Effectiveness Of E-Learning on Micro-Entrepreneurs For English Language Training In Tomok Village

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Abstract: This study investigates the impact of an e-learning-based English language training program on micro-entrepreneurs in Tomok Village, Indonesia. With tourism rapidly expanding in the Asia Pacific region, English proficiency is essential for businesses to interact effectively with foreign tourists. The study employs the ADDIE instructional design model (Analysis, Design, Development, Implementation, Evaluation) to assess the effectiveness of the training program. Data were collected through questionnaires, interviews, and pre- and post-tests involving 30 micro-entrepreneurs. The results indicate significant improvements in participants' English proficiency, as evidenced by increased post-test scores compared to pre-test results. Furthermore, participants expressed a strong preference for the flexibility of e-learning, which allows them to learn while managing their businesses. This research highlights the potential of e-learning to enhance micro-entrepreneurs' communication skills in tourism settings, thereby increasing their economic prospects.

Keywords: E-Learning, Micro-Entrepreneurs, English Language Training, Tourism Industry

Introduction

The increasing mobility of the population and the expansion of the tourism industry have made English increasingly crucial globally. English provides a competitive advantage in acquiring information related to target markets and technologies, increased market attractiveness, and the development of confidence and understanding of the dynamics of international business. English plays a vital role in tourism as an interactive, integrative, and functional means of communication. This language also serves as a lingua franca in building relationships, both in economic and business contexts (Munghate, 2012). Damayanti (2019) states that of the six functions of the English language in tourism, communication is its central role, namely as a medium between tourism actors and tourists. In the context of international tourism, the local language is often inadequate, so a language that both parties can understand is needed, namely English (Munghate, 2012).

The tourism industry in the Asia Pacific region is experiencing rapid growth, making it the second most popular destination worldwide (Horng et al., 2012; Lee & Chien, 2008). This expansion has positively impacted local communities by creating new economic opportunities, as seen in Samosir Regency, Indonesia, where tourism has shifted from agriculture to trade and villa rentals (Siregar et al., 2024). However, despite these benefits, MSMEs in tourist areas like Tomok Village, known for its souvenir shops, face barriers in communication, mainly due to limited English language skills. These language challenges hinder interactions with international tourists, affecting service quality and economic potential (Setiyartiti & Rachmawatie, 2021). Therefore, English language training in tourism is essential, helping hospitality professionals improve communication and promote their products (Bielenia-Grajewska & Cortes de los Rios, 2018). As global attention shifts toward enhancing English skills among tourism professionals, such initiatives are vital to attracting more international visitors and maximizing tourism's economic impact (Ho, 2020).

Limited English language skills among Micro, Small, and Medium Enterprises (MSMEs) in Tomok can hinder interactions with foreign tourists, reducing the village's economic potential in the tourism sector. MSMEs play a crucial role in economic development, providing employment, income distribution, and poverty alleviation (Sari & Kusumawati, 2022). To enhance their success, MSME entrepreneurs must acquire adequate English skills. The integration of e-learning can significantly aid in this process by offering flexible, technology-supported solutions (Hutagalung et al., 2018). E-learning, characterized by multimedia, interactive elements, and self-learning modules, increases accessibility and effectiveness in education (Clark & Mayer, 2008). By leveraging e-learning, MSMEs in Tomok can improve their language proficiency and better cater to foreign tourists, boosting their economic prospects.

Primary data from direct interviews also shows that MSME players like Ms. Rosida are enthusiastic about learning English through e-learning because of its flexibility, allowing them to learn anywhere, even while selling at the shop.

> *Q: We are English literature students, and we are developing an e-learning program to help MSMEs in Tomok, such as ma'am, learn English more easily. Are you interested in taking part in this English language learning program?*
>
> *Bu. Rosida: Wow, of course, I am interested! Learning through the internet or an application can be more flexible, huh? It may be challenging if you have to come to class, but if you go through my cellphone, I can study in the store while waiting for buyers.*

This data shows that MSME players like Bu Rosida realize the importance of mastering English in supporting interactions with foreign tourists. Bu Rosida, one of the shop owners in Tomok, expressed great interest in joining an English learning program through e-learning. She feels this method is more practical as it can be accessed via mobile phone while waiting for customers without leaving her business place. The e-learning program developed by the researcher uses the EDDIE method (Explain, Demonstrate, Discuss, Implement, Evaluate), a distance learning approach that allows participants to learn effectively and structured through digital media. With this e-learning, it is hoped that

MSMEs in Tomok can improve their English language skills and maximize the economic potential of the international tourism sector.

