

Online Learning Platform Usage and Learning Intensity in English Foreign Language Learners

Dedi Aprianto^{1*} Muhlisin²

1. An English Lecturer of Computer Science Study Program, Bumigora University

2. English Literature Study Program, Faculty of Cultural Science, Universitas Bumigora University

*e-mail: dedi@universitasbumigora.ac.id

(Received: 1 September 2024; Reviewed: 5 September 2024 ; Accepted: 29 September 2024)

Abstrak

Tren penggunaan perangkat pembelajaran daring yang sedang berkembang saat ini menjadi sebuah instrumen pembelajaran untuk mengetahui hasil belajar siswa. Tujuan dari penelitian ini adalah untuk menguji korelasi antara platform pembelajaran online dan intensitas belajar serta mengetahui apa efektivitas fitur dan desain platform pembelajaran online terhadap intensitas belajar. Metode campuran digunakan untuk memperoleh data dari sampel sebanyak 190 siswa yang dipilih melalui probability random sampling. Data kuantitatif dikumpulkan melalui kuesioner, sementara data kualitatif dikumpulkan melalui wawancara mendalam. Data kuantitatif dianalisis dengan menggunakan korelasi Pearson product moment, sedangkan data kualitatif menggunakan teknik analisis tematik. Hasil penelitian menunjukkan adanya korelasi yang sangat tinggi antara pemanfaatan perangkat platform pembelajaran daring dengan intensitas belajar, dengan $r = 0,973$ dan $p < 0,05$. Temuan kualitatif menunjukkan bahwa fitur-fitur efektif seperti kuis, forum diskusi, tugas interaktif, gamifikasi, umpan balik konstruktif, kolaborasi, desain antarmuka intuitif, dan materi pembelajaran yang beragam merupakan faktor kunci dalam mendukung penguatan intensitas belajar. Penelitian ini merekomendasikan pengembangan platform online dengan fitur interaktif, gamifikasi, dan lain-lain untuk meningkatkan intensitas pembelajaran. Penelitian lebih lanjut perlu dilakukan untuk mengeksplorasi dampak spesifik platform terhadap keterlibatan dan hasil pembelajaran.

Kata Kunci: Intensitas pembelajaran, pembelajaran EFL, platform pembelajaran online (PPO)

Abstract

The current trends of rapidly growing uses of online learning tools becomes an instrument to know the EFL students' learning outcomes. The study examined the correlation between online learning platforms and EFL students' learning intensity and address the effectiveness of platforms' features and designs. A mixed-method was used to obtain the data from a sample size of 190, selected through probability random sampling. Quantitative data was collected through a questionnaire, while qualitative data was collected from the excerpts of in-depth interviews. Data was analyzed by using Pearson product moment correlation, while for the qualitative data, a thematic analysis technique was used. The results reveal an extremely high correlation between the utilization of OLP and the learning intensity, with $r = 0.973$ and $p < 0.05$. Qualitative findings suggest that effective features such as quizzes, discussion forums, interactive assignments, gamification, constructive feedback, collaboration, intuitive interface design, and diverse learning materials are key factors in increasing learning intensity. The research recommends the development of an online platform with interactive features, gamification, etc. to increase the intensity of learning. Future research should explore the specific impacts of different platform types on student engagement and learning outcomes to optimize platform effectiveness further.

Keywords: Learning intensity, EFL learning, online learning platforms (OLP)

INTRODUCTION

The analysis of correlation between the use of online learning platforms and the learning intensity among EFL students has become a growing concern is characterized by the increasing development of the digital tools in English Language Learning (ELL). Technology integrated learning

