues and updated. This shows that the module material is relevant and up to date, ensuring that students are equipped with the most current knowledge in their field of study.

Table 2. Material and Respondents' Answers

No	Question	The participants' comments
1.	Is the e-learning material by the module?	<ul style="list-style-type: none"> ▪ It has been presented consistently and is by the module; all the material discussed from session 1-12 meetings. ▪ It is compatible with the module. ▪ Appropriate because the material presented refers to the modules being distributed. ▪ Appropriate because the issues discussed always look at the conditions that exist today
2.	Are the discussion questions submitted by the module material/ according to the latest developments?	<ul style="list-style-type: none"> ▪ Each question can explore students' understanding of the concepts discussed in the module. ▪ A combination of what is specified in the module with the latest developments that occur. ▪ Appropriate because the issues discussed always look at the conditions that exist today. ▪ The majority is about current issues.
3.	Do formative questions need to be included in the assessment percentage or not?	<ul style="list-style-type: none"> ▪ If the assessment has a weighted score, formative questions can be included depending on the assessment policy applied. ▪ For formative questions, they are still needed. ▪ If it is essential, it could be included; it is a matter of urgency from what substance is assessed.
4.	In doing the task, is the time given appropriate?	<ul style="list-style-type: none"> ▪ The time given to do the assignments is sufficient and appropriate to be able to reflect on and revise the assignments given. ▪ For us ASNs, sometimes the time given is not enough considering our busy lives as ASNs. ▪ Yes, but it is best if the previous session has not finished; wait to activate the next session.
5.	So far, the assignment questions are by the material in the module.	<ul style="list-style-type: none"> ▪ Almost all are suitable. ▪ The questions and assignments already exist in the module, but some require development from outside the module according to the context. ▪ The assignment questions are by the module. ▪ Assignments do not resemble modules; only directions are given from the assignment according to the topics in the module. ▪ Yes, but it does require high analysis to answer the assignment.
6.	In THE exam, is it according to the module material, or should it be by the current conditions?	<ul style="list-style-type: none"> ▪ THE exam, according to the module. ▪ better current conditions ▪ Appropriate, and it helps us as graduate students. ▪ According to the module material and current conditions, it should be balanced. ▪ Adjusting the module material during THE exam must also be linked to the latest developments according to the context and problems.

In the interview discussion, one of the aspects that was explored was the module material based on the latest developments. The respondents' comments indicate that the students' understanding of the concepts that have been discussed in the module, a combination of what is specified in the

Additionally, the integration of the latest developments in the module material allows students to apply their learning to real-world situations, further enhancing their understanding and practical skills. Overall, this approach to module design promotes a dynamic and engaging learning experience

for students. The current research findings confirm the previous study findings (Marcella et al., 2022; Mas'adah et al., 2019) that also show that students who are engaged in current and relevant module material have higher levels of motivation and academic achievement. By incorporating up-to-date information and real-world examples, students are able to see the direct application of their studies, which increases their interest and enthusiasm. This not only improves their overall learning experience but also prepares them for success in their future careers. The integration of the latest developments in module material is therefore crucial in creating a meaningful and impactful educational experience (Pribadi & Chung, 2023).

In the question, do formative questions need to be included in the assessment percentage or not? Most of the participants commented that the formative questions are appropriate because the issues discussed always look at the conditions that exist today. One of the respondents said that the formative questions are still needed. He further emphasized that when the questions are essential, they can be included to see the urgency of what substance is assessed and necessary. Another respondent said that it is not necessary to include formative questions to measure the percentage of gaining the objective of the courses. The importance of including formative questions has also been indicated by Wallace (Wallace, 2019), who found that formative questions can provide valuable feedback to both students and instructors, allowing for adjustments and improvements in teaching and learning strategies. Additionally, formative questions can help identify areas of weakness or misunderstanding among students, enabling targeted interventions and support. Overall, while there may be differing opinions on the necessity of including formative questions, their potential benefits in assessing student progress and enhancing the learning experience cannot be overlooked. Formative questions not only help students grasp concepts more effectively but also promote

a more inclusive and personalized learning environment. Moreover, formative questions serve as a tool for self-reflection, allowing students to assess their own progress and identify areas for improvement. This process of continuous assessment ultimately leads to more successful outcomes and a deeper understanding of the subject matter.

In term of the evaluation of the implementation of e-learning such as learning materials, discussions, formative questions, and take-home exams (THE) that Universitas Terbuka (UT) applied, the respondents indicated of the importance to maintain quality and innovation in each semester so that the implementation of learning can be carried out correctly. Regular and appropriate evaluation improves learning quality and reduces unintended consequences. It also allows for timely updates and improvements to be made, ensuring that the e-learning system remains relevant and effective. Additionally, the evaluation process provides valuable feedback from both students and faculty, allowing for a better understanding of their needs and preferences. This information can then be used to further enhance the e-learning experience and address any potential issues that may arise. Therefore, the evaluation of e-learning implementation is crucial in ensuring its success and effectiveness in providing quality education (Garg & Jain, 2017; Zhou, 2021).