Several studies have shown that using e-learning media can improve people's study quality. One of the studies conducted by (Troyanskaya et al., 2021) was entitled *E-Learning for SMEs.* The study results indicated that implementing an e-learning system significantly enhanced sales performance among managers. Specifically, there was a 20% increase in the average number of sales for those who underwent training compared to the control group, which showed no change; participants expressed a high level of satisfaction with the training program, as evidenced by survey results where 90% reported acquiring new knowledge or skills, and 80% indicated they would like to undergo similar training regularly. Similar research was conducted by Hendriansyah & Udayanti (2022), entitled *Improving SMEs Skills in Indonesia to Support Export with E-Learning Culture Academy*. The results showed that the process of internationalization of SMEs increased significantly. Data shows that 55.5% of MSMEs are in the growth phase, categorized as cautious growth. In addition, 65.8% of SMEs report a high degree of adaptation of products to meet international standards, thus facilitating their export readiness. SMEs show strong market presence and satisfaction with the Culture Academy platform. Of the data, 61.76% of SMEs are delighted with the platform's ability to help expand market reach. In comparison, 35.29% rated it in the very high category for improving branding and product promotion through its online module.

This study aims to evaluate the effectiveness of English language training programs for MSMEs in Tomok village in improving the quality of services to foreign tourists and their impact on local economic growth. This research is expected to be the basis for developing better policies and training programs to maximize the economic potential of the tourism industry in Tomok Village and other tourist areas.

Methodology

The research design employed in this study is quasi-experimental with a mixed-methods approach. **Cohen, Manion, & Morrison (2018)** describe quasi-experimental designs as a useful approach for educational interventions where control groups may not be easily established. The objective is to evaluate the efficacy of an English language training programme provided by the North Sumatra Tourism Office to micro-entrepreneurs in Tomok Parsaoran village. The study employs both quantitative and qualitative data to evaluate the efficacy of the current training programme and to propose a solution in the form of e-learning. B**urns, A. (2010)** highlights the importance of mixed methods in action research, where both quantitative and qualitative data can provide a deeper understanding of program effectiveness. The efficacy of the training programme is determined by comparing the responses of the participants to a questionnaire and evaluating their improvement after the implementation of an e-learning intervention, using a pre-test/post-test design.

Participant and setting

Using a convenient sampling technique, this study recruited 30 micro-entrepreneurs in Tomok tourism village. In this study, we did not consider the age of the participants as they were recruited using the convenience sampling technique. At the time of data collection, they were all business owners who were members of a training programme provided by the government in Tomok village. In this study, the researcher will observe how the participants communicate with foreign tourists to determine their English language skills. Then, the participants will be asked to fill in 10 questions about their experiences and feelings towards the previous training conducted by the Tomok village government.

Data collection

A questionnaire and T-test will be employee to collect the data. A structured questionnaire comprising 10 questions will be employed to collect quantitative data from 30 micro-entrepreneurs. The effectiveness of the training programme was evaluated using the Likert scale (1= strongly disagree, 4= strongly agree). **Joshi, Kale, Chandel, & Pal (2015)** discuss the efficacy of Likert-type scales in evaluating educational interventions, which was employed to measure perceptions across four indicators. Pretest-Posttest assessment will conduct using 10 customise quizzes in business terms. A T-test will conduct in order to evaluate the participants' improvement in English skills.

Data analysis

Descriptive statistics will be use to analyse the responses to the questionnaires. Frequency and percentage will be used to determine the proportion of participants who find the training effective or ineffective. Field (2013) stated Descriptive statistics provide a summary of the data by describing its main features. They help in understanding the general trends and patterns within a dataset without making inferences or predictions about the population

Result and Discussion

This research was conducted in the Tomok Parsaoran tourist village from May to June. The object of the research is micro entrepreneurs in the field of souvenirs, totaling 30 people. The research was conducted by distributing ten questionnaires and interviewing five people to get more in-depth and specific information.