environments, it is important to establish how facilities offered online may affect the students in EFL class. This study was intended to analyze the correlation of online learning platforms and intensity of learning. The first reason to perform this research is based on the background of the study conducted by (Muslem et al., 2024) which addressed the relationship between online learning platforms and self-efficacy of the undergraduate students. The current study also outlines the importance of the use of online tools in the enhancement of the students' confidence and achievement in learning as a social factor that can impact on learning intensity. The incorporation of online learning platforms into educational environments has become increasingly prevalent, especially in the field of English as a Foreign Language (EFL). These platforms offer diverse resources and flexible learning opportunities that are expected to influence students' learning behaviour and intensity. Despite the growing adoption of online learning platforms, empirical evidence on their correlation with learning intensity among EFL students remains scarce. The challenge lied in determining whether these platforms significantly influence students' learning intensity and how specific platform features and designs enhance or hinder this intensity. This study addresses this gap by examining the correlation between the use of online learning platforms and learning intensity among EFL students while evaluating the effectiveness of platform features in fostering greater engagement and learning outcomes. The findings aim to shed light on the role of online learning tools in enhancing educational performance and inform future strategies for optimizing their use in EFL education.

Moreover, the work of (Cakrawati, 2017) highlights the effectiveness of online platforms in EFL skill development. This study explores how online platforms enhance EFL students' language skills, linking platform usage to learning intensity. Additionally, the research by (Suharti et al., 2021) sheds light on the significant learning engagements that online language learning platforms can offer to EFL students. This finding emphasizes the need to explore how online platforms can boost student participation, interaction, and engagement, all vital for learning intensity. Platforms like Google Classroom, WhatsApp, and Zoom are effective tools for EFL students, supporting language learning and improvement. The research lays the foundation for investigating how these platforms enhance learning intensity in EFL students. It is recommended that future use of fully online learning to boost intrinsic motivation and English language improvement among EFL students (Ali, 2022). This recommendation underlines the right time and relevance of exploring the impact of online learning platforms on learning intensity, especially in the context of remote and hybrid learning environments. The pandemic years showed the importance of digital solutions in education, making the shift towards online learning crucial (Jiang & Husain, 2024). Incorporating intrinsic and extrinsic motivators, such as teacher feedback and classroom rewards, can greatly enhance student engagement and motivation in EFL programs. (AlAdwani & AlFadley, 2022).

Research has shown a correlation between online learning platforms and students' self-efficacy, emphasizing the importance of teachers utilizing digital tools to enhance students' confidence and success (Muslem et al., 2024). Platforms such as Google Classroom, WhatsApp, and Zoom have been identified as effective mediums, highlighting the potential of digital tools in enhancing learning outcomes (Janah et al., 2022). Exploring students' engagement in EFL online classrooms offers valuable insights into online learning dynamics and their effect on participation and interaction. (Dahmash, 2020). Promoting autonomy and motivation in online EFL classes helps create a supportive learning environment, boosting student engagement and improving learning outcomes. (Alghamdi et al., 2023). This research offers insights into online learning effectiveness and student engagement, focusing on language learning in digital settings. It aims to guide English teachers and institutions in using online platforms to enhance learning experiences and outcomes, addressing a crucial gap in current research.

While many studies have explored the impact of online platforms on learning outcomes, there is a gap in analyzing the learning process within online environments. Research highlights the

platforms' role in fostering student independence, offering personalized learning, and improving academic performance. Li (2021) emphasized the significance of well-designed online English learning platforms that meet the needs of both students and teachers, suggesting that these platforms can provide a wide array of functions to support learning. Chen & Keng (2018) delved into the factors influencing users' intentions to transition from offline to online real-person English learning platforms, highlighting elements such as learning convenience, service quality, e-learning motivation, and social presence. Albiansyah et al. (2021) found that online English learning can enhance students' independence in learning, aligning with previous research emphasizing the autonomy that online learning can foster. Moreover, Zhou (2021) discussed the importance of resource recommendation algorithms in online English learning systems to ensure efficient access to learning materials and optimize the learning experience. Chai (2017) highlighted the significance of English online education platforms in promoting autonomous learning among college students, emphasizing the role of technology in facilitating self-directed learning.

The blended learning model for college English in Internet education highlights the need for teachers to create independent learning environments and bridge the gap between online and offline learning. Cao et al. (2024) discussed the development of online interactive teaching platforms for college English, focusing on personalized learning designs using big data to improve online teaching quality. Peng & Zhang (2023) investigated the application of deep neural network algorithms in speech enhancement for online English learning platforms, aiming to improve the voice quality of online learning experiences. Prasetya (2022) highlighted the importance of cognitive strategies in supporting online English language students' critical thinking, underscoring the role of instructors in fostering effective learning techniques. Mandasari (2020) found that online learning positively impacts students' motivation, achievement, and engagement, highlighting the benefits of online platforms in enhancing learning outcomes. These studies collectively emphasize the positive effects of online English learning platforms on various aspects of learning and academic performance.

