STUDENTS' RESPONSES TOWARD THE USE OF E-LEARNING DURING STUDY FROM HOME (SFH) POLICY

Yuana Vita Praja, S.S, Ima Isnaini Taufiqur Rohmah, M.Pd., Ayu Fitrianingsih, M.Pd.
English Education Study Program, IKIP PGRI Bojonegoro
Email:y.vitapraja@gmail.com,
English Education Study Program, IKIP PGRI Bojonegoro
Rimataufiq83@gmail.com
English Education Study Program, IKIP PGRI Bojonegoro
ayu_fitrianingsih@ikippgribojonegoro.ac.id

Abstract
Education has a very important role in the development of Indonesian society as a whole. Because of that education really needs to be developed from various sciences, because quality education can increase the intelligence of a nation. Education is an important part of the national development process that helps improve a country's economy. When the Covid 19 pandemic arrives, schools must continue to run well. Schools use an online system and this is done by teachers by implementing e-learning. This research can be classified into types of case studies (field research) because the data obtained by researchers are data that are the result of direct observation in the field or research location. This research is a qualitative research, a research procedure that produces descriptive data in the form of speech or writing and behavior that can be observed from the person (subject) itself. In this study, the object of research is students' perceptions of the application of E-learning in class X 6 majoring in Natural Sciences at SMAN 1 Bojonegoro. This research finally contributed the following findings. Students' perceptions about the implementation of e-learning learning at SMA Negeri 1 Bojonegoro are going well even though there are obstacles from the internet network or from students who are not accustomed to the material given because there is a lack of learning, one of which is lack of direct interaction between students and teachers. Teacher learning strategies in implementing e-learning must be further improved and further developed, so students are more comfortable in learning e-learning. Considering that online learning will continue as long as the Covid 19 Pandemic remains. Provision of facilities and infrastructure that supports e-learning learning at school or at home, so students can participate in better and more comfortable Study from Home (SFH)
Keyword: Student perceptions, E-learning, Study from Home

Abstrak berbahasa Indonesia
Pendidikan memiliki peran yang sangat penting dalam perkembangan masyarakat Indonesia secara keseluruhan. Karena itu pendidikan sangat perlu dikembangkan dari berbagai ilmu, karena pendidikan yang berkualitas dapat meningkatkan kecerdasan suatu bangsa. Pendidikan adalah bagian penting dari proses pembangunan nasional yang membantu meningkatkan ekonomi suatu negara. Ketika pandemi Covid 19 tiba, sekolah harus tetap bisa berjalan dengan baik. Sekolah menggunakan sistem online dan ini dilakukan oleh guru dengan menerapkan e-learning. Penelitian ini dapat diklasifikasikan ke dalam jenis studi kasus (penelitian lapangan) karena data yang diperoleh oleh peneliti adalah data yang merupakan hasil pengamatan langsung di lapangan atau lokasi penelitian. Penelitian ini adalah penelitian kualitatif, suatu prosedur penelitian yang menghasilkan data deskriptif dalam bentuk pidato atau tulisan dan perilaku yang dapat diamati dari orang (subjek) itu sendiri. Dalam penelitian ini, objek penelitian adalah persepsi siswa terhadap penerapan E-learning di kelas X 6 jurusan Ilmu Pengetahuan Alam di SMAN 1 Bojonegoro. Penelitian ini akhirnya menyumbangkan temuan berikut. Persepsi siswa tentang implementasi pembelajaran e-learning di SMA Negeri 1

Bojonegoro berjalan dengan baik walaupun ada hambatan dari jaringan internet atau dari siswa yang tidak terbiasa dengan materi yang diberikan karena pembelajaran yang dilakukan ada yang kurang salah satunya tidak adanya interaksi langsung antara siswa dan guru. Strategi pembelajaran guru dalam menerapkan e-learning harus lebih ditingkatkan dan dikembangkan lebih lanjut, sehingga siswa lebih nyaman dalam belajar e-learning. Menimbang bahwa pembelajaran online akan terus berlanjut selama Pandemi Covid 19 tetap ada. Penyediaan fasilitas dan infrastruktur yang mendukung pembelajaran e-learning di sekolah atau di rumah, sehingga siswa dapat berpartisipasi dalam Belajar Dari Rumah (BDR) yang lebih baik dan lebih nyaman.
Kata kunci: Persepsi siswa, E-learning, Belajar dari Rumah

INTRODUCTION

A. Research Background

The learning process is an activity to instill the meaning of learning for students, learning outcomes are beneficial for their lives in the present and the future. Important learning is the expected learning process for students where students can be directly involved in the learning process and find that knowledge directly. In modern times like now, information technology is developed according to human needs in order to help and facilitate humans in carrying out their activities. With the entry of globalization, future education is more open and two-way, diverse, multidisciplinary, and related to work productivity and competitiveness. As the development of internet technology, in the e-learning education system began to be developed.

