

The Use of Digital Platform on Students' Participation and Engagement in Learning English

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ABSTRACT

This study aims to evaluate the relationship between the duration of time students spend using English learning platforms and their engagement in online learning. The research used a quantitative approach with correlation analysis and Anova. The instruments used in this study include students' usage duration of the digital platform and their learning progress monitored within the platform's features. The sample of this research focused on first-semester students enrolled in the General Basic English Course at private university in Samarinda. Based on a correlation analysis, it showed a significant relationship between the duration of digital platform use and student progress in learning English. This revealed that the digital platform significantly affects students' participation and engagement in learning English. According to Anova, the result demonstrated significant differences between the group means. Based on the multiple comparison between groups, the result showed significant differences among three groups regarding the effectiveness of a digital platform in enhancing student participation and engagement in learning English. These findings underscored the varying levels of effectiveness of the digital platform across different student groups, suggesting that these differences should be considered when implementing learning strategies.

Keywords: *Online Digital Platform, Online Learning, OpenLearning, Technology*

INTRODUCTION

Studying English as a Foreign Language (EFL) is a life-changing experience that extends beyond language ability and is essential to accessing opportunities around the world (Deveci, 2014). English, as a widely spoken language, plays a crucial role in fostering international communication and understanding. The importance of EFL extends to academic and professional realms, where proficiency in English is often essential for success. EFL programs, incorporating immersive approaches, not only enhance language skills but also provide a deeper understanding of the cultural complexities that are present in the language. In addition, as the significance of mastering English unfolds in various aspects of life, the role of technology becomes increasingly apparent.

Kessler (2018) argues that technology has revolutionized modern education, offering

unprecedented opportunities to enhance language learning, particularly in English education. Online platforms, interactive apps, and digital resources have revolutionized teaching methods, offering dynamic, personalized experiences. These tools enable immersive language acquisition, allowing students to engage in real-world scenarios and connect globally. The pandemic further emphasized the importance of advanced technology in facilitating seamless digital learning.

The COVID-19 pandemic has significantly changed education, prompting widespread use of digital resources (Pelletier et al., 2022). With physical classrooms closed, teachers and students quickly shifted to online alternatives, accelerating digital technology adoption. Video conferencing, collaborative tools, and virtual classrooms are now essential for distance learning. This era demonstrates education's adaptability and technology's role in overcoming accessibility barriers, despite ongoing pandemic challenges. The widespread use of online digital platforms in education, despite the persisting hurdles posed by the pandemic, is evidence of the creativity and adaptation fostered by these extraordinary times.

According to Dogan et al. (2016), the rise of online digital platforms has proven to be a strategic game-changer in the modern educational landscape, particularly in language learning. Learning English, a universal language, has increasingly shifted to digital platforms, offering a practical and approachable tactic. These platforms provide a flexible strategy, meeting diverse demands globally, and offer students dynamic, engaging environments to enhance their language skills.

Online language courses, a significant subset of digital platforms for language learning (Blake, 2011), play a key role in enhancing English proficiency. Utilizing technology, interactive modules, and multimedia, they offer comprehensive and engaging learning experiences. Through virtual classrooms, language exchange forums, and adaptive learning, these courses cater to diverse learning styles. Consequently, they have become essential tools in the digital landscape, shaping language education online.

Numerous digital online courses cater to English language learning, offering diverse approaches to enhance proficiency (Hazaymeh, 2021). Platforms like Coursera offer courses such as "English for Career Development" by the University of Pennsylvania, focusing on practical language skills for professionals. Duolingo provides interactive courses like "Duolingo English Test Prep," offering gamified exercises to hone language skills. edX features courses like "English Grammar and Style" by the University of Queensland, providing comprehensive insights into grammatical nuances.