The existing literature on the effects of online English learning platforms has predominantly focused on learning outcomes, achievements, and effectiveness. While Febrianingrum & Alim (2021) highlighted the importance of online platforms in providing resources, engaging students, and enhancing motivation, yet there is a gap in understanding how these platforms influence the learning process itself. The use of online learning platforms shaped users' intentions to transition online and adopt strategies to address teaching challenges, highlighting the role of user experience and teaching strategies. However, these studies do not delve deeply into the impact of online platforms on the learning process. Similarly, research by Zhang (2023) has discussed the benefits of online platforms in optimizing teaching effectiveness and student experiences but has not specifically analyzed their effects on the learning process.

Recent research emphasizes the importance of intensity in English Language Learning (ELL), stressing the need for robust language programs and intensive academic support to improve long-term language and academic skills. The immersion programs involving real-life English language use can significantly boost language skills (Budiman et al. (2023). In terms of literacy and academic language development, interventions focused on academic language have been shown to help ELLs meet literacy standards and improve their language skills (August et al., 2014). Principals play a key role in identifying the strengths and challenges of language programs in schools and determining the necessary professional development to enhance these programs (Padron & Waxman, 2016). This underscores the significance of intensity in educational interventions for ELLs. Additionally, Ludwig et al. (2019) conducted a meta-analysis on reading interventions for ELLs, indicating that despite efforts to improve ELLs' reading skills, the effectiveness of interventions remains uncertain. This suggests a gap in understanding the impact of intervention intensity on ELLs' reading outcomes. Furthermore, Cho et al. (2021) reviewed evidence-based reading interventions for ELLs, highlighting

the importance of examining the intensity and specific components of interventions to assess their effectiveness in improving ELLs' reading skills. Intensity in English Language Learning is a complex area that encompasses various factors influencing students' experiences and outcomes. Some of the studies have shown that the intensity of exposure to the English language, whether through intensive instruction (Radfar & Lengkanawati, 2019), or social media usage positively correlates with language proficiency and skills development.

Based on the identified research gap and problem, this study aims to examine the correlation between the use of online learning platforms and learning intensity among EFL students, while simultaneously exploring the effectiveness of platform features and designs in enhancing English learning intensity. Specifically, this research sought to answer the following questions: (1) Is there a significant correlation between the use of online learning platforms and EFL students' learning intensity? (2) How do the features and designs of online learning platforms increase students' English learning intensity? By addressing these questions, this study aspires to contribute to the understanding of how online learning platforms influence educational engagement and outcomes, offering valuable insights for optimizing their implementation in EFL learning contexts.

METHOD

Research Design

This study employed a mixed-method approach, combining quantitative and qualitative methods with a correlational design to examine the relationship between online learning platforms and learning intensity. The qualitative approach used an exploratory design to investigate the most effective features and designs of online platforms in enhancing intensity among university EFL students in computer science at Bumigora University. The mixed methods complement each other, with the quantitative data revealing relationships between variables, while the qualitative data provides deeper insights into the meaning and context behind the findings, offering a comprehensive understanding.

Instruments

The study used a quantitative closed questionnaire with two main parts: online learning platforms and learning intensity, measured on a 5 point Likert scale. The questionnaire was tested for validity using the Pearson product moment and reliability using Cronbach's Alpha ($0.75 > 0.61$). Data were collected manually to ensure all samples completed the questionnaires. Both the online learning platform and learning intensity questionnaires were valid and reliable. Additionally, a semi-structured interview guide with open-ended questions was used to explore students' experiences and perspectives on online learning platforms.

Population, Sample and Source of Data

This study involved 369 students enrolled in English as a compulsory course in semesters one and two. The samples were selected based on their interest in learning English through technology, which is relevant to their field of study. A random sampling technique using Slovin's formula determined the sample size of 190 students who actively use online learning platforms. Primary data was collected through questionnaires on the use of online platforms and learning intensity.

