Project Title: e-Learning Champions

Project Description(Goals and Objectives)

e-learning is a technology which supports teaching and learning via a computer and the web technology. It bridges the gap between a teacher and a student in two different geographical locations. Advancement in internet and multimedia technology is the basic enable for e-learning. E-learning applications facilitate online access to learning content and administration. Despite much enthusiasm about the roles of technology in education, its role in transforming teacher learning, in ways aligned with advances in the learning sciences and contemporary socio-cultural perspectives, few changes have occurred. While many teacher educators are turning away from technology, after early attempts met with mitigated success, some are pushing the boundaries of teacher education and professional activity systems. This paper identifies and analyses emerging trends and models in e-learning for teacher education in SMAN 20 Jakarta from the developing research base, both international trends and current developments. Educational institutions and teaching staff have many benefits due to emergence of modern technology. Teachers have their own networks through which they connect themselves with other teachers across the globe. Institutions have web-supported classrooms. Similarly, it also enhanced the responsibilities of schools that should have such teachers who can produce such students, who after receiving their education can adjust themselves at any platform.

School/Institutional Context

Location	:	Jakarta
Levels	:	Senior High School
Student Population	:	542
Staff Population	:	40 (Teachers) + 11 (Administration Staff)
Year School founded	:	1966
Type	:	Public

Transformational Action Plan (Situation-Option/s-Solutions)

1. What is my Transformational Action Plan? What is the SITUATION that I face inmy context?
   - Developing e-Learning Plan& e-Learning Vision
     An eLearning vision will provide aneLearning direction for your school. Thevision should describe a desiredoutcome that inspires and energisesyou, and helps create a compellingpicture of your school and community inthe future, how it looks and how ICTenables improvement. An eLearning vision needs to emergefrom your School Strategic Plan, inparticular from the school profile(purpose, values and context) andstrategic intent.Make sure that your vision is a clearand succinct statement that is easilyunderstood and owned by all membersof your school community: teachersand non-teaching staff, students andparents.
   - To Make the e-Learning Planning Matrix
     The eLearning Planning Matrix is adetailed framework that enablesschools to identify where they are inrelation to the elements of eLearningpractice. You can use the matrix to identify yourcurrent practice. This can occur at staffor other meetings, with teachers

insmall groups, or with a leadership teamor committee. The eLearning Planning Matrixdescribes four phases of developmentacross five eLearning elements.Using the eLearning Planning Matrix to develop the eLearning Plan Use the eLearning Planning Matrix toidentify current strengths, to setpriorities for improvement and to plancoordinated development strategies.

- Evaluation, review and management
- IT infrastructure and technical support
- Implementation e-Learning in Teaching Activity

2. What options do I consider to address the SITUATION in my context? What are the implications of each OPTION?

- To remain fresh and relevant, e-learning need to be continually revised and improved.
- Considerations of relevant laws and institutional policies should be a core focus of every curriculum redesign.
- Redesigning an e-learning curriculum presents rich opportunities to integrate the latest thinking in given disciplines and to incorporate new methodologies for teaching and learning.
- New, emerging, and evolving technologies can greatly enhance work to update the curriculum of an e-learning course.
- To develop an IT infrastructure
- Improving a lecturer skill in IT technology
- To review and evaluate of e-learning system every period

3. What SOLUTION do I choose given the OPTIONS that I have identified?

A well-designed curriculum for e-learning nurtures both student learning and student retention. While ideally value will be designed into an online curriculum from the start, the reality is that, across the spectrum of e-learning, there is a wide range of quality. Consequently, virtually every online course can benefit from periodic curricular updates.

Once e-learning courses are developed and implemented, however, their curriculum might not be changed or updated for some time, if ever. When it does take place, curricular redesign tends to focus on particulars rather than the big picture. Rarely do we step back to fundamentally assess for a given curriculum to examine the essential cultural factors that undergird that curriculum and the purposes for which it was created. Analyses at that level have great potential to enrich a curriculum. In addition, curricular updates can introduce important new content, and may also introduce pedagogical enhancements that can improve the quality of e-learning.

In this context, I must be giving an idea for an approach based in the principles of instructional design to updating the curriculum for e-learning courses. Tools from that realm including establishing processes for effective e-learning, templating digital learning objects and modules for quality, defining clear work flows and decision junctures, adhering to standards of legality and ethics, and applying wise leadership and project management offer a powerful approach to the development and refinement of quality curricula.