The central focus of this study will revolve around the OpenLearning platform, an online digital learning platform that accommodates a variety of courses exclusively employed by the

University of Universitas Muhammadiyah Kalimantan Timur. OpenLearning is a publicly listed company on the Australian Securities Exchange (ASX: OLL). It stands as a transformative force in the realm of online education, providing a dynamic platform that goes beyond traditional learning paradigms. This innovative platform serves as a global hub, offering a diverse array of courses designed to meet the needs of students across various domains. When logged in as the course administrator on the OpenLearning platform, numerous features are available, the first 11 of which are accessible to both the administrator and students. These include Homepage, Announcements, Read Me First, Learning Agreement, Learning Modules (14 in total), Learning Activities (with assignments and exams), References, Course Feed, Groups, Gallery, and Search. The remaining 4 features—Course Setup, Administer Learners, Assessment, and Credentials—are exclusive to the administrator. Therefore, the researcher would like to highlight the "Administer Learners" feature within the platform. This tool is essential for monitoring student participation by providing detailed data on module completion times, progress percentages, and assignment completion rates. Utilizing this feature as the main data collection technique is crucial for conducting this research effectively, ensuring accurate tracking and analysis of student engagement and performance.

According to the introduction that has been describe above, the researcher would like to conduct a study about how effective the use of digital platform specifically in OpenLearning platform in order to enhance the student's participation and engagement in learning English at the University of Universitas Muhammadiyah Kalimantan Timur. The researcher's interest in this topic, through the phenomena of COVID-19 outbreak that went worldwide in early 2020, many schools around the world went a temporal shut down and began the online learning implementation, utilizing the technology of digital platforms that are available. However, many teachers and students especially in Indonesia, including the freshmen students in UMKT, have lack of experience in implementing the online learning due to their previous background education coming from different region such as suburb and rural areas. As for how effective the use of digital platform in learning English is still vague, thus, the study regarding the topic of this research has emerge.

In recent years, the integration of digital platforms in educational settings has received considerable attention for its potential to revolutionize learning experiences. Previous research has explored various aspects of digital platform usage and its influence on student engagement across different academic disciplines. Studies have examined correlations between online platform utilization and student participation, revealing positive associations in diverse learning environments. However, within language education, particularly in the context of learning English

through platforms like OpenLearning, literature remains sparse. Existing studies have predominantly focused on broader aspects of digital learning, without extensively investigating how specific platform features or usage duration impact students' engagement and participation levels in language learning settings. Addressing this gap is crucial as it not only deepens our understanding of effective digital learning strategies but also offers practical insights for educators and developers aiming to optimize online language learning environments.

While existing studies extensively examines the influence of digital platforms on student engagement in various educational contexts, there remains a significant gap regarding specific insights into how the duration of platform usage affects students' participation and engagement in learning English, particularly within platforms like Open-Learning. Most studies focus broadly on the overall relationship between digital platform use and student engagement without delving into nuanced differences based on usage duration and specific educational contexts. This study aims to address this gap by investigating the impact of varying durations of platform usage on students' levels of participation and engagement in the English learning process. By filling this gap, the research aims to provide educators, instructional designers, and platform developers with actionable insights to optimize online learning strategies, The above enhances digital learning settings adapted to language education needs.

This study was guided by the following research questions:

1. How is the duration of online platform usage associated with the level of students' participation and engagement in learning English?
2. Is there a significant difference in the level of student's participation and engagement between groups using the online learning platform for different durations?

Review Of Literature

Digital Platform in Online Learning

According to Roddy et al. (2017), in the context of online learning, a "digital platform" is a comprehensive and integrated online environment that makes it easier to create, deliver, and manage learning experiences and information. It serves as a virtual space where teachers and students can interact, collaborate, and access various learning resources through digital means. Digital platforms in online learning encompass a wide range of tools and technologies designed to support different aspects of the learning process, including content delivery, assessments, communication, and collaboration. In addition, an integrated online environment that supports educational activities and interactions between students, teachers, and learning materials is referred to as a digital platform in online learning (Germain-Rutherford & Kerr, 2008). It usually consists

of digitally accessed aspects like administrative tasks, communication tools, evaluation methods, and course content distribution.