Table 1. The results of validity tests of the two questionnaire instruments

Items	Online Platforms Questionnaire		Self-efficacy Questionnaire		Criteria
	r ^{value}	r ^{table}	r ^{value}	r ^{table}	
1	0.361	0.141	0.500	0.141	Valid
2	0.320	0.141	0.786	0.141	Valid
3	0.916	0.141	0.656	0.141	Valid
4	0.679	0.141	0.235	0.141	Valid
5	0.258	0.141	0.615	0.141	Valid
6	0.167	0.141	0.801	0.141	Valid
7	0.791	0.141	0.126	0.141	Valid
8	0.626	0.141	0.786	0.141	Valid
9	0.722	0.141	0.743	0.141	Valid
10	0.574	0.141	0.832	0.141	Valid

Data Collection Procedures

A survey was used to collect quantitative data through two questionnaires: one on online learning platform usage and the other on learning intensity. The data collection process involved directly distributing validated and reliable questionnaires to the selected sample, allowing respondents time to complete them. After the data were gathered, the final step involved processing the data, ensuring completeness and consistency before analysis. For qualitative data collection, in-depth interviews were conducted in face-to-face sessions with participants, each lasting 15-20 minutes to facilitate comprehensive exploration of the topic. The interviews were recorded to ensure accuracy, and the recordings were transcribed for analysis. The transcripts were then analyzed using thematic analysis to identify patterns, themes, and insights relevant to the research.

Data Analysis Procedures

The first step involved editing and coding the collected questionnaires. After ensuring the completeness and consistency of the data, each response was numerically coded according to the Likert scale and entered into a worksheet. A Pearson correlation test (r) was conducted to analyze the relationship between the use of online learning platforms and learning intensity. This test determined the extent of the linear relationship between the two variables. The results were then interpreted by comparing the correlation value with the critical value in the Pearson correlation distribution table to assess statistical significance. Additionally, qualitative data analysis was performed using thematic analysis. Open coding was applied by reviewing interview transcripts, observation notes, and documentation to identify initial codes. Similar codes were then grouped into broader themes, followed by the development of key themes that described students' experiences and perspectives on the use of online learning platforms. The findings from this analysis provided a deeper understanding of how the platform impacted students' learning intensity. The Pearson correlation coefficient (r) was used to measure the strength and direction of the linear relationship between the variables of online platform usage and learning intensity with the following table offering guidelines for interpreting the strength of this relationship:

Table 2. Guidelines for degree of relationship in Pearson correlation

The Values of Pearson Correlations	Criteria
0.00 – 0.20	No correlation
0.21 – 0.40	Weak correlation
0.41 – 0.60	Medium correlation
0.61 – 0.80	Strong correlation
0.81 – 1.00	Perfect correlation

RESULTS

This study aims to uncover the relationship between the use of online learning platforms and students’ English learning intensity and also identifies several platform features that significantly contribute to increasing learning intensity, such as the presence of interactive features, personalization of materials, and opportunities to collaborate with fellow students.

On How the Correlation between the Use of English Online Platforms with Intensity of Learning

To uncover the extent to which the use of online learning platforms correlates with students’ English learning intensity became the main focus in the data analysis. The results of the correlational analysis is presented as follows:

Table 3. The relationship of online learning platforms and English learning intensity

Correlations		Online Learning Platforms	English Learning Intensity
Online Learning Platforms	Pearson Correlation	1	.973**
	Sig. (2-tailed)		.000
	N	190	190
English Learning Intensity	Pearson Correlation	.973**	1
	Sig. (2-tailed)	.000	
	N	190	190