Approach for Updating an e-learning Curriculum

A variety of factors can impede or preclude substantive updates in subject course content, including a lack of dedicated resources (budget, time, expertise); a lack of political will at the administrative level; inertia on the part of those who first developed the curriculum; and a protectionist attitude toward the existing course on the part of the course developers.On the other hand, many forces can stimulate a curricular update, including the availability of external or internal grant funds, a push from administrators for higher course quality, an impending visit by an accreditation team, or the emergence of the need for a new degree or program that builds on the substructure inherent in existing courses.

Once the decision to revise a curriculum is made, school and subject matter teacher need to ask themselves four central questions:

- Have legal guidelines and relevant policies that might affect the course revision changed?
- What progress or change in the domain field might inform the course revision?
- What updates in teaching and learning methodologies might be relevant?
- What updates in relevant technologies could improve the course?

Coupled with these primary considerations should be an assessment of whether the individual interested in revising the course has the time and skills to do so effectively, and whether there is adequate institutional support for making the right changes to the curriculum.While different workplace contexts might emphasize these factors differently, and while many may include additional areas for update, answers to these questions are likely to have the greatest impacts on learning and the fundamental quality of the curriculum.

Why are these four questions important? An e-learning experience that adheres to legal principles will uphold the reputation of school and protect the rights of students. An e-learning course curriculum that reflects the instructor's ability to stay current with research and developments in a particular discipline, perhaps in tandem with relevant interdisciplinary knowledge, will enhance learning by ensuring that students have the most current and relevant information. Applying the latest pedagogical methods can enhance the e-learning experience. Targeting curriculum for different learning needs including different developmental phases, different primary languages, and different learning contexts (cultural, geographical, social, political, technological, and domain field) can enhance both individual and group learning experiences. The use of the latest relevant technologies for teaching process, synchronous interactivity, simulations, student interactivity and intercommunications, student group work, research, design, and other learning activities can all improve the learner experience.

Updated Legal Guidelines and Relevant Policies

Curriculum revision requires careful attention to legal requirements and relevant institutional policies. School adherence to the law can help keep legal liabilities for both the institution and the respective school member in check. The legal dimensions of curriculum redesign include three key areas:

- Ownership of intellectual property
- Accessibility of e-learning
- Learner privacy rights

Intellectual Property Protections

Any use of copyrighted text, images, videos, audio, or other content in an e-learning course brings Intellectual property considerations into play. Given that de facto copyright ownership pertains once creative content has been put into fixed form, virtually anything created during the past few generations is automatically given copyright protections (unless that material is

explicitly released by contract). Fair use exemptions and the TEACH Act (and its implications for distance education) allow very narrow uses of some small parts of copyrighted materials. Faculty members have other pathways to content: They can create their own content; use content released to the public domain; access open-source (and royalty-free) resources; or use content released through various Creative Commons licenses. Another option, of course, is to do without. Apart from those legitimate avenues, course developers are sometimes tempted to take decidedly riskier and ill-advised routes, swiping content off the World Wide Web without checking the content's provenance, ownership, or rights protection. Worse yet, developers might bypass digital rights management (DRM) protections around certain works in order to build their online learning collection.

Students have intellectual property rights to much of the work that they create in an academic course including partial rights to co-developed works created by a student team. Before student-created works are used for future courses, publications, or other similar applications, faculty members and administrators need to ensure that students officially release their rights for those purposes in writing.

Commercialization of a curriculum raises its own legal issues, which are often further complicated because commercialization of a curriculum often requires that it be changed substantively. An academic course becomes a commercial work once it is used as part of a profit-making venture, outside the bounds of the umbrella implicit in an institution's nonprofit status. Once a work goes commercial, academic exemptions to copyright no longer apply. That means that a massive retrofitting will be required. Any works used under fair use will have to be removed. Works used with the permissions of third-party content providers (often contingent on learners using particular purchased textbooks) will likely need to be removed. There may be contractual challenges with a faculty member who is taking a curriculum commercial if he or she was paid to create the work for an accredited nonprofit institution of higher education.

Another complication arises when student work is involved. Students in many academic, design, and research-based courses will originate new ideas, lines of research, and innovations that have research and development implications. Works created in classes may fall under "fair use" in terms of the materials used in the student papers, portfolios, designs, drawings, and multimediabut those works cannot be used under "fair use" if students are using the works for out-of-classroom purposes. Instructors need to help students understand the legal issues implicit in their work and keep within the law as constructive contributors in their respective fields.

