AN ANALYSIS OF SIXTH SEMESTER STUDENTS' PERSPECTIVES ON USING E-LEARNING AS LEARNING MEDIA AT UNIVERSITY OF MUHAMMADIYAH TANGERANG

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ABSTRACT

This study aimed to analyze the information related to the students' perspectives on using E-Learning as learning media during the pandemic, which was seen from 2 aspects: perspectives on the advantages and the problems faced. The subject of this study were students in 6 semesters at University of Muhammadiyah Tangerang. This study used descriptive qualitative method. The writers used 3 techniques; interviews, questionnaires, and documentation. The result of this study showed that most of their perspectives of the advantages of using E- learning are; more comfortable and flexible to do anytime and anywhere, saved time, money and transportation costs, upgraded technology and access much information, more safely and independent learning. However, the main problem faced were poor internet signal connection, spent a lot of internet quota. Moreover, there are some students who felt bored, and stressed because of monotonous learning, and lack of knowledge to master the application's use properly.

Keyword: Advantages, E-Learning, Problems, Students' Perspectives.

INTRODUCTION

The outbreak of Corona Virus Disease also known as Covid-19, it began in Wuhan, Hubei, China in late December and quickly spread throughout the world. It was a disease caused by the Corona SARS CoV-2 (Severe *Acute Respiratory Syndrome Coronavirus-2)* which had previously occurred in Tiongkok in November 2002. This virus attacks respiratory system, so infection of this virus can cause Pheunomia, acute respiratory syndrome, kidneys, and even death. In early January 2020, WHO declared SARS CoV-2 outbreak a Public Health Emergency of International Concern. Based on data from the Ministry of Health of the Republic of Indonesia, the number of Corona cases in the world has reached 5.21 million with 2.05 million cured and 388 thousand deaths. Meanwhile, cases in Indonesia have reached 20,796 cases with the number recovered 5.057 and died 1.326. The data obtained comes from several other regulations and policies, as well as phenomena that occurred in the field. The results of the research state that Indonesia has been through a condition where the public's concern about Covid-19 is quite large.

The Ministry of Education and Culture (Kemendikbud) *Surat Edaran Nomor 1 Tahun 2020 Tentang "Pencagahan Penyebaran Corona Virus Disease (COVID-19) di Perguruan Tinggi"* stated that *"Menyelenggarakan Pembelajaran Jarak Jauh sesuai dengan PT masing-masing, dan menyarankan mahasiswa untuk melakukan pembelajaran dari rumah dengan*

pembelajaran Daring baik synchronous maupun asynchronous, melalui platform: Google Classroom/ Edmodo/ Schoology/ Classdojo (for Kids), untuk merekam materi bentuk video dapat melalui: Camtasia/ Screencast- O-Matic/ Seesaw/ Xrecorder/ , dan untuk Latihan dapat melalui: Quizlet (flashcard dandiagram), Quizizz (homework), atau Kahoot;"

THEORETICAL FRAMEWORK

The purpose of implementing BDR (Learning from Home) activities is to ensure the fulfillment of student's rights to obtain educational services. In principle that safety and mental health of students, school principals, and all members of the education unit arethe main considerations in the implementation of learning from home. Methods and Media for implementing BDR (*Learning from Home*) are carried out with Distance Learning (PJJ) which is divided into 2 approaches, namely Distance Learning in Network (*Daring*) and offline (*Luring*). Moore et al (in Firman and Sari, 2020)described Online Learning as a form of learning that necessitates an internet network with connectivity, accessibility, flexibility, and the ability to lift various types of learning interactions. According to Oknisih, N., & Suyoto, (2019) (in Ali & Afreni, 2020), the ability to develop independent is one of the benefits of online learning *(self-regulated learning).* The use of online software will help you learn more independently.As said by Kuo et al., (2014) (in Ali & Afreni, 2020), online learning is more student- centered, allowing students to develop accountability and autonomy in their learning *(learning autonomy).*

Talking about media for learning in this pandemic, the writers are interested in findingout How Students' Perspectives on using E-learning as learning media in Sixth Semester at University of Muhammadiyah Tangerang, which began implementing learning from home in mid-March 2020 after receiving news from The Ministry of Education and Culture (Kemendikbud) namely, *Surat Edaran Nomor 1 Tahun 2020 Tentang "Pencegahan Penyebaran Corona Virus Disease (Covid-19) di Perguruan Tinggi"*, which requires students and lecturer schedule to be transferred to Online Learning, that processes activities, learns, and delivers material using E-learningapplications such as Zoom and G-meetings, Google classroom, PJJ, and WhatsApp. The writers choose students in 6th semester at University of Muhammadiyah Tangerangas representative because the writers interested in the Online learning perspective of students during this pandemic, where the new learning activities that need to be at home through various applications, both in terms of the advantages also problems in using E-learning media. Therefore, this study focuses on Students' Perspectives On Using E-Learning As Learning Media During Pandemic In Sixth Semester At University Of Muhammadiyah Tangerang.

RESEARCH METHOD

In this research, the writers used descriptive qualitative approach because the writers want to analyze students' perspectives on using E-learning as learning media during pandemic in sixth semester at university of Muhammadiyah Tangerang. According to Sugiyono, (2013), "qualitative research methods are research methods that are based on the philosophy of post positivism and are used to conduct research onthe natural state of an object (rather than experimental) where the researcher is the keyinstrument, the data collection technique is triangulation (combined), data analysis is inductive/qualitative, and the results of qualitative research emphasize meaning rather than quantity. The instrument in qualitative research is a person or human instrument, namely the researcher himself. To become an instrument, the researcher must have a wide range of theory and insight, allowing them to ask questions, analyze, take pictures,and construct the social situation under study

to make it clearer and more meaningful. To gain a more comprehensive and deeper understanding. The data analysis performed is inductive in nature, based on the facts discovered in the field, and is then built into ahypothesis or theory." (p.8-9).

Descriptive research, according to Fitrah and Luthfiyah (2017, p.36) (in Mulyani, 2020), is research that seeks to describe existing phenomena that occur both now and in the past. This study does not manipulate or change the independent variables, but rather depicts a factual condition. Furthermore, According to Ulyadi (2011, p.10) (in Mulyani, 2020), stated that descriptive research is a discussion for theexploration and clarification of independent variables on the dependent variable through the description of several indicators relating to the problem and the unit discussed.

In this study, the writers used descriptive qualitative method to describes how students' perspectives also the problems faced on using E-learning as learning media during pandemic in sixth semester at University of Muhammadiyah Tangerang which located on Jl. Perintis Kemerdekaan No.33 Cikokol, Tangerang, Babakan, Kec. Tangerang, Kota Tangerang, Banten 15118. The population in this study was 6th semester students in 4 classes are; A1, A2, B1, and B2 with a total of 106 students, buthere the writers take 10 students taken as representatives from each class to berespondents. The writers firstly collect and analyzes the data. Then, the writers conducted an interview and questionnaire with 40 students in sixth semester by askingthem a series of questions about perspectives also the problems using E-learning duringpandemic. The last step, the writers concluded into the findings of the research.

Research Instrument

a. **Interview**

Table 1. Instrument of Interview Rubric

No	Indicators	Questions
1	To know students' Perceptiontowards English E-Learningduring Covid-19 Pandemic	What do you know about Online learning? in an effort to Study from Home (SFH/BDR) in this pandemic
2	To know students' Perceptiontowards English E-Learning during Covid-19 Pandemic	What do you know about E-learning?
3	To know students' Perceptiontowards English E-Learningduring Covid-19 Pandemic	What is your perspective while learning using E-learning in this pandemic?
4	To know students' Perceptiontowards English E-Learningduring Covid-19 Pandemic	What are the advantages of using E-learning that you feel while learning in this pandemic?

5	To know students' Perceptiontowards English E-Learningduring Covid-19 Pandemic	What are problems or obstaclesdid you face while learning using E-learning?
6	To Know students' Perception towards English E-Learning during Covid-19 Pandemic	Which media or applications are commonly used for learningduring Pandemic? In what subject?
7	To Know students' Perception towards English E-Learning during Covid-19 Pandemic	Which media or applications are the most effectively used in the teaching and learning process? Reason?

b. Questionnaire

A. Respondent's Identity
   Name:
   Class:
       B.Purpose:
   The questionnaire was distributed with the intent of gathering data in order towrite the thesis, the writers hopes that this questionnaire is filled out truthfully.
C. Instructions for completing the questionnaire
   1.   Read each statement carefully and put a tick (✓) in the column of the responses you choose.
   2.   Choose one response for each statement.
D. Description
   1. SA= Strongly Agree   (Sangat setuju)
   2. A = Agree   (Setuju)
   3. U = Undecided   (Ragu-ragu)
   4. D = Disagree   (Tidak setuju)
   5. SD= Strongly Disagree   (Sangat tidak setuju)

Table 2. Instrument of Questionnaire

No	Statement	Responses					Total
1	I like and enjoy studying English in this pandemic through an Online learning						
2	I like learning English trough E-learning because it is attractive and challenging, which can motivate me to study more						

3	Learning activities by using E-learning are engaging and exciting						
4	I can easily understand thelearning material presented through E-learning						
5	I got many other benefits from online learning such as gaining new experience, becoming adaptable to technological advance and being critical thinker						
6	Learning English through Online learning helps me work on the assigned assignment because I can directly search for related materials on the internet						
7	E-learning is an effective learning media to use my timeefficiently and learning autonomously						
8	The English lecturer is very active in coaching, controlling, and giving feedback during and after the Online class meeting						
9	The internet connection in myhometown is fast enough to support online learning						
10	I have a high level of discipline and basic skills in operating technology tools in supporting my online learning						
11	I have difficulty especially in using some features such as participating in Zoom or G-meeting pr sending assignment						
12	I have financial problem in purchasing internet data when the material distributed using Online learning urges me to download big files, other applications, and participate in video conferences						
13	I prefer face-to-face learning meeting or a conventional way of learning than online						

	learning						
14	Implementation of Online Learning on time and accordance with the schedule						
15	Materials about online learning are available and well conveyed						

Source: Mulyani et al (2021)

RESULT AND DISCUSSION

1. What Are Students' Perspectives While learning Using E-learning

a. Interview

Based on results of the students' answer to the second question above about perspectives of E-learning (**What do you know about E-learning?** based on the results of various students' perspectives about E-learning is divided into 5 definitions are ; **1) E-learning using internet network** there were 7 students, as said by students 1, 8, 15, 19, 29, and 33, **2) media or applications** was 17 students, as said by students 2, 3, 4, 9, 10, 17, 20, 23, 30, 32, 34, 35, 36, 37, 38, 39, and 40, **3) distance learning** was 4 students, said by student 5, 23, 26, and 27 and **4) electronic devices** was 14 students as said by students 6, 7, 11, 12, 13, 14, 16, 18, 21, 22, 25, 28, 30, and 31).

Based on the results of students' perspectives above related to E-learning, in accordance with Rosenberg's theory about E-learning (in Rahmasari &Rismiati, 2013) (in Aminoto, 2014) states, is the use of technology and the internet in delivery of learning across a broad spectrum based on three criteria : E-learning is a network that allows for the updating, storing and sharing of teaching materials or content, as well as distribution to users through computer using standard internet technology. Furthermore, in Fernandez & Rainer' theory, (2014), about three characteristics of E-learning there are; 1) Distance learning, 2) Basic on Information and Communication Technology (ICT), and 3) Internet support tools.

Then, the writers concluded that E-learning is Online learning media that requires an internet network through and using a website, application, and digital platform learning such as Zoom, Google Classroom and others.

Moreover, based on their experienced of the perspectives and advantages while learning using E-learning during this pandemic related to the third and fourth questions (**what is your perspective while learning using E- learning, and what are the advantages that you feel while learning in this pandemic?** divided into 5 statements are; **1) Saves time, money and transportation costs** there were 11 students as said by students 1, 11, 12, 14, 19, 24, 29, 30, 33, 36, and 37, **2) more comfortable and flexible to do anytime and anywhere**, there were 12 students as said by students 4, 6, 7, 9, 18, 21, 22, 23, 25, 30, 34, and 38, **3) effective,** there were 4 students as said by students 24,26, 28, and 40, **4) available learn technology and access a lot of information**,there were 4 students as said by students 5, 27, 32, and 32, **5) safely at home and independent learning,** there were 4 students as said by students 3, 10, 17,and 26).

From their statements is in line with Chitra & Raj's theory related to the benefits of E-learning for students are:

1) Online learning accommodates everyone's needs. The online method of learning is the best suited for everyone. This digital revolution is led to remarkable changes in how content is

accessed, consumed, discussed, and shared,

2) Offers access to update content. A prime benefit of learning online is that it makes sure that you are in synchronization with modern learners. This enables the learner to access updated content whenever they want it,

3) Reduced costs. E-learning is cost effective as compared to traditional forms of learning. The reason for this price reduction is because learning through this mode happens quickly and easily. A lot of training time is reduced withrespect to trainers, travel, course