Online learning digital platforms are available in a variety of formats, each with a distinct function according to Dagger et al. (2007). There are several conducted studies regarding types of digital platform, the researcher would like to point it out in this study out of many that are available out there. For starter, a Learning Management Systems (LMS) like Moodle and Blackboard conducted by Snoussi (2019) are thought to be beneficial for compiling and saving educational content in one location, making it accessible at all times on any connected device. Secondly, Massive Open Online Courses (MOOCs) such as Coursera, a platform offering online courses from different institutions around the globe to a large audience for them to learn. Based on the conducted study by Abhishek et al. (2023), states that MOOCs are a new approach that anyone with a desire to learn can access both formal and informal education. The effectiveness of teaching and learning has improved as a result. The quality of learning is enhanced in MOOCs by the use of technology-based teaching tools. Teachers and students both think that MOOCs have a favorable impact on the effectiveness of learning.

Apart from a number of digital platforms that have been previously studied above, there is an Online tool like Blackboard Collaborate, Slack, and Zoom enable collaboration and live classes. Knewton personalizes learning, while WordPress and OpenStax organize content. Platforms like Kahoot! engage with gamification, and ProProfs Quiz Maker simplifies assessment. Together, they enhance online learning.

In addition to all of the types of digital platform that have been described above, this study will heavily focus on another digital platform that privately implemented in several universities of Kalimantan Timur in Indonesia, known as OpenLearning. OpenLearning, is an interactive platform fostering community and collaboration, offers diverse courses covering various subjects, providing structured modules and multimedia content upon registration. With flexibility in pacing, students engage at their own speed, supported by assessments, feedback, and social learning elements, culminating in certificates upon completion. This shift to online learning, accelerated by the COVID-19 pandemic, reshaped education globally (Adedoyin & Soykan, 2023). Institutions like Universitas Muhammadiyah Kalimantan Timur (UMKT) embraced platforms like OpenLearning, facilitating virtual classes and highlighting the potential of digital education. With advancements in technology, including computerized and online learning integration, education in Indonesia is modernizing rapidly. As of writing this research, 137 lecturers of UMKT have contributed 311 courses to OpenLearning platform.

In conclusion, Digital platforms in online education refer to a range of instruments and

technology intended to facilitate distinct facets of the learning procedure. This study recognizes the presence of several types of digital platform without going into the detail about each one. Rather, it centers on OpenLearning, a platform that has been adopted by universities and provides flexible, structured courses while promoting community and cooperation in the wake of the COVID-19 pandemic-accelerated modernization of education.

The Effect of Digital Platform in Education is very vast in this current era, especially in this modern era of technologies that keep on developing, digital platforms have demonstrated to have a positive impact on education in several ways, from creating learning materials that are easier to produce to providing a convenient accessibility at any time or location. There are several previous studies that have been conducted regarding the effect of digital platforms in the world of education. According to the statement by Timotheou et al. (2023), there have been numerous transformations in education due to the influence of digital platforms. These platforms have democratized access to information, allowing students to tap into a vast array of educational resources, breaking down geographical barriers and providing learning opportunities on a global scale. Additionally, it demonstrated certain advantages of utilizing an online learning platform for their virtual education. They possessed the self-control and time management skills necessary to complete all online learning tasks using an online learning platform. Future studies ought to pay closer attention to any potential effects of using online learning environments.

Therefore, an online learning platform is considered to be a helpful learning tool to assist online learning environments. Furthermore, Cacheiro-Gonzalez et al. (2019) states through their study result that they have conducted, the students agreed that the learning platform encourages independent study (86,5%), makes course materials easier to access (81.1%), and fosters communication between the many course agents (78.4%). Cacheiro-Gonzalez also emphasize these points, stating that the learning platform can be used to manage the course's fundamental components— content, activities, and evaluation—through autonomous, self-regulated learning that facilitates peer and professor collaboration.

In summary, digital platforms have revolutionized education by democratizing access to information and breaking down geographical barriers. Several studies have highlighted the advantages of online learning platforms, showing that students possess the necessary self-control and time management skills for completing tasks. Another study found that students appreciate the independence, accessibility of materials, and improved communication facilitated by the digital learning platforms. In addition, emphasize the role of learning platforms in managing course content and fostering collaboration among peers and professors, highlighting their value as essential tools in modern education.