Accessibility of e-Learning

Yet another legal issue concerns online accessibility. In this context, this means the ability of people with a range of different types of abilities, including those with visual acuity, sound acuity, mobility, and symbolic processing challenges, to access an e-learning course and curriculum. The fundamental concern is how well curricula are developed to accommodate such users.Available technologies enable developers to include alt (alternative) text for imagery, as well as transcription and captioning for audios, narrated slideshows, videos, and simulations, and to build accessible learning objects. A wide range of guidelines describe how to build digital tables in a way that is machine-readable using text readers.

In making work accessible, subject matter teacher focus on making sure that the informational value of the images and other digital elements is equal for all users. The process also involves instructional design (how the e-learning experience is conceptualized and created) and

development/scripting work (how the digital materials are created) to ensure that the digital learning objects fully comply with accessibility requirements.

Updates in Teaching and Learning Methodologies

While some instructors might consider a subject course design complete once the subject course has been created, periodic or even regular updates can greatly enrich a subject course. This is certainly true of subject course content. Because they work within a componentized environment, subject course designers have considerable flexibility in reworking the modular curriculum and can switch content in and out at will. In addition, the flexibility of e-learning course design enables school members to update teaching and learning methodologies.

3. What EVIDENCE can I present to indicate the IMPACT of my TAP?

- E-learning Activities (Photos)






- Students Activities use a e-learning process




Gantt Chart(Actual Implementation of TAP)

Transformational Action Plan (TAP):	M(Mobile)-Device															
Vision:	• To inspire and empower our school's learning community to envision and implement innovative eLearning strategies and technologies to improve student engagement, experience and achievement. • ICT will be a fundamental component of teaching and learning, where state of the art technology and professional learning will equip teachers with transformative skills and develop students that are innovative and confident users of ICT in an ever-changing digital world															
Key Performance Indicators (KPIs)	• Number of subjects developed. • Number of hours of training delivered. • Number of teachers enrolled. • Percentage of trainees that have successfully completed the entire training course. • Average surveys for students. • Rate of attrition of subject's courses. • Average online attendance															
Goals/Objectives	**March**				**April**				**May**				**June**			
	Wk1	Wk2	Wk3	Wk4	Wk1	Wk2	Wk3	Wk4	Wk1	Wk2	Wk3	Wk4	Wk1	Wk2	Wk3	Wk4
Finalisation of TAP																
Literature review (What theories guide your project?)																
Obtaining approvals from relevant stakeholders																
Implementation of intervention (How will TAP address the situation?)																
Measuring the impact of TAP using KPIs																
Preparing Final Report																
Finalising Critical Reflective Portfolios																

Evidence of Transformation (As output and outcomes of TAPs)

Undoubtedly, the implementation of e-learning systems in higher education has enabled a dramatic change in teaching and learning practice. The success of e-learning adoption across an organisation depends on several factors, for example, the availability of technology, how students and teacher are supported in its use and the integration of technology within the student learning experience. Transformation of the learning style presents several challenges including changes in the cultural expectations and the continuing development of technological skills of staff and students. These aspects need to be managed and implemented effectively to achieve overall enrichment of student and staff learning experiences, which are enhanced through the appropriate use of technological blends.

The purpose of this report was to consider learning using technology in SMAN 20 Jakarta, reflecting that the more traditional approaches often made implementation challenging due to established staff practices and student learning expectations. In particular, the study at SMAN 20 Jakarta determined technological factors that influenced the involvement of full time students and school members in e-learning programmes within the Indonesia Basic and Middle Education system. It also explored the general attitudes of students and school members towards e-learning.

E-learning refers to the use of information and communication technologies (ICT) in different processes of education to support and enhance learning in SMAN 20 Jakarta. This includes the use of ICT technology as a supplement to traditional classrooms, online learning or mixing the both modes. E-learning offers institutions and their students the flexibility of place and time of delivering or receiving learning information. Continuing professional development practices in today's fast-moving work place environment increasingly involve the use of modern technologies as part of the quest to provide a flexible and responsive learning experience. E-learning is beginning to spread widely all over the world, as access to different technology forms improves. For example, Indonesia is developing and expanding its e-learning facilities in the education system.

The term ‘e-learning’ has been applied in different contexts, such as distributed learning, hybrid learning and online-distance teaching. In an e-learning environment, a variety of tools and technologies are employed, for example, internet mediated teaching, web-based education, TV and radio broadcast, virtual classrooms and distributed learning. Online learning can be more flexible and often involves more technologies, for example, online discussion using google classroom in SMAN 20 Jakarta. All these technologies give learners the opportunity to interact with teacher and other learners effectively and flexibly. E-learning offers additional opportunities for interactivity between students and teacher during content delivery. In a hybrid (blended) course, a significant portion of traditional face-to-face class time is replaced by online components.