One worth finding from this research was that UT's excellence as a distance university is primarily determined by the quality of service in the form of student satisfaction. With the characteristics of the distance education system, UT can be considered a solution to various educational problems, especially those related to equity and democratization of education, as well as expanding access to quality education for all levels of society across time and space. High-tech learning models and quality assurance systems can be implemented based on ICT. Using a quality circle approach is essential in developing distance

education courses and learning materials for students. The findings from this study are similar to the research findings by Akram et al. (Akram et al., 2022) who have also highlighted the importance of integrating technology in education to address issues of inequality and access. By utilizing ICT, educational institutions can reach a wider audience and provide equal opportunities for learning regardless of geographical locations or socioeconomic backgrounds. Additionally, the quality circle approach ensures that distance education courses and materials are continuously reviewed and improved, resulting in a more effective and engaging learning experience for students (Ruwah & Husnul, 2021).

Other aspects that have been investigated in this study were open and distance learning policy, UT's organizational capacity in general, human resources, and human resource interaction using SWOT analysis. The SWOT analysis results can be seen in Table 3.

carried out frequently with prospective students so that they can understand what should be done while studying at UT with the e-learning system using the strategy. This is important because the students have different educational background (Salwa, 2019). In addition, the socialization process needs to be carried out regularly for students and the community using the Internet. People are now Internet literate, so universitas Terbuka website should have complete data as institutions that use e-learning. Universitas Terbuka, as the institution that applies open and distance learning (ODL), has the data needed on the Internet. This shows a reasonably high audience interest. This is very important for the introduction of e-learning to the public and prospective students (Budiman et al., 2023).

Providing understanding and socialization of e-learning to students with different educational backgrounds and education facilities became one worth

Table 3. the strategy using the SWOT analysis.

Table 3 SWOT Strategy for e-Learning assessment

Internal factors	STRENGTHS 1. There is a UT Chancellor's Regulation regarding e-learning. 2. Applications and e-learning instructions are available	WEAKNESS 1. Education, understanding, and skills of students differ in learning. 2. Students' understanding of e-learning is only at the beginning of learning
External Factors	STRATEGI ST	STRATEGI WT
THREATS 1. Public understanding of the Open University is still limited 2. Other Universities that implement e-learning	1. Conduct socialization of the chancellor's regulations intensively to the public and prospective students 2. Apply e-learning learning that is different and simpler, and easier	1. Increasing outreach to the community and prospective students. 2. Increase the quantity of e-learning understanding quickly.
OPPORTUNITY 1. Student demands pass 2. Increasingly sophisticated technology	STRATEGI SO 1. Improvement of e-learning with training. 2. Improve and update e-learning according to the latest developments in information technology.	STRATEGI WO 1. Provide understanding and socialization of e-learning to students with different education. 2. Understanding of e-learning by the use of the latest information technology.

Source: Analysis results, 2022

Table 3 shows the dissemination of the chancellor's regulations regarding learning at UT to the public and prospective students. It is expected that socialization needs to be

finding from this study. It has been emphasized of the importance of providing accurate access and up-to-date information without space and time barriers (Leonard,

2013). The ease of accessing E-learning allows students to learn from anywhere and at any time if they have an adequate internet connection. Students can easily take courses anywhere without being limited to institutional and country boundaries. It is hoped that the students can efficiently study and discuss with experts in the field they are interested in (Demangeot & Sankaran, 2012; Gani, 2016; Gusti Putri & Setiawan, 2020; Maryani et al., 2021). It is also important to be noted that information technology is experiencing rapid development through the latest technological discoveries, and therefore adapting that in the e-learning platform is crucial. With e-learning, the interaction of students and lecturers can be opened more widely without meeting face-to-face, and student access to broader subjects with the use of e-learning in the learning systems provide learning modules that can be accessed easily without being limited by space and time, interactive, and practical (Guri-rosenblit & Guri-rosenblit, 2021; Kusumah & Suryana, 2018; Rangkuti, 2004).

Conclusion

The discussion on evaluating e-learning and implementing learning strategies leads to the following conclusions: Firstly, assessing e-learning involves conducting discussion sessions, assignments, and Take Home Exams (THE), which should be aligned with module content and adapted to the latest material developments. Additionally, including formative practice questions in the student assessment process is essential. Secondly, the strategies employed in e-learning encompass familiarizing the public and prospective students with the chancellor's learning regulations at Universitas Terbuka, simplifying e-learning methods, expanding outreach, accelerating the comprehension of e-learning, enhancing the e-learning experience, ensuring constant updates to align with the latest technology trends, and offering comprehensive education on e-learning for students using cutting-edge information technology.

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