Students' Participation in Learning English via Online

According to Chávez et al. (2021), students' ability to participate in virtual environments in a range of ways and to varying degrees is known as participation. As part of a collaborative approach, students' contributions demonstrated this capacity (Hrastinski, 2008). Moreover, Tayebinik & Puteh (2013) believed that Yang, who conducted research on students' involvement in online language learning environments found that participation in these activities is essential for students to successfully learn languages through computer-mediated communication (CMC). This is consistent with Schrum's study that Tayebinik also cited in which the finding that engagement is a crucial component of virtual learning settings. Stated differently, interactions among participants in a computer-mediated learning environment can improve learning, which makes students' engagement crucial (Prinsen et al., 2007).

Can be concluded that Students' participation in virtual environments, varies in form and intensity. Collaborative efforts demonstrate their meaningful contributions. Participation is crucial for effective language learning through computer-mediated communication, aligning with the importance of engagement in virtual learning settings. In addition, as for the correlation with this study, the researcher would like to heavily focuses on the aspect of the students' participation in online learning through the students' duration of access in the digital platform, mainly OpenLearning.

Students' participation in the English language learning process is heavily influenced by number of elements (Misbah et al., 2017). Understanding and addressing these factors are essential for teachers and institutions to create an environment that encourages active engagement and promotes effective language acquisition. Here are few key factors that influence students' participation in learning English based on several previous conducted studies by other researcher.

Teaching Methods and Pedagogy

According to Pashler et al. (2008), the learning process that students go through is greatly influenced by the choices selected about instructional strategies and approaches. Traditional, lecture-based approaches may not always be the most effective in engaging students in the language learning process. In contrast, dynamic and interactive teaching methods have been shown to enhance participation and foster a more profound understanding of the English language.

Relevance of Content

Based on the statement from Williams & Williams (2011), one of the most important factors impacting students' participation in learning English is how relevant the information is to their interests, aspirations, and everyday life. When students perceive the content as meaningful and applicable to their own experiences, they are more likely to actively engage in the learning

process.

Inclusive Learning Environment

In a classroom that is friendly and inclusive, all students feel appreciated, respected, and free to express their opinions Faulkner et al. (2021). It's important to use language that includes everyone and avoids stereotypes. When teachers encourage open communication and active listening, students feel more at ease expressing themselves and getting involved in discussions. Building a safe space where students aren't afraid to make mistakes is crucial, as it promotes active participation in language activities.

Technology Integration

According to Bakar & Hashim (2022), one of important aspect influencing students' participation in English language learning is the incorporation of technology. By using interactive apps, online platforms, and multimedia content, teachers can create engaging and diverse learning experiences. These tools often include gamified features, quizzes, and interactive exercises, making the process enjoyable for students. Virtual classrooms and video conferencing tools facilitate real-time interactions and collaborative activities, fostering a sense of community even in online environments.

Overall, students' participation in learning English can be shaped by these elements based on the previous conducted studies. Effective methods of teaching can contribute the enhancements of students' participation in English classroom, like interactive and dynamic teaching methods. Learning English through the relevant information also shown to be impactful if it based on the students' interest and everyday life. Creating an inclusive learning environment is somewhat importance for the students' participation, students are more comfortable expressing themselves and participating in English class. Additionally, the utilization of technology in learning English can boost the students' participation using interactive apps, online platforms, and multimedia content. From there, teachers can build unique and diverse learning experiences.

Students' Engagement in Learning English via Online

According to Kahn et al. (2017), the word "student engagement" broadly refers to the effort and dedication that students make to their learning cited from Krause and Coates. While the National Survey of Student Engagement (NSSE) focuses on the manner in which students engage in active and collaborative learning, other factors that can impact this type of engagement include the academic challenge, interactions between students and staff, and a supportive campus climate. Furthermore, students' engagement is defined as "the student's psychological investment in and effort directed toward learning, understanding, or mastering the knowledge, skills, or crafts that academic work is intended to promote" (Seashore Louis, 2020), according to a previously

conducted study by Martin & Bolliger (2018). Since online students appear to have less opportunities to engage with the institution, student involvement in online learning is crucial. Therefore, it is crucial to provide students with a variety of online interaction possibilities. Furthermore, Peng (2017) asserts that the subject of student involvement may be quantitatively measured, encompassing the assessment of students' behavior, cognitive engagement, and emotions.