From the students’ aspect, e-learning allows the exploration of more flexible ways for learning with reduced need for travel to attend classes. The learning is replaced by interaction opportunities with teacher and other students on an anywhere-anytime-anyhow basis. Hence, e-learning offers avenues for students to continue their learning to acquire new and upgrade existing skills at a time and place of their choice. E-learning through interactive video facility allows student to watch any activities conducted inside the classroom and listen to teacher several times if needed. This provides tutors with more ways to interact with students and to provide them with immediate feedback. Those who adopt advanced technology during the teaching and learning process need to possess a range of ICT skills. This is an essential part of attracting more students and enriching the student learning experience.

Infrastructure

Undoubtedly, information and communication technologies have changed the approach of how learning materials are delivered to students at higher education institutions. ICT offers continuous educational improvements through offering online learning services, greater information access, greater communication and cost efficiency. Appropriate infrastructure for ICT development, (i.e. internet, extranet, intranet and LAN networks) is considered one of the biggest challenges in the implementation of e-learning

in SMAN 20 Jakarta, particularly in developing Indonesia. E-learning environment must provide students and teachers with a high degree of reliability and accessibility. Technological obstacles in an e-learning environment often occur in one of three basic components, namely hardware, software and bandwidth capacity. This strongly affects the process of e-learning adoption. SMAN 20 Jakartaneed to provide wireless and wired networks with high connectivity "bandwidth" to avoid higher education e-learning initiatives being adversely affected. Additionally, higher education institutions should invest in the right ICT infrastructure that allows students and teachers to easily access the ICT hardware, using friendly software and provide fixed technical support.The technology acceptance model (TAM) seeks to explore the external variables that influence individuals' use such as their intentions, beliefs and attitudes. It suggests that "perceived usefulness" and "perceived ease of use" of technology impacts the user's ability to engage with a particular form of technology.

Cultural Influences on E-learning

Any organization striving to obtain a successful e-learning strategy must be prepared culturally as well as technologically. Cultural factors have tremendous impact on how people learn, including the style of interaction and communication, constituting the core foundation of e-learning. These strongly affect two main components of online learning systems: (1) System development and design and (2) System usability and acceptance. Cultural orientation must be considered in e-learning environments to design and promote a successful system. The one of the features of a successful e-learning system is the involvement of users' cultural characteristics in its design. This is an important motivational factor for participants and contributes to the acceleration of the adoption process. The stress that culture and traditions are strongly linked to acceptable learning practises. Socio-cultural factors may pose several barriers during the implementation of virtual learning. Accordingly, specific styles of e-learning could be very successful in certain cultures but totally rejected in others. Interfaces of any e-learning system should also take into consideration the ethical and cultural communications of its users. For instance, eye-to-eye contact, especially between males and females in many different countries, is deemed to be contrary due to their Islamic teachings which encourages humility.

Challenges of E-learning

The rapid growth of e-learning courses at SMAN 20 Jakartahas brought about a big change for students and teacher with various levels of academic experience. Instructors and students must possess specific skills to successfully use various e-learning tools. Students may demonstrate their learning efforts via different types of technology such as text, video or audio devices. Teacher often need to restructure their courses to be successfully incorporate e-learning. These activities represent challenges that all groups must overcome tosucceed in e-learning.

Challenges to Students

During the implementation of e-learning activities, students often encounter several challenges and problems. Students need the necessary hardware and skills to progress access online information appropriately. Some students may lack experience and confidence in using technology. Not all students have the required skills to participate and succeed in e-learning. The student's technical limitations including hardware and bandwidth issues must be considered by instructors when designing online courses. Some teacher might add complex web pages or multimedia components to their courses, which require proper network access to be viewed. Students may also find it very difficult to comprehend their contents if they are expressed in complex language. In e-learning, students are more independent and responsible for their own learning process, due to lack of face-to-face contact with teacher and other students. This independency can require students to change their ways of thinking, behaviour and habits to successfully. Some students are not interested in using technology and feel more comfortable if they learn directly through traditional methods of teaching involving regular face-to-face interaction in physical classrooms.