** . Correlation is significant at the 0.05 level (2-tailed).

Based on the analysis, the Pearson correlation analysis reveals a perfect positive correlation where, the extent of online learning platforms is correlated with learning intensity. The Pearson correlation coefficient is 0.973 showed that these variables’ correlation indicated by moving in the same direction with a very high level of correlation. This implies that the higher the frequency of usage of online learning platforms, the higher the students’ intensity in learning English. The p-value is less than 0.05 which means this relationship is statistically significant with *Sig.value* at $0.000 < 0.05$. It means that the relationship is highly statistically significant. Therefore, the results can be interpreted to confidently conclude that the relationship discovered is not coincidental, but there is a real correlation between online learning platforms and learning intensity. In addition, the research data reveal the relationship between the use of online learning platforms and students’ learning

intensity. Accordingly, the findings reveal very high correlation between the frequency of student's activity in online learning tools. The table shows that the students who utilize online learning platforms more frequently leads to a higher level of learning intensity. Finally, the correlation of the variables is very strong and they do not occur coincidentally. Hence, the results indicate that with an increase in the frequency of the usage of online learning platforms, there is a higher intensity of English learning.

The Effectiveness of a Number of Features of Online Learning Platforms

Online learning platforms enhance learning intensity through features such as interactive quizzes, discussion forums, and gamification elements like badges and leaderboards, which increase student engagement and motivation. Effective feedback, social and collaborative tools, and customization options further boost learning intensity by providing tailored support and encouraging peer interaction. Design models also play a critical role; intuitive user interfaces reduce cognitive load, responsive designs ensure accessibility across devices, and well-organized materials cater to diverse learning styles, making the learning experience more engaging and effective.

Interactive Features

This research explores how the features of online learning platforms affect students' English learning intensity. The outcomes indicated that interactive features for instance quizzes, discussion forums and interactive assignments are significant in enhancing learner intensity. Using frequently provided quizzes, students practice more often and monitor their comprehension as they go on thus solidifying the English language concepts acquired. Through discussion forums, students can share ideas and participate in collaborative learning which helps them to understand better by interacting with peers. Interactive tasks give students a chance of using English skills in practical context thereby increasing their involvement and reinforcing their study. Thus, these findings were obtained from in-depth interviews, along with pieces of data that were transcribed and translated into English.

<i>Researcher: Could you tell me about your experience with quizzes in your online courses...?</i>
<i>Student: Sure, I think they've been really helpful. The quizzes are a great way to test my knowledge and see where I need to improve. I like that I get immediate feedback, so I know right away if I got the answer right or wrong.</i>
<i>Researcher: Can you elaborate on how the immediate feedback has helped you?</i>
<i>Student: Definitely. It helps me understand the material better and avoid making the same mistakes again. For example, if I miss a question on a quiz, I can go back and review the lesson to see where I went wrong.</i>
<i>Student: In the discussion forum, I think they're awesome. It's a chance to practice writing and speaking English in a real-world context. I've learned a lot from my classmates' ideas and perspectives. Plus, the feedback from the teacher is really helpful for improving my writing...</i>
<i>Excerpts of Datum 1. (Interactive Features of OLP: Indicator 1/Question 1,2)</i>

Gamification, Feedbacks and Assessment Features

Elements of gamification such as points, badges, and ranking systems have a significant impact on student motivation and intensity of learning. Such attributes lead to the development of exciting competition in learning institutions which may boost the level of students' involvement in study activities. Additionally, these achievements can be used as incentives to make students more committed to their academic goals by actively participating throughout the process while aiming at

attaining their educational objectives. Therefore, interest in learning is stimulated through gamification that encourages students to focus more and work harder during instruction. Feedback as well as assessment tools available in this system also contributes greatly towards how intensive education must be done through giving clear information about areas that require improvement and those with strengths. Elaborate feedback helps students understand where they went wrong so that they may correct themselves whereas an open evaluation method enables students review their advancement. Thus constructive frequent assessments become another source of motivation for students pushing them to always get better ensuring high-level learning is retained by them throughout their studies

Researcher: We've been talking about how learning can be fun. Can you tell me about a time...?

Student: Well, there was this time in our English class where we had this online platform. It was like a game where we could earn points for answering questions correctly, completing assignments on time, and even helping other classmates. It was really fun because we could level up and unlock badges. I remember feeling really excited every time I earned a new badge. It made me want to do better

Student: Having badges (virtual awards) and points in playing games, I think. Seeing my name at the top of the leaderboard was definitely motivating, but I also enjoyed learning new things and improving my skills. It felt good to see my progress and unlock new achievements.