In summary, Student engagement involves students' commitment to learning and their active participation. In online learning, offering varied interaction options is crucial due to limited institutional engagement opportunities. Scholars propose quantitatively assessing student involvement, considering behavior, cognitive engagement, and emotions. Regarding this study, the researcher would like to track the students' progress in their online education using the OpenLearning digital platform in order to emphasize on their engagement in online learning. As for the factors that influences the students' engagement in learning English, here are several of them based on the previous conducted studies.

The Relevance of Content

The first factor is the relevancy of the subject according to Taylor & Parsons (2011). When students perceive the material covered as meaningful and applicable to their lives, interests, or future goals, they are more likely to actively participate in the learning process. This connection to personal experiences fosters a sense of engagement by allowing students to see the relevance of the English language in their everyday lives. Real-world applicability of content, such as its connection to contemporary issues or future career prospects, enhances students' motivation to actively engage in learning activities.

Innovative Pedagogical Approaches

A significant aspect that has been identified as influencing students' involvement in English teaching is the implementation of new pedagogical approaches as stated by Saykılı (2018). The effectiveness of teaching methods significantly influences students' interest and active participation in English classes. Employing innovative approaches, such as project-based learning, literature circles, and the integration of multimedia resources, has proven to enhance students' engagement. By embracing these innovative pedagogical approaches, teachers can create dynamic and interactive English classrooms that capture students' interest, leading to heightened levels of engagement and enriched learning experiences.

Teacher-Student Relationships

According to Christenson et al. (2012), building and sustaining solid relationships between teachers and students is a key factor in determining how engaged students are with English classes. These relationships, characterized by positivity, support, and effective communication, play a pivotal role in creating a conducive learning environment. In the realm of English classes, where effective expression is paramount, the quality of teacher-student connections significantly influences students' participation. When students feel valued and understood, they are more inclined to actively engage in classroom activities. Positive relationships foster a sense of belonging, encouraging students to contribute to discussions, share their thoughts, and take linguistic risks. Encouragement and constructive feedback from teachers contribute to heightened students' confidence, further motivating them to participate actively in language learning.

In conclusion, the students' engagement in learning English is significantly influenced by these three key factors out of many other possible factors. The first one being the relevance of content that acts as a crucial role in building an active engagement. Secondly, the pedagogical innovative techniques where it can create a dynamic English classroom. through project-based learning and the integration of multimedia. Moreover, the relationship between teacher-student plays a pivotal role in developing a conducive learning environment and encouraging the students' participation and confidences in English class. When combined, these factors support the development of significant students' engagement and academic success in English classroom.

RESEARCH METHOD

Research Design

To investigate the relationship between the duration of online platform usage and students' participation and engagement in learning English, this study employs a quantitative research design. The first research question addressed using correlation analysis. This method determined the strength and direction of the association between the duration of platform use and the levels of student participation and engagement. For the second research question, Anova (Analysis of Variance) was utilized. In this case the student splited into three groups for the sake of this research data analysis: low, medium, and high, depending on the amount of time they were able to use the platform. Anova used to compare the means of participation and engagement levels across multiple groups categorized by different usage durations to identify any statistically significant differences. Since Anova indicates significant differences, post-hoc tests were conducted to identify which specific groups were different from each other.

The population included all first semester students, more precisely there were 2447 first

semester students in University of Universitas Muhammadiyah Kalimantan Timur (UMKT) who take part in English learning using online digital platforms specifically OpenLearning in several classes. Random sampling was used to determine the sample member.

In this study, the researcher employed the data collection method known as Platform Log Notes. This approach involved systematically tracking and recording the various activities undertaken by students on the English language learning platform throughout 14 class sessions. Initially, the Log Notes Platform provided insights into the duration of platform usage by students, capturing the total amount of time dedicated to engagement within the specified timeframe. Moreover, the log notes thoroughly documented the extent of students' involvement, including frequency of logins to the platform, interactions with learning resources, and active participation in designated tasks or exercises.

