

THE PERCEPTIONS OF VIII STUDENTS ON THE USE OF E-LEARNING IN COVID-19 PANDEMIC

Lina Kurnia Yuni Novika¹⁾, Refi Ranto Rozak²⁾, Siti Ermawati³⁾.

^{1,2,3}English Education Department, IKIP PGRI Bojonegoro

email: linnov99@gmail.com¹

email: Refi.Ranto@ikippgribojonegoro.ac.id²

email: ermawati.saja2016@gmail.com³

Abstract

This study aims to find out how the use of E-Learning and the perception of class VIII students regarding learning English using E-Learning during the COVID-19 pandemic at one of the first Islamic high schools in Bojonegoro district was conducted. In this study, the researcher used a descriptive qualitative approach. Data was collected through observation, interviews and documentation as complementary documents. In data collection techniques, researchers used the theory of Miles and Hubberman, namely reducing data, presenting data, and concluding data. The results of this study are presented descriptively to reveal how the implementation of e-learning in the classroom and the students' perceptions of e-learning. The results of the study found that the use of English language learning using e-learning during a pandemic in class VIII Islamic Junior High School in Bojonegoro Regency was Overall it has been going well according to the procedures for implementing online learning. E-learning received a positive perception because it was considered suitable and effective during a pandemic like this, then E-learning also received a negative perception because they could not understand the material being conveyed. The unstable signal also makes some students lazy to open e-learning and do assignments.

Keywords: E-Learning, Pandemic, Perception.

Abstract

Penelitian ini bertujuan untuk mengetahui bagaimana penggunaan E-Learning dan persepsi siswa kelas VIII mengenai pembelajaran bahasa inggris menggunakan E-Learning di masa pandmei covid-19 di salah satu sekolah islam menengah pertama di kabupaten Bojonegoro. Dalam penelitian ini penelti menggunakan metode pendekatan kualitatif deskriptif. Pengumpulan data dilakukan melalui observasi, wawancara dan dokumentasi sebagai dokumen pelengkap. Dalam teknik pengumpulan data, peneliti menggunakan teori dari Miles dan Hubberman yaitu mereduksi data, menyajikan data, dan menyimpulkan data. Hasil penelitian ini disajikan secara deskriptif untuk mengungkap bagaimana pelaksanaan e-learning dinkelas tersebut dan persepsi siswa tersebut mengenai e-learning. Hasil penelitian menemukan bahwa Pelaksanaan pembelajaran bahasa inggris menggunakan e-learning pada saat pandemi di kelas VIII Islamic Juinior High School di kabupaten bojonegoro secara keseluruhan sudah berjalan dengan baik sesuai prosedur pelaksanaan pembelajaran online. E-learning mendapat persepsi positif karena di nilai cocok dan efektif saat pandemi seperti ini, kemudian E-learning juga mendapat persepsi negatif karena mereka tidak bisa memahami materi yang di sampaikan. Tidak stabilnya sinyal juga membuat beberapa siswa malas untuk membuka e-learning dan mengerjakan tugas.

Kata kunci: E-Learning, Pandemi, Persepsi.

INTRODUCTION

Learning English using E-Learning has many benefits. According to Rohmah (2016) the benefits of

learning through E-Learning include, the existence of E-Learning can shorten learning time and make study more economical. Learning through E-

Learning can also be more practical and flexible, because the teaching and learning process is carried out without having to meet face to face directly between educators and students, Ardiansyah (2013). By using E-Learning students can save on travel costs, because they no longer need to come to school or college to take lessons. It is only enough to stay at home with an adequate internet network, students can take learning through E-Learning.

In English learning itself, learning through E-learning is also very influential on power. think learners. Students can more freely get information about English material easily through E-Learning. Sabar & Rahman (2011). . Students can also directly search for, understand, get, information through web assistance (E-Learning). They can adjust their previous knowledge with new knowledge, so that the knowledge they get can continue to expand widely. It can be said that learning through E-Learning is effective in improving student learning outcomes, Affandi, et al (2020).

E-Learning can also be an answer to the problems that the world is facing, especially in Indonesia, namely the corona pandemic (covid 19) which is very influential in the world of education. The World Health Organization (WHO) declared COVID-19 a global emergency on January 30, 2020 Currently, COVID-19 has affected 213 countries and regions (WHO, 2020). In response to this, several countries have adopted policies by

implementing strict social distancing restrictions. On 12 March 2020, 46 countries have declared school closures and 26 of these countries have closed schools nationally (Huang et al 2020). In Indonesia itself the government has urged its people to work from home (WFH).