Challenges to Teacher

One of the biggest challenges for teacher is the amount of time needed to deal with e-learning requirements. Instructors need to develop and restructure their courses in a way that suits online requirements. These activities often require more time and increase workload. Additionally, there is often an expectation that teacher will respond to their comments as soon as possible. Consequently, it is important that appropriate boundaries are implemented so that realistic expectations are set initially and the student receives a positive learning experience. In an e-learning environment, teacher prepare for the class itself alongside developing a contingency plan in case of the occurrence of any technical problems. Some teachersuffers from lack of knowledge and training in using technology to design online courses and other instructors do not have the confidence to use technology in education. Moreover, some teacher still remains unconvinced about the integration of technology into their learning.

Challenges to SMAN 20 Jakarta

Adopting e-learning in SMAN 20 Jakartaraises many financial and strategic challenges. Financial problems push SMAN 20 Jakartato find adequate resources to develop and maintain proper equipment, provide static technical support, fund training courses and hire support staff. Many institutions or school underestimate the costs associated with designing and administrating online courses. School need to urgently convince teacher to engage with and accept the use of technology in their teaching. This is a significant challenge for SMAN 20 Jakarta. Some academic staff possess strong allegiances towards the traditional teaching model (face-toface teaching). This is often supported with lots of scepticism about the success of e-learning, especially regarding issues such as workload and loss of control and quality. Implementing or adopting an e-learning environment requires many organizational changes within school including staff organizational integration, flexible delivery to students (on/off school), and new concepts of teaching. Some of these forms of change raise additional challenges related to the methods of working especially for web instructional designers and web programmers. School often face difficulties with recruiting specialist and skilled staff to develop high quality e-learning materials.

Focus Group Outcomes

Focus groups were held to further explore the findings from the questionnaire survey. These particularly highlighted various cultural views of e-learning. Outcomes were divided into two types those who favoured e-learning and those who were sceptical about it.

E-learning Advocates

Those with a positive attitude towards e-learning were fully aware of its benefits due to their experience in engaging with various e-learning programmes, for example, during short course. The cost effectiveness, immediate feedback and diversity of data sources contributed to their motivation in taking part. There were many other motivational factors that contributed to the acceptance of e-learning, i.e. awareness of the opportunities that technology could offer and its role in improving the quality of education, possessing effective technological skills facilitating engagement in e-learning and acquiring an appropriate mentality that values the beneficial uses of ICTs in the educational process.The teacher agreed that e- learning was essential for modern education, explaining its role in improving quality. They thought strongly that students did not have to physically meet their teacher in order to learn. They reasoned that virtual meetings would provide an appropriate means of support. E-learning approaches offered students the opportunity to be creative and independent as this approach enabled them to select the time and place for studying enabling better performance and results. Through e-learning, lecturers confirmed the importance of immediate feedback - a vital part of learning.

E-learning tools helped teachers to provide students with new sources of information and create encouraging and supportive educational methods. It also provided enhanced opportunities for interaction between instructors and students enabling more flexible communication and quicker feedback. Instructors were not always available as they had taught and many other tasks to perform, forcing students who needed

some help to wait until teacher become available. Staff participants agreed that saving and redirecting time and effort were some of the main benefits of using e-learning in SMAN 20 Jakarta.

However, when some of the interviewees were asked about their technological skills and experience, they highlighted that they had received a good IT experience during their study in short course and individual learning. Some interviewee stated that he had never experienced e-learning but he had the abilities and skills to deal with these opportunities. Additionally, when asked if they had computers and internet connections with appropriate bandwidth, these services were readily available.

E-learning Sceptics

Those who were uncertain about the success of e-learning implementation focused on students and their readiness to meet the demands of e-learning. They agreed that students and teachers could not raise their skills levels and adapt culturally to a level that would effectively enable their engagement with e-learning. Oral face-to-face communication plays a significant impact in the Indonesia culture and education. Therefore, it was perceived that e-learning would upset the transfer of information resulting in uncertainty and lack of impact in the learning process.

Some teachers were uncertain about the success of e-learning for several reasons. They felt that cultural factors, IT infrastructures and IT skills were the main barriers to the wide scale adoption of e-learning at SMAN 20 Jakarta. They noted that current students wanted technology to be embedded in their educational process, explaining that most of them were familiar with many Internet technologies. Alternatively, they indicated that the e-learning environment was different from using various internet applications. Hence, students' lack of specific skills could significantly affect their e-learning participation.