RESULTS AND DISCUSSION

Results

The following table is the result of using several analysis methods, namely the Correlation Analysis, the Homogeneity of Variances Test, ANOVA Test, and the Post-Hoc Test.

Table 1. *The Results of the Correlation Analysis*

Correlations		Duration	Progress
Duration	Pearson Correlation	1	.797**
	Sig. (2-tailed)		.000
	N	117	117
Progress	Pearson Correlation	.797**	1
	Sig. (2-tailed)	.000	
	N	117	117

** . Correlation is significant at the 0.01 level (2-tailed).

The first table which the Correlation table examines the relationship between Duration and Progress. The Pearson Correlation coefficient of 0.797 indicates a strong positive relationship between these variables, suggesting that as the Duration increases, Progress tends to increase as well. This relationship is statistically significant, with a p-value of 0.000, which is well below the 0.01 threshold, confirming that the correlation is not due to random chance. With 117 observations, this significant correlation highlights the potential impact of time spent on the level of Progress achieved.

According to the table above, the correlation analysis demonstrates a significant relationship between the duration of digital platform use and student progress in learning English.

The Pearson correlation value of 0.797 indicates a strong positive correlation, suggesting that the longer students use the digital platform, the greater their progress. This relationship is statistically significant, with a p-value of 0.000, confirming the correlation is not due to chance. The findings support the hypothesis that extended use of digital platforms enhances student participation and engagement in learning English, indicating that increased usage duration can significantly improve learning outcomes.

Table 2. *The Results of the Homogeneity of Variances Test*

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
Progress	Based on Mean	.649	2	114	.524
	Based on Median	.779	2	114	.461
	Based on Median and with adjusted df	.779	2	99.374	.462
	Based on trimmed mean	.579	2	114	.562

The second table, the Test of Homogeneity of Variances table assesses the consistency of variances in Progress across different groups using Levene's Test. The results show significance values well above the 0.05 threshold (ranging from 0.461 to 0.562), indicating that the variances in Progress are not significantly different across groups. This homogeneity suggests that the observed variances in Progress are consistent and that comparisons between groups are reliable.

Based on the table above, it indicates that the analysis of the homogeneity test and ANOVA have several conclusions that can be drawn. The homogeneity of variances test (Levene's Test) was conducted to ensure uniformity of variances between groups. The results indicated no significant differences in variances, as all significance values (Sig.) were greater than 0.05, meeting the assumption of homogeneity.

Table 3. *The Result of the ANOVA Analysis*

ANOVA					
Progress					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3455.143	2	1727.572	83.088	.000
Within Groups	2370.310	114	20.792		
Total	5825.453	116			

The third table displays the results of an Analysis of Variance (ANOVA) for the variable "Progress". The sum of squares between groups is 3455.143 with 2 degrees of freedom, resulting in a mean square of 1727.572. The sum of squares within groups is 2370.310 with 114 degrees of freedom, resulting in a mean square of 20.792. The total sum of squares is 5825.453 with 116

degrees of freedom. The F-value is 83.088, and the corresponding significance level (p-value) is less than 0.001. This indicates that there are statistically significant differences between the groups for the variable "Progress".

The ANOVA results demonstrated significant differences between the group means, with an F value of 83.088 and a Sig. value of 0.000, indicating significance at the 95% confidence level. Consequently, the null hypothesis, which posits that the means of all groups are equal, was rejected. These findings suggest that the digital platform significantly affects students' participation and engagement in learning English. The homogeneity of variances between groups was confirmed, and the significant differences between group means underscore the platform's effectiveness in enhancing student participation and engagement.

Table 4. *The Results of Post-Hoc Test*

Multiple Comparisons						
Dependent Variable: Progress						
Bonferroni						
(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Group 1	Group 2	-7.000*	1.075	.000	-9.61	-4.39
	Group 3	-17.470*	1.363	.000	-20.78	-14.16
Group 2	Group 1	7.000*	1.075	.000	4.39	9.61
	Group 3	-10.470*	1.131	.000	-13.22	-7.72
Group 3	Group 1	17.470*	1.363	.000	14.16	20.78
	Group 2	10.470*	1.131	.000	7.72	13.22

*. The mean difference is significant at the 0.05 level.