Student: Definitely, it made learning more fun and interactive. I was more engaged in the class because I was actually looking forward to the lessons. It also helped me stay focused and motivated to complete assignments.

Student: I think the feedback is really helpful. It points out exactly what I did well and what I need to work on. I like how the teachers explains things clearly, so I know what to do differently next time.

Student: Yes, I think the grading system is fair. The rubrics are clear, so I know what's expected of me. It definitely motivates me to try harder because I want to get a good grade.

Excerpts of Datum 2. (Gamification & Feedbacks and Assessments of OLP: Indicator 2,5/Question 3,4,9,10)

Social and Collaborative Features & Customization and Personalization

Students' engagement and learning intensity is greatly impacted by such social and collaborative features like chat, study groups, and shared projects. The interaction with other students through these tools gives moral support to them along the way, reducing their demotivation hence increasing their enthusiasm for learning. These are important tools for peer-to-peer interaction, which help in deepening student's understanding of knowledge and gaining feedback that is supportive. Through group discussions and shared projects, students can learn from each other thus they enrich their own understanding as well as making it more intense.

Researcher: I'd like to talk about how you interact with your classmates... Do you find it helpful to collaborate with others on assignments or projects?

Student: Definitely, collaborating with my classmates is one of my favorite parts of online learning. We can share ideas, help each other with problems, and learn from each other's strengths. It makes the learning process more fun and engaging.

Student: Sure, in my group project for the marketing class, we divided the work based on our strengths. One person was good at research, another at writing, and I was better at presentations. By working together, we were able to create a much better final product than we could have done individually.

Researcher: How do you feel about the ability to customize your learning experience on the platform...?

Student: I really like being able to personalize my learning. I can adjust the pace of the course to match my learning style, and I can focus on the topics that interest me most. It makes learning more enjoyable and relevant to my goals.

Excerpts of Datum 3. (Social and Collaborative Features & Customization and Personalization of OLP: Indicator 7,8/Question 13,14,15,16)

In addition to this, there are also features for customization and personalization where students can customize the material and path of learning according to their individual interest or needs. Learning experience relevance can be increased by allowing the students to choose relevant topics or altering their learning speed. In particular, this customization ensures that the students achieve more efficient results since they take account of personal preferences while arranging an individual's educational process or studying approach.

In short, students' learning intensity is significantly affected by the online learning platform's interactive, gamification, feedback, social, collaborative and customization/personalization facets. These elements mutually work together to make a more involving, inspiring and productive study space that enables students to amplify their involvement and dedication in the process of learning English.

Models of Design of Online Learning Platforms

User Interface (UI) Design

This study found that user interface designs of the online learning platforms do greatly influence a student's engagement in their studies as it offers an easy to user interface and intuitive navigation which contributes significantly towards your educational experience. Students also stated they appreciated the clean, supported by a good structure of features and materials that reduced their confusion while learning. Clear menus, informative icons and a logical layout are all design elements which enable students to locate the resources they need as well as make them easier use more effectively. This not only simplifies the navigation but also makes learning an easier process thus making students intensive on their studies. Students should be focusing on the learning content and not what tool they have to use, so with an user-friendly experience it is easy for any student to learn quickly without having trouble of operating a complicated platform.

Researcher: Can you tell me about your experience using the online platform? How easy was it to navigate and find the information you needed?"

Student: It was pretty easy to use. The layout was clear, and I could find everything I needed without getting lost. I liked how everything was organized. It saved me a lot of time.

Student: Sure. Because the platform was easy to use, I didn't get frustrated trying to figure out how to do things. I could focus more on the content instead of struggling with the platform itself.

Excerpts of Datum 4. (User Interface Designs of OLP: Indicator 3/Question 5,6)

Availability of Learning Sources (Materials)

The availability of materials, such as video, text and audio materials serves as a key determinant of the students' learning intensity. Various and highly accessible materials are fundamental in the development of different English language skills with relevant and comprehensive resources. The students can learn at their own way since there is easy access to these materials. In the case when students are provided with different kinds of materials covering different aspects of English language skills, they feel themselves more prepared and motivated to learn in depth. Availability and diversity of learning materials increase not only student engagement but also supports higher intensities in learning.