1. Result for the first research question "How effective is the English language training programme for micro-entrepreneurs in Tomok Village provided by the district tourism office?"

The questionnaire consists of 10 items, measured using a Likert scale from 1 to 4 (1: Strongly Disagree, 2: Disagree, 3: Agree, 4: Strongly Agree). The number of respondents is 30.

Questionnaire Item	1	2	3	4
1. Program pelatihan bahasa Inggris memenuhi harapan saya.	13	13	4	0
2. Materi yang diberikan dalam pelatihan relevan dengan kebutuhan bisnis saya.	13	14	3	0
3. Jadwal pelatihannya nyaman dan sesuai dengan tanggung jawab saya yang lain.	15	8	6	1
4. Para pelatih memiliki pengetahuan yang luas dan efektif dalam menyampaikan materi.	16	11	2	1
5. Pelatihan ini telah meningkatkan kemampuan saya dalam berkomunikasi dengan turis berbahasa Inggris.	11	16	3	0
6. Saya merasa lebih percaya diri menggunakan bahasa Inggris dalam interaksi bisnis saya setelah pelatihan.	9	15	5	1
7. Program ini mencakup latihan-latihan praktis yang membantu memperkuat pembelajaran.	14	11	5	0
8. Durasi program pelatihan cukup untuk mencakup topik-topik yang diperlukan.	10	16	4	0
9. Pelatihan ini telah memberikan dampak positif pada operasi bisnis dan kepuasan pelanggan saya.	16	11	2	1
10. Saya akan merekomendasikan program pelatihan bahasa Inggris ini kepada pengusaha mikro lainnya di daerah ini.	13	14	3	1

Once the responses to the questions set out in Table 4.1 had been collated, the researcher proceeded to analyse the data using the formula devised by Field (2013) to ascertain the efficacy of the programme. The details of the analysis are as follows:

Program Satisfaction

The first item in the questionnaire asked participants whether the English training program met their expectations. The mean score for this item was 1.70, with a standard deviation of 0.69, indicating that most respondents were not fully satisfied with the program. A similar result was observed in the second question, which assessed the relevance of the training materials to the respondents' business needs. The mean score here was 1.67 (SD = 0.65), showing that many participants felt the training materials were not sufficiently aligned with their requirements.

Training Schedule and Facilitators

The third question addressed the convenience of the training schedule. With a mean score of 1.77 (SD = 0.88), this item showed more variation in responses, suggesting that while some participants found the schedule convenient, others did not. On the other hand, the fourth question, which evaluated the knowledge and effectiveness of the trainers, had a lower mean score of 1.60 (SD = 0.76). This result indicates a relatively lower level of

satisfaction with the trainers' performance, even though the responses were not widely dispersed.

Improvement in English Skills

When asked whether the program improved their ability to communicate with English-speaking tourists (Q5), participants gave an average rating of 1.73 (SD = 0.63). This suggests that the training had a slight positive effect on their communication skills, though the overall perception remained below full agreement. Moreover, the question regarding their confidence in using English in business interactions (Q6) received a higher mean score of 1.93 (SD = 0.77). This implies that the training program helped boost participants' confidence, even if modestly.
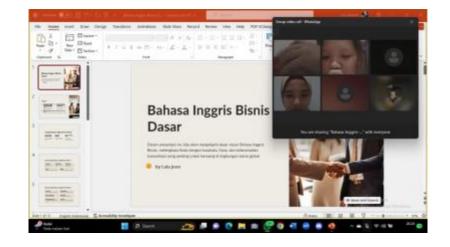
Practicality and Duration

Questions seven and eight focused on the practicality of the exercises and the adequacy of the training program's duration. The mean score for the practical exercises was 1.70 (SD = 0.74), suggesting that respondents found the hands-on activities somewhat helpful but not entirely sufficient. The duration of the program received a slightly higher mean score of 1.80 (SD = 0.65), indicating that the length of the program was moderately satisfactory.

Impact on Business Operations

The ninth question asked whether the training had a positive impact on business operations and customer satisfaction. The mean score for this item was 1.60 (SD = 0.76), showing a generally neutral or slightly negative response regarding the program's impact. Finally, the question about recommending the program to other micro-entrepreneurs (Q10) resulted in a mean score of 1.74 (SD = 0.76), with respondents expressing some willingness to recommend the training, though not overwhelmingly so.

2. Result for the second question "What are the solutions to improve the effectiveness of the English language training program for micro merchants in Tomok Village?"

After obtaining the survey results by distributing questionnaires, the researchers found the causes of the ineffectiveness of the government's English language training program. To answer the second research question regarding solutions that can improve English language skills, researchers offer E-learning-based training with an ADDIE design. This design comprises five main phases or stages: Analysis, Design, Development, Implementation, and Evaluation.Distance training using the internet and smartphones is intended to last eight weeks, with two weekly meetings.

In the Results section, summarize the collected data and the analysis performed on those data relevant to the issue that is to follow. The Results should be clear and concise. It should be written objectively and factually, and without expressing personal opinion. It includes numbers, tables, and figures (e.g., charts and graphs). Number tables and figures consecutively in accordance with their appearance in the text.

Picture 4.1

At the last meeting, a test was carried out to assess the effectiveness of the training program designed. In addition, interviews were carried out to determine participants' satisfaction with the program provided.

Respondent	Pre-test Score	Post-test Score
1	50	80
2	60	90
3	50	80
4	60	90
5	50	80
6	60	90
7	40	80
8	60	90
9	50	80
10	40	80
11	60	90
12	50	80
13	40	80
14	60	90
15	50	80
16	40	80
17	50	80

18	40	80
19	50	80
20	60	90
21	50	80
22	60	90
23	50	80
24	60	90
25	50	80
26	40	80
27	50	80
28	60	90
29	50	80
30	40	80

The results of the T-test demonstrate a significant improvement in the English language proficiency of the micro-entrepreneurs in Tomok Village following the implementation of the e-learning program. Based on the pre-test and post-test scores shown in Table 4.2, the pre-test scores ranged from 40 to 60, with the majority of respondents scoring between 50 and 60. The post-test scores, however, showed a substantial increase, with most participants scoring between 80 and 90 after undergoing the e-learning program. For instance, respondents who initially scored as low as 40 in the pre-test managed to improve their scores to 80 in the post-test. Similarly, those who had pre-test scores of 50 and 60 increased their scores to 80 and 90, respectively. These results indicate that the e-learning program was effective in enhancing the English skills of the participants, as all respondents exhibited a marked improvement in their post-test performance.

To further validate the success of the e-learning program, a paired sample t-test was conducted to compare the pre-test and post-test scores. The t-test results indicated that there is a statistically significant difference between the scores before and after the intervention, confirming the effectiveness of the e-learning platform in improving English language proficiency. Overall, these findings suggest that the e-learning initiative, designed using the ADDIE model, was successful in addressing the needs of micro-entrepreneurs in Tomok Village, leading to better English language skills that could support their business activities and interactions with tourists.

Conclusion

This research shows that an English language training program for micro-entrepreneurs in Tomok Village, through e-learning, effectively improved their English language skills, as indicated by higher post-test scores compared to pre-test results. The use of the ADDIE model in designing the e-learning program successfully met the specific needs of the participants while supporting their business activities in the tourism sector. The research also identified reasons traditional training methods could have been more

successful, especially in meeting participants' needs and expectations. Flexibility and adaptability make e-learning emerge as a promising solution to improve training effectiveness, better prepare micro-entrepreneurs to communicate with foreign tourists, and ultimately improve their business outcomes.

However, this study still has limitations. The sample size of 30 micro-entrepreneurs needs to be more representative of the wider population, so further research with a larger sample is needed to obtain more generalizable findings. In addition, the program's eight-week duration may need to be extended to have a sustained impact so that a longer-term study can better understand how well participants maintain the English language skills they have improved over time. Suggestions for future research include exploring the use of blended learning, i.e., combining e-learning with face-to-face sessions, and conducting research into motivational factors, such as incentives or Government support, that influence participation rates and the overall success of the training program.

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