Finally, the Multiple Comparisons table using the Bonferroni method explores into the specific differences in Progress between groups. The comparisons reveal significant differences among all groups. For instance, Group 1 has a mean Progress that is 7 units lower than Group 2, with a mean difference of -7.000 and a highly significant p-value of 0.000. Similarly, on the first mean Progress is 17.470 lower than Group 3, again with a p-value of 0.000, indicating a substantial and significant difference. Group 2 also shows significantly lower Progress compared to Group 3, with a mean difference of -10.470 and a p-value of 0.000. These differences are confirmed by the 95% confidence intervals, which do not include zero, reinforcing their statistical significance.

According to the table above, it is shown that the post-hoc analysis using the Bonferroni method reveals significant differences among three groups regarding the effectiveness of a digital platform in enhancing student participation and engagement in learning English. Specifically, the comparison between Group 1 and Group 2 shows a mean difference of -7.000, with a standard error of 1.075 and a significance level of 0.000, indicating that Group 2 has a significantly higher mean than Group 1. Similarly, the comparison between Group 1 and Group 3 shows a mean difference of -17.470, with a standard error of 1.363 and a significance level of 0.000,

demonstrating that Group 3's mean is significantly higher than that of Group 1. Lastly, the comparison between Group 2 and Group 3 reveals a mean difference of -10.470, with a standard error of 1.131 and a significance level of 0.000, indicating that Group 3 has a significantly higher mean than Group 2. All comparisons yield significance levels of 0.000, confirming that the mean differences are not due to chance. Group 3 has the highest mean, followed by Group 2, and Group 1 has the lowest. These findings underscore the varying levels of effectiveness of the digital platform across different student groups, suggesting that these differences should be considered when implementing learning strategies.

Discussion

According to the findings above, the researcher would like to answer the research questions that have been listed previously. The result of the first research question above showed that the OpenLearning duration of platform usage is strongly associated with the level of students' participation and engagement in learning English through online platforms. The correlation analysis reveals a significant relationship, with a Karl Pearson correlation value of 0.797, indicating a strong positive correlation. This means that as the duration of digital platform use increases, so does student progress in learning English. The statistical significance of this relationship is confirmed by a p-value of 0.000, ensuring the correlation is not due to random chance. These findings support the hypothesis that "There is a significant relationship between the duration of English language learning platform usage and the level of students' participation and engagement (H_a)", indicating that increased usage duration can significantly enhance learning outcomes. This added up to a similar studies done by Lin et al. (2017), states that students that use digital learning benefit from longer learning sessions, which often improves learning outcomes, despite the conducted study was heavily focused on digital learning in general.

Moreover, previous conducted studies by Ganeser & Robert (2021) and Al-Atabi & Deboer (2014) towards OpenLearning platform, agrees that the result within their studies showed the students have positive outcome on their level of engagement within the usage of the platform. While the focus is mostly on encouraging efficient communication among students through brainstorming sessions using Openlearning tools. In addition, previous studies by Cacheiro-Gonzalez et al. (2019), and Bakar & Hashim (2022), which they confirmed that digital platform such as OpenLearning brings many positive impact towards students learning process, including the progress of learning English where it provides the helpful learning tool to assist online learning environments.

As for the result of the second research question above, the researcher conducted a normality and homogeneity test beforehand to ensure uniformity of variances between groups.

The homogeneity of variances test (Levene's Test) confirmed that there were no significant differences in variances between the groups, as all significance values (Sig.) were greater than 0.05. This indicates that the assumption of homogeneity was met, allowing for a valid comparison using ANOVA. On the other hand, the analysis provided clear evidence. The ANOVA results revealed significant differences between the group means, as evidenced by an F value of 83.088 and a Sig. value of 0.000, indicating significance at the 95% confidence level. Therefore, the null hypothesis, which posits that the means of all groups are equal, was rejected. These findings support the hypothesis that "There is a significant difference in the level of students' engagement between groups using the English language learning platform for 30 minutes per session and groups using the platform for 60 minutes per session." Additionally, the confirmation of homogeneity of variances between groups strengthens the validity of the comparison. Overall, the results suggest that the digital platform significantly influences students' participation and engagement in learning English, with longer durations leading to increased engagement." Several similar studies that have been conducted by Oraif & Elyas (2021), De Freitas et al. (2015), Walker & Koralesky (2021), Narang et al. (2022), and Kim et al. (2020), also showed that spending more time on the online learning platform led to higher levels of engagement and participation from the students.