Time management for teacher may not meet the demands of e-learning, particularly as it was evident that teachers often did not have the time to meet unplanned communication requirements. For instance, providing constructive feedback to a large number of students and conducting subsequent online chatting led to additional workload and further responsibilities. In such situations, staff felt more comfortable if they met their students in classrooms initially and online feedback and queries was scheduled to avoid overload and mismatched expectations and experiences. It was apparent that interviewees placed considerable emphasis on the influence of cultural factors. They agreed that an oral communication style had great impact. Students and teacher in school considered face-to- face contact to be the most effective method to communicate, as they can show respect and express their issues directly.

Interviewees demonstrated a lack of skills to deal with e-learning tools. Two of the interviewees pointed out that they considered themselves to be older and had very limited knowledge of computers and the internet. When the interviewees were asked about the availability of computers and their Internet connections, it was clear that their facilities were adequate. When the interviewees were asked about their abilities to teach within unstructured educational environments, there was considerable uncertainty. This demonstrated the need for effective organisation of e-learning so that students and teacher could be suitably reassured about the agenda for their programme of learning.All participants agreed that time management and attitudes were important considerations as learning through technology required timely responses and feedback. The teacher demonstrated that they would have difficulties with meeting expectations of the e-learning process.

DISCUSSION

Using technology to support learning was a key attribute in the success of the overall student learning experience in SMAN 20 Jakarta. The findings demonstrated that students who suffered from a lack of ICT skills were not able to benefit or engage with e-learning opportunities whether these took place in classes or elsewhere. This lack of ICT skills resulted in a type of resistance among students which led to uncertainty about the benefits of e-learning. Hence, increased availability and familiarity with the desired technologies could contribute to raising the level of ICT skills of students.

Many students in SMAN 20 Jakarta had limited interaction with computer applications as some of them did not have computers at home or they only use computers in specific places, such as their school.

Students with limited access were usually keen to keep teacher at the centre of the learning process. Difficulties with obtaining the required technological infrastructure meant that students often performed poorly compared to students who had adequate IT infrastructure. This may have influenced students' lack of interests in e-learning, and lead them to prefer the traditional education environment in which they perceived that they could perform better.

Findings from the study indicated that working independently was unpopular. 60% of the students indicated that face-to-face contact with teacher was a vital part of their learning. Also, 50% of the students indicated that they preferred not to study independently and welcomed the opportunity to link with a teacher and members of the peer group. 50% of the students did not take self-responsibility of their learning with only 40% of students indicating that they analysed their learning from lectures. Finally, 20% of students showed that they could not finish their tasks on time by just relying on their self-motivation with 25% occasionally managing to do so. The overall impression was that students depended significantly on their teachers during as their education progresses. They strongly believed traditional classes helped them to understand the content of teachers.

This phenomenon is considered an essential component of SMAN 20 Jakarta education system where teachers are the centre of the educational process. Students in SMAN 20 Jakarta are used to strictly following tutors' directions with teachers seen as the main source of motivation and information for students. Overall, students in SMAN 20 Jakarta usually accomplish their tasks because they are (and expect to be) pressured by their teachers. Additionally, many students in SMAN 20 Jakarta consider the internet as a device for passing time and communicating with others. Within such an educational culture, students' attitude is negatively positioned towards e-learning as they defer to their teachers' direct instructions rather than following independent thinking.

Self-motivation is considered to be a crucial factor to the success of students in e-learning. Integrating ICT with the process of learning depends on the personal motivation of the participants. Clearly, students in SMAN 20 Jakarta d to be supported with their digital enhanced learning to enable them to maximise the potential of ICT in their learning process. Most SMA in Jakarta use various technological frameworks with e-mail and google classroom as a method of communication between students and teacher to guide and support their learning. However, traditions have great impact on learning in SMAN 20 Jakarta. E-mail and google classroomare available at most SMA in Jakarta although both teacher and students do not usually make extensive use of this means of communication. Instead, they prefer to communicate directly face to face as they consider this demonstrates more formality and greater respect.

CONCLUSION

This report project focused on the abilities of teacher and students of SMAN 20 Jakarta to successfully engage with e-learning programmes. The project investigated the technological factors that could influence the involvement of both groups in participating. It also explored their attitudes and readiness to integrate learning through technology into their learning experiences. Outcomes demonstrated that teacher and students in SMAN 20 Jakarta need to increase the level of their technological skills to significantly benefit from the opportunities offered by e-learning. Considerable preparatory support is required to ensure that school and students feel adequately and appropriately supported in their individual learning processes. Further project could be undertaken to explore the strategic and operational opportunities focusing on technological readiness, skills and attitudes alongside cultural influences before e-learning can have a significant impact to influence changing teaching practices for teacher and SMAN 20 Jakarta student in the e-learning experience.