Researcher: What kind of materials did you find most helpful on the platform? Did you prefer videos, texts, or audio?
Student: I liked that there were different types of materials available. I'm a visual learner, so I really benefited from the videos. But sometimes I also found the text and audio helpful for reviewing or practicing.
Researcher: How did having a variety of materials impact your learning experience?
Student: It was great! I could choose the format that worked best for me depending on what I was studying. It helped me understand the material better.

Excerpts of Datum 5. (Availability of Learning Sources of OLP: Indicator 4/Question 7,8)

Responsive Design and Accessibility

The responsive design of platform also affects the responsive design of the platform in regard to students learning through various devices, such as computers, tablets, and mobile phones, along with various modes of devices' softwares. Responsively designed, the platform ensures everything keeps working properly and is accessible on all kinds of devices, making it possible for students to study anytime and anywhere. This, in turn, increases the frequency and intensity of learning. Students are not limited by device or location, so they can carry on learning at a steady pace without interruptions. This helps students maintain engagement and dedication to the process of learning English. The responsive design thus enables students to make use of their free time in order to study, which would then support more intensive and organized learning.

Researcher: I'd like to ask you about your experience using the online learning platform...?
Student: I use the platform almost every day. I check it on my phone when I'm commuting or waiting for something. Then, I usually switch to my laptop when I'm at home to do assignments or watch lectures. It's really convenient because I can access it anytime, anywhere.
Researcher: How does being able to access the platform on different devices impact your learning...?
Student: Definitely, it is much easier to find time to study when I can do it on my phone while I'm waiting for the bus or something. I also like being able to continue where I left off on a different device. It makes learning feel less like a chore and more like a normal part of my day.

Excerpts of Datum 6. (Responsive Design and Accessibility of OLP: Indicator 6/Question 11,12)

Eventually, of the design models of the use of online learning platforms indicate that the students' learning intensity is influenced by design elements related to intuitive user interface, availability of diverse learning materials, and responsive design. These features create the right environment in which it will be possible for students to more easily engage in learning English with greater levels of engagement and motivation.

DISCUSSION

The correlation of the usage of online learning platforms with students' English learning intensity is a significant topic in the educational contexts. In this regard, several studies have been conducted that contribute towards various aspects which may influence students' intensity in learning through online platforms. According to Muslem et al. (2024), the usage of digital learning platforms and its relation with undergraduate students' self-efficacy were shown to have a strong relationship. Furthermore, Zaitun et al. (2021) have done research on the influence of online learning on motivation as a part of learning intensity in ELL for junior high school students, outlining ways in which online

learning benefits independent learning in modernizing concepts of education and raising teacher-to-student interaction. Febrianingrum & Alim (2021) focused their attention on teachers' perceptions of engaging students using diverse learning platforms. These are Microsoft PowerPoint, Word, and YouTube because of their motivational and engaging features. Nuci et al. (2021) explored how the use of game-based digital quizzes may enhance students' engagement and thus learning during virtual lectures, with a particular focus on how interactions between teacher, learner, and material within the eLearning experience may improve it.

Further, Martias and Djamil (2023) investigated how the learning environment and online learning systems, like with Google Meet having impacts on university students' motivation and intensity, pointing out characteristics of highly motivated students such as strong desires to learn and to overcome obstacles. Wang et al. (2022) probed into the issues of student intensity for learning online under multiple mediation effects in order to find out why students would persist in such education. All of these studies contribute together to the understanding of how online learning platforms can influence students' and intensity of learning English. Zhou (2024), on the self-efficacy, motivation, and satisfaction of students in online learning at a Chinese university established self-efficacy as a major factor that creates confidence among students in using digital learning materials effectively. Oyarinde et al. (2020) focused on establishing the effectiveness of Google Classroom as an online learning delivery tool and made the point that the teaching and learning process is moving more toward being technology-driven. These studies have been useful in increasing knowledge of ways through which online platforms can assist in enhancing the learning experiences and motives of students.