Today, the world of education is one of the determining factors and can be a benchmark for the progress and success of a nation. Along with this development, information and communication technology has developed very rapidly. Progress also has an impact on the world of education. Various techniques and methods used in education are now appearing along with increasingly easy access to Information Communication Technology (ICT). More with the presence of internet networks, where various information is easily obtained by everyone. Educational innovation cannot be stopped. The development of Information Communication Technology (ICT) made it easier for teachers to realize the mandate of PP No. 19 of 2005. Realization of the use of Information Communication Technology (ICT) using e-learning applications in the world of education.

In the Covid 19 pandemic situation, many schools received learning without E-learning until the 2019/2020 school year was finished. It is expected that every teacher uses online learning media to encourage learning for students during the Study from Home (SFH) policy. Every level of school implements it because the Study from Home (SFH) is applied to students from kindergarten to high school level and even college students.

From the description above, in this study the research that wants to conduct research to study students for the application of e-learning in supporting the learning process. This research was conducted at SMAN 1 Bojonegoro, while the research subjects used were students who have or use e-learning methods during the Study from Home (SFH) policy.

B. Research Problem

Based on the description of the background of the problem above, the formulation of the problem in this study are as follows:

How is the student perception toward the implementation of E-learning?

C. Research Objectives

Based on the above formula, this research has the following objectives:

To know the student perception toward the implementation of E-learning.

D. Signification of The Study

The results of this study are expected to provide:

1. Theoretical signification
   a. For Teachers: With this research the teacher can know the obstacles of using e-learning. Can be useful as a best practice in e-learning
   b. For Students: If you can know the variety of students, the teacher knows the student's obstacles, so that they can provide appropriate teaching methods for students to improve their learning achievement.
2. Practical signification
   a. For Teachers: This research can be used as study material finally it will improve the quality of graduates
   b. For Students: Students can know the advantages and disadvantages of learning using e learning so that they have alternative ways of learning that are appropriate to their learning style

E. Definition of key term

Student Perception

a. Definition of Student Perceptions
According to Latipah (2012: 64) perception is the process of understanding stimulus, this meaning is constructed based on existing physical representation with the knowledge we already have.

According to Solso et al (2007: 75) perception (perception) perception of high-level perception in the interpretation of sensory information. Perception is divided into two forms, namely positive and negative perceptions that result from an individual's assessment of an object of information or information with a positive view or in accordance with what is expected from the object perceived or from the existing relationship. Because of the difference in positive perception due to individual satisfaction with the object that is the source of his

perception, the existence of individual knowledge, and the existence of individual experiences of the object being perceived. Meanwhile, negative perceptions are individual perceptions of certain objects or information with negative views, contrary to what is expected from the perceived object or from existing rules. The cause of differences in a person's perception can arise due to individual dissatisfaction with the object that is the source of his perception, the individual's ignorance and lack of individual experience of the object being perceived and vice versa.

RESEARCH METHODOLOGY

A. Research Method

This research can be classified into types of case studies (field research) because the data obtained by the researcher are data that are the result of direct observation in the field or research location. This research is a qualitative study, a research procedure that produces descriptive data in the form of speech or writing and behavior that can be observed from the people (subjects) themselves. In this research, the object of study is the student perception toward the implementation of E-learning in class X 6 majoring in Natural Sciences in SMAN 1 Bojonegoro.

B. Research Setting

The population in this study was taken from tenth grade students in X 6 class, majoring in Natural Sciences in SMA Negeri 1 Bojonegoro academic year of 2019/2020. In the class there were 34 students consisting of 18 girls and 16 boys. In this class students have done e-learning in learning especially English subjects.

C. Data and Source of Data

The research subject is the main source of research data, which has data variables to be studied. The subjects of this study were tenth grade students majoring in Natural Sciences of SMA Negeri 1 Bojonegoro who were implementing the learning process using e-learning in class or in other place.

D. Data Collection Techniques

1. Interview

Interview is a process carried out by researchers to respondents to obtain information conducted by researchers from respondents by way of question and answer

The interview used in this study was a structured interview, meaning that the researcher prepared interview guides with a non-strict structure, where the questions to be asked were prepared beforehand, but the list of questions did not bind the interview to obtain valid data. The technique used in the interview is an in-depth interview technique, which is an interview by conducting one-sided question and answer which is done systematically and based on research. This technique is used to find out about the implementation of e-learning that is used by teachers in the learning process in class X majoring in Natural Sciences in SMA Negeri 1 Bojonegoro in the academic year 2019/2020.

E. Data Analysis

Data analysis is an attempt to systematically search and organize records of observations, interviews and documentation and others to improve researchers' understanding of the cases studied and present them as findings for others. The process of data analysis in qualitative research is carried out along with the data collection process. Thus the work of collecting data for qualitative researchers must be followed by the work of writing, editing, classifying, reducing, presenting and drawing conclusions or verification.

The process of data analysis starts with reviewing all data obtained from interviews, field notes or observations and documentation by organizing data into categories. The data analysis technique used in this study is an interactive analysis model from Miles and Huberman which divides the analysis activities into four parts, namely data collection, data reduction, presentation and drawing conclusions or data

verification, where the process takes place circularly during the research.

The steps taken in data analysis are
a) Data collection, data collection from the field is done through observation, documentation and interviews
b) Data reduction, reduction can be interpreted as the process of selecting attention to simplification, abstracting, transformation of "rough" data that arises from written records from the field. This data reduction is one part of the analysis, so in it will be more on analyzing the data itself.
c) Presentation of data
Presentation of data here is more limited as conclusions compiled information that gives the possibility of drawing conclusions and taking action. Therefore, all existing data in the field are analyzed so that it can bring up a description of how the implementation of e-learning in class tenth grade majoring in Natural Sciences in SMA Negeri 1 Bojonegoro in the academic year 2019/2020.
d) Drawing conclusions
Conclusion drawing is a complete depiction of the object of research. The process of drawing conclusions is based on a combination of information arranged in a form on the presentation of data. Through this information, the researcher can see what he is researching and find correct conclusions about the object of his research.

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

Students Respon

In this study, researchers used a survey with google form media to obtain the data needed to determine student perceptions in the implementation of e-learning. The respons, including:
a) Since when do you know the e-learning model?

Table 4.1
Since when students know about e-learning

Time	Frequency	Percentage
Since middle school	20	58%
Since entering high school	7	21%
3 month	7	21%
Total	34	100%

Based on Table 4.1 above this study uses respondents as many as 34 student samples where from the sample chosen when viewed in terms of time students know about e-learning is 58% students have answered since middle school, 21% students have answered since entering high school, 21% students have answered since three months ago.

b) How long have you been participating in learning using the e-learning learning model?

Table 4.2
How long have students followed learning by using e-learning models

How Long	Frequency	Percentage
Since middle school	7	21%
Since entering high school	9	26%
3 months	18	53%
Total	34	100%

Based on Table 4.1 above this study uses respondents as many as 34 student samples where from the sample chosen when viewed in terms of time students know about e-learning is 53% students have answered since middle school, 26% students have answered since entering high school, 21% students have answered since three months ago.

c) As a student in the SKS curriculum you are required to learn actively and independently by utilizing learning with the e-learning model. Do you think it's effective or not?

Table 4.3
The effectiveness of e-learning

Effectiveness	Frequency	Percentage
Not effective	9	26%
Less effective	9	26%
Effective enough	14	42%
Effective	2	6%
Total	34	100%

Based on Table 4.3 Students respond: 26% students answer ineffectively, 26% students answer less effectively, 42% students answer quite effectively, 6% students answer very effectively.

d) What do you think is more interesting between conventional learning (in the classroom) and e-learning learning?

Table 4.4
More interesting learning in conventional learning or e-learning

Learning	Frequency	Percentage
Conventional learning	30	88%
E-learning	4	12%
Total	34	100%

Based on the results of Table 4.4 shows that of the 34 respondents studied 88% of students answered more interesting learning in class, 12% of students answered more interesting e-learning learning.

e) Does the e-learning model support your learning in class? Like what for example?

Table 4.5
E-learning learning supports learning in the classroom

E-learning supports in class	Frequency	Percentage
Strongly supports	4	12%
Supports	24	70%
Enough supports	4	12%
Does not support	2	6%
Total	34	100%

The results of the analysis of Table 4.5 illustrates that from the sample taken as many as 34 respondents among students it turned out that Students gave responses: 6% of students answered not support, 12% of students answered quite effectively, 70% of students answered support, 6% of students answered very supportive.

f) Does the e-learning model increase your enthusiasm?

Table 4.6
E-learning makes you more excited

Student responses in e-learning	Frequency	Percentage
Enthusiasm	16	47%
Enough enthusiasm	2	6%
Lack of enthusiasm	2	6%
No enthusiasm	13	38%
Decreased enthusiasm	1	3%
Total	34	100%

Based on Table 4.6 gives an illustration that from the sample taken as many as 34 respondents among students it turns out that Students gave responses: 1 student answered his enthusiasm decreased, 13 students answered not excited, 2 students answered less excited, 2 students answered quite excited, 16 students answered excited .

g) What difficulties do you encounter when participating in learning using the e-learning learning model?

Table 4.7
Difficulties experienced when participating in e-learning

Difficulties in e-learning	Frequency	Percentage
Internet connection	25	73%
Material does not understand	6	18%
No difficulties	2	6%
Health problems (eyes)	1	3%
Total	34	100%

Based on Table 4.7 gives an overview of the difficulties experienced by students during e-learning, from the sample taken as many as 34 respondents among students it turns out Students give responses: 73% of students answer constrained with an internet connection or network signal, 18% of students answer the material given becomes less well understood because they cannot discuss or ask questions directly, 6% of students answer there is no difficulty in participating in e-learning learning, 3% of students answer constrained by eye health that must be in front of the cell phone or laptop.

h) What do you think is the positive side of the e-learning learning model?

Table 4.8
The positive side with the e-learning model

Positive Side	Frequency	Percentage
Can study independently	20	59%
Can study anywhere and anytime	12	35%

Save time	2	6%
Total	34	100%

Based on Table 4.8 gives an illustration that from the sample taken as many as 34 respondents among students it turns out that Student responds: 59% students answer can learn independently, 1 student responds to decreased enthusiasm, 35% students answer can study anywhere and anytime, 6% students answer with the existence of e-learning learning makes more time saving.

i) What do you think is the negative side of the e-learning learning model?

Table 4.9
The negative side of e-learning

Negative Side	Frequency	Percentage
No sharing / interaction	19	55%
Not understand with the material provided	7	21%
Network does not support	7	21%
Make students lazy	1	3%
Total	34	100%

Based on Table 4.9 illustrates that from the sample taken as many as 34 respondents among students it turns out, Students respond: 19 students answers there is no interaction and sharing with the teacher and friends, 7 students answer makes the material lack of understanding in the material presented, 7 students answer that they have problems from communication tools or from their internet network, 1 student answers makes students lazy.

j) Do you think that all subjects should use the e-learning learning model?

Table 4.10
Use of e-learning for all subjects

Use of e-learning	Frequency	Percentage
No	14	41%
Not all / Most	12	35%
Depends on condition	6	18%
All subjects	1	3%
Depends on teachers and students	1	3%
Total	34	100%

Based on Table 4.10 illustrates that from the sample taken as many as 34 respondents among students it turned out that Students gave responses: 41% of students answered not using e-learning learning models, 35% of students answered so that not all subjects used e-learning learning models, 18 % of students answered according to conditions, 3% of students answered that all subjects could use e-learning, 3% of students answered the use of e-learning depending on the teacher and students who were carrying out learning.

CONCLUCION [

Based on the results of qualitative research with observation techniques, which were carried out at SMAN 1 Bojonegoro on the implementation of e-learning learning in the 2019/2020 school year, several conclusions can be drawn. The conclusion is presented as follows:

The student perception toward the implementation of e-learning is going well even though there are obstacles from the internet network or from students who are not familiar with the material provided because learning is carried out there is less direct interaction between students and teachers. Several factors inhibiting the implementation of e-learning learning faced by students in implementing e-learning learning are students still hampered by the

internet network and this is related to facilities and infrastructure..

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