CONCLUSION

This study has explored the impact of the duration of Open-Learning platform usage on student participation and engagement in learning English at Universitas Muhammadiyah Kalimantan Timur. The research aimed to understand whether longer usage durations correlate with higher levels of student engagement and participation, and whether there are significant differences in engagement levels between groups using the platform for varying durations.

The findings from the correlation analysis demonstrate a strong positive relationship between the duration of digital platform use and student progress in learning English, with a Pearson correlation value of 0.797 and a statistically significant p-value of 0.000. This indicates that extended use of the Open-Learning platform significantly enhances student engagement and participation. Additionally, the results of the homogeneity test and ANOVA confirm significant differences between the group means, supporting the hypothesis that longer usage durations lead to higher engagement levels. The post-hoc analysis further underscores these differences, revealing that students who used the platform for longer periods showed significantly higher engagement compared to those with shorter usage durations.

These results highlight the effectiveness of the Open-Learning platform in fostering student engagement and participation in English learning, particularly when used for extended

periods. The findings align with previous studies, which have shown that digital learning platforms can significantly enhance learning outcomes and student engagement. The study contributes to the existing body of knowledge by focusing specifically on the Open-Learning platform and its impact on English language learning, filling a gap in the current literature.

While the study provides valuable insights, it also has limitations that should be considered. The sample size and specific context of Universitas Muhammadiyah Kalimantan Timur may limit the generalizability of the findings. Future research could explore similar studies in different contexts and with larger sample sizes to validate and extend these results.

In conclusion, this study underscores the importance of incorporating digital platforms like Open-Learning in English language education. By demonstrating a clear link between the duration of platform usage and student engagement, the research provides evidence for educators and institutions to consider longer engagement times with digital tools to maximize learning outcomes. The adoption of such platforms is particularly pertinent in the context of increased online learning, accelerated by the COVID-19 pandemic, showcasing the potential for digital tools to revolutionize education and enhance student success in a globalized world.

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ETHICAL STATEMENT

This study was conducted in accordance with the ethical standards and research guidelines of Universitas Muhammadiyah Kalimantan Timur and the general ethical principles outlined in the

Declaration of Helsinki. Prior to data collection, participants were fully informed about the purpose, procedures, and voluntary nature of their participation. Written or digital consent was obtained from all respondents.

The participants were assured of the confidentiality and anonymity of their responses. No personal or sensitive data were disclosed, and participation was entirely voluntary, with the right to withdraw at any time without penalty. The research involved minimal risk and was designed solely for academic purposes to enhance understanding of technology integration in English language learning.

The authors declare that no financial, institutional, or personal influence affected the impartiality of the study. Ethical approval for the research was granted by the Research Ethics Committee of Universitas Muhammadiyah Kalimantan Timur. The study upholds principles of academic honesty, transparency, and respect for participant rights.

CRedit AUTHORSHIP CONTRIBUTION STATEMENT

Rizky Mulya Pratama: Conceptualization, Methodology, Data Collection, Writing – Original Draft.

Sunarti: Formal Analysis, Validation, Visualization, Writing – Review & Editing, Supervision, Project Administration.

All authors have read and approved the final version of the manuscript. Both authors contributed equally to the interpretation of findings, discussion of results, and the refinement of the final paper.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this article. They have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this study. All research activities were carried out independently and objectively, with academic and scientific considerations as the sole basis for analysis and interpretation.

DATA AVAILABILITY

All data generated or analyzed during this research are included in this published article or are available from the corresponding author upon reasonable request. To maintain participant confidentiality, raw data containing identifiable information are not publicly shared. However, anonymized datasets, research instruments, and statistical coding procedures may be accessed for academic and non-commercial purposes by contacting the corresponding author at

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