A number of interactive features on the online learning platform, including quizzes, discussion forums, and interactive assignments, become a way to enhance student learning intensity. More frequent quizzes mean more practice and self-assessment, thereby learned concepts are better retained (Johar et al., 2023). Discussion forums provide an active mode of engagement by which students actively engage with fellow students for a deeper understanding of concepts. Interactive tasks provide practical applications where students can apply English skills and enhance their engagement and learning outcomes related to them (Firdaus et al., 2024). The findings are also supported by the concept of student engagement in online learning due to behavioral, cognitive, and emotional aspects. Behavioral engagement refers to how students actively participate in online activities, while cognitive engagement means motivation and regulated learning. Emotional engagement denotes a positive attitude towards the setup or environment of online learning (Kirwan et al., 2022). The Community of inquiry (CoI) model further underlines how online discussion forums in a class support meaningful learning because they provide social interaction, teaching presence, and cognitive presence (Maraza-Quispe et al., 2019). When online discussion forums have been incorporated into educational settings, it shows the increased enhancement of critical thinking, cognitive engagement, and overall performance among students. Strategies to enhance asynchronous discussion board design include improving the user interface, usability, and time efficiency to ensure effective student engagement (Bond et al., 2020). In addition, teachers' roles in building a supportive online learning community enhance student collaboration, motivation, and belonging.

Gamification elements, such as badges, points, and ranking systems that increase students' learning intensity. This is important in creating a competitive yet fun environment that increases the student engagements, since they generate achievements of the students in form of badges and rankings (Jaskari & Syrjälä, 2023). Although gamification can enhance one's commitment towards the learning process, the consideration of specific gamification elements is important to attain an insight into their effectiveness. An important point to consider here is that while gamification may prove really useful, its implementation should not harm intrinsic motivation. More research is required with respect to a systematic understanding of how best gamification shall be deployed within an

educational setup. The feedback and grading on educational platforms are the most convenient features in improving the learning experience for students. Students can understand and correct their mistakes through detailed feedback provided by the educator (Ding & Chew, 2019). It also aids students in effectively keeping track of progress due to feedback with a transparent grading system (Hussain et al., 2024). It is through continuous, constructive evaluations that one provides incentive but also motivates students to seek constant improvement in their skills, therefore posting a high level of learning. It is through the inclusion of specifications grading that assessments can be further greatly improved. This system spells out clearly what is expected of the student; this is its greatest strength, which most points-based grading systems lack (Moster & Zingales, 2024). By specifying course objectives, grading criteria, and instructor support through feedback, the specification approach helps to ensure that there is a more formalized assessment process, hence a fair one. Again, use of this model of assessment can enhance the reliability of academic assessments by ensuring safe and peer-to-peer conduct and evaluation of examinations. This technology may enable institutions to solve problems related to transparency and security in assessment processes, increasing the credibility of the system as a whole.

CONCLUSION

The study aims to fill this research gap by ascertaining whether there is any correlation between the use of online learning platforms and the English learning intensity of EFL students, and identifying the features and designs of an online learning platform are more effective in increasing learning intensity. Pearson correlation analysis showed that there is a very strong and significant relationship between the use of online learning platforms and English learning intensity, with a correlation coefficient of 0.973 and a *Sig.* value $0.000 < 0.05$, which supports the hypothesis that the use of online learning platforms can increase students' English learning intensity. Qualitative findings suggest that interactive features such as quizzes, discussion forums, and interactive assignments, as well as gamification elements such as badges, points, and ranking systems, play an important role in increasing students' learning intensity. Constructive feedback and assessment, collaborative features such as study groups and joint projects, intuitive and responsive user interface design, and the availability of a variety of learning materials also support higher learning intensity. In short, this study shows that the use of online learning platforms has a significant positive influence on EFL students' English learning intensity, and interactive features, gamification, feedback, collaboration, interface design, and availability of learning materials are key elements in enhancing learning intensity. Future studies should investigate the specific impacts of various types of online learning platforms to English learning intensity, such as which forms of platform are most effective for engaging students and improving their learning outcomes.

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