One of the Islamic Junior High Schools in Bojonegoro Regency in overcoming learning problems during the Covid-19 pandemic decided to conduct learning through E-Learning. The school uses an e-learning application called "E-Learning Madrasah". E-Learning Madrasah is an application made by the Ministry of Religion of the Republic of Indonesia, Hikmah (2020). This application was made to be used by teachers and students in carrying out distance learning, especially during the Covid-19 pandemic. The use of this application is quite new for the learning model in one of the islamic junior high schools in the Bojonegoro area

In this case, the researcher is interested in conducting research on students' perceptions of the learning process through E-Learning at one of the Islamic Junior High Schools in Bojonegoro Regency. According to Khairani (2012) perception is a process that is preceded by a stimulus which is then received by the individual through receptors, namely the senses. Perceptual processes can occur when a person receives stimuli from the outside world which are then captured by the senses and then enter the brain. Therefore, this research is very necessary to find out

the perceptions of these school students about e-learning learning which was used recently during the Covid-19 pandemic.

RESEARCH METHODE

The research approach used in this research is a qualitative approach. Bogdan and Taylor in Moleong (2019: 4) define qualitative methodology as a research procedure or process that produces descriptive data in the form of written or spoken words from people and observable behavior. This descriptive qualitative research method is used because in this study it is possible to understand the phenomena experienced by the research subject, for example behavior, perception, motivation, action, etc. (Moleong, 2019: 6).

The source of data in a study is an important part. What is meant by data sources is where the data is obtained. Sources of data according to Lofland in Moleong, (2019: 157) the main data sources in qualitative research are words and actions, the rest is additional data such as documents and others. This research was conducted at an Islamic Junior High School in Bojonegoro Regency. In this research, the main data source is the students of class VIII C, totaling 38 students consisting of 16 girls and 22 boys. The research object was taken based on the advice of the English teacher because these students were easy to work with, active in learning, and their English skills were all the same, nothing was greater or something like that. In addition, researcher also took data sources from English teachers who taught in the classroom while using e-learning.

In the research, the data were collected by interviewing, observing, and documenting the sources who mastered the problems in this study, which came from the perceptions of grade VIII students about e-learning implementation during the pandemic.

This study is use in-depth interviews. In this study, the researcher herself has acted as the interviewer. Researcher have conducted interviews with English teachers of class VIII C and several students who have been selected as research subjects.

Observations made by researcher are in the form of virtual observations. Researchers as observers, observe the activities of the teacher in the learning process using e-learning. In this study, researcher have observed directly when teachers teach using an e-learning system. Documentation is used as a complement to the observation and interview methods. The researcher perpetuate something related to the object of research by taking photos that can be used as data.

Qualitative data analysis according to Bogdan & Biklen (in Moleong, 2019: 248) is an effort carried out by working with data, organizing data, sorting it into manageable data units, synthesizing it, looking for and finding patterns, finding what is important and what to learn, and then decide what to tell others. The process of qualitative data analysis is carried out before entering the field, during the field, and after the field, Sugiyono (2016: 245). The data analysis technique used in this study is the data analysis technique from Miles and

Huberman in Sugiyono (2016: 246), namely: Data reduction, Data display, and Conclusion.

RESULT AND DISCUSSION

RESULT

To answer the findings in the formulation of the first problem regarding the implementation of e-learning in VIII class, in this study, data were obtained using observation, interview, and documentation instruments as comp. Researcher began conducting research at the school at the end of March 2021-early April 2021. In conducting this research, researchers made observations when learning English took place using e-learning. This is in accordance with the results of observations that have been made, that the school has actually implemented learning through e-learning.

When the researcher made observations, the researchers found that in delivering the English language material, it was in accordance with the lesson plans that had been made, so during the pandemic the teachers had prepared lesson plans that were in accordance with learning using e-learning. This is supported by the results of the attached documentation. From the results of observations, it is known that not all students are present in the study, in the sense that students do not take attendance right on the day of the English lesson. Then, in delivering material through e-learning, the teacher usually uses videos from YouTube that are in accordance with the material being taught, not infrequently the material delivered is in accordance with the handbook module that each student already has.

After making observations, to get stronger data, many researchers also conducted interviews with the English teacher. From the interview results, the researcher found that when teaching using

e-learning during the pandemic, the teacher has been several shortcomings and inhibiting factors experienced. During the learning process, the teacher cannot guarantee the validity of the student's scores, because the teacher cannot directly supervise how the students learn. From the results of the interview, it was also found that learning English using e-learning during a pandemic like this also provides benefits that is make teachers and students easier to do learning during the pandemic. Learning using e-learning during a pandemic like this is considered very suitable to do. Moreover, learning using e-learning is one of the best ways so that learning can continue.

To answer the findings in the second problem formulation regarding the perceptions of class VIII students in this study, data were obtained using an interview instrument. The researcher conducted interviews with several students to discuss the second research problem related to students' perceptions of learning English using e-learning.

From the results of interviews with class VIII students, some of them stated that they did not always follow the learning process and some said that they always participated in learning English through e-learning.. This is due to various reasons, that is students do not have data packages, unstable signals, and students who tend to be lazy.

The researcher also asked about students' understanding of the English material delivered through e-learning. Not all students are able to understand the material presented because the ability of each student is certainly not the same. They think English is difficult and they find it difficult to understand the material conveyed through e-learning, especially with a fairly short explanation.

Learning English using e-learning during the pandemic of course also has various shortcomings and inhibiting factors. The inhibiting factor that is very influential in learning English through e-learning is the unstable signal factor. From the results of the interviews, it was found that there were several shortcomings and inhibiting factors for learning English using e-learning from the opinions of students, most of which were the problem of an unstable signal.

Researcher also asked questions about whether learning English during the pandemic was suitable or not. Some of them answered yes and some said no. From the results of interview, researcher found, it turns out that learning English using e-learning during a pandemic also has its own benefit for students. One of the benefits is that they can still study at home without having to go to school

DISCUSS

Based on the results of the research findings above, in the process of learning English through e-learning, when viewed virtually, it has run smoothly in accordance with the RPP for learning English, but when viewed in real terms it cannot be said to run smoothly. The material conveyed through e-learning may have been conveyed well, but not all students can understand it. Teachers also cannot supervise the student learning process directly and maximally. In delivering material through e-learning, the teacher should not only convey the material and then give assignments, the teacher must also conduct question and answer activities to measure the level of student understanding. It is also known that teachers tend to only give materials and assignments.

When the process of learning English through e-learning, not all students are present when the teacher delivers the material, seen from the teacher who gave the attendance list, not all students are absent that day, most students are absent the next day. This is most likely due to an unstable signal constraint. Students cannot participate in learning and take attendance due to unstable signal constraints so students cannot open e-learning. That way the teacher can give tolerance to his students, because not all areas have the same signal strength.

Learning English through e-learning during the pandemic actually also provides benefits and convenience for teachers themselves and students. One of the benefits is that it makes it easier for students and teachers to still be able to do learning during a pandemic like this and not have to meet face to face. Learning through e-learning is the best solution during a pandemic like this. Therefore, it is hoped that teachers and students can work well together so that learning can really be said to be smooth and achieve the expected learning goals.

From the research findings, it turns out that not all students are present in learning English through e-learning. From the results of interviews, it was found that some students did not take part in learning through e-learning. This is caused by several factors, namely the problem of data packets running out and unstable signals, sometimes also the low level of student motivation so that they feel lazy to follow the learning. Some students continue to follow e-

learning because they do not want to miss the material and attendance at the time of learning. English material is considered by some students to be quite difficult material. Moreover, the material is delivered online, students find it difficult to understand it. From the results of the interview, it was known that the teacher did not provide further explanations about the material presented, so not all students could understand it. As it is known that the level of understanding of students is definitely different.

Learning English through e-learning during the COVID-19 pandemic certainly also has its drawbacks and inhibiting factors. From the results of interviews, it is known that the biggest shortcomings and factors that hinder students in learning are the signal factors that are less stable. That way, the teacher can understand if students cannot attend and make attendance on time when learning English. Learning English through e-learning in addition to having drawbacks also has its own advantages.

From the interview results, it is known that one of the advantages of learning English through e-learning is that learning can still be done even though it is not face-to-face, because this is the best solution during a pandemic like this. Most students said that learning English through e-learning during a pandemic like this also provided its own benefits for them. They feel they can take lessons anywhere without having to come to school. This is in accordance with what

Rohmah (2016) said regarding the benefits of e-learning, one of which is that E-Learning can shorten learning time and make studies more economical. learning while relaxing at home. Learning English through e-learning, from interviews some said it was suitable to be applied during a pandemic like this and some said it was not suitable. From the results of interviews, some of their students said that it was suitable to be applied during a pandemic like this because it was the best solution. Some students said it was not suitable to be applied because they felt they could not understand the material presented. They all prefer learning to be done face-to-face, so that they can better understand the material presented.

From the findings of the researchers, learning English through e-learning got 2 positive and negative responses from students. This is in accordance with previous research by Mulyani, Sri (2020) who conducted a study to investigate how students' perceptions and motivations about learning English using e-learning during the covid-19 pandemic in one of the junior high schools were ordered to find results that in the use of e-learning e-learning gets a positive perception because it is effective. Meanwhile, there are those who give negative perceptions because the teacher does not provide detailed explanations so the material conveyed is difficult to understand.

CONCLUSION

The implementation of learning English using e-learning during the pandemic in class VIII Islamic Junior High School in Bojonegoro district as a whole has gone well according to the procedures for implementing online learning. However, if it is seen in real terms learning English through e-learning has not been running in accordance with the learning objectives because the teacher cannot optimally supervise the student learning process and cannot know the level of student understanding optimally.

During learning using e-learning, especially in English material, it creates a positive perception. Some of them said that learning English using e-learning had gone quite well. They argue that this method can be said to be suitable or effective because it is the only solution to keep learning online while the covid-19 pandemic is still ongoing in Indonesia, so they can still learn even though they don't go directly to school. Learning English through e-learning also has advantages and benefits such as they can study at home while relaxing, they can still learn even though they don't go to school.

Some students also gave negative perceptions during learning using e-learning. They argue that learning English using e-learning is not suitable, because they feel they cannot understand the material presented by the teacher with quite a few and brief explanations. The unstable signal factor also makes some students lazy to open e-learning and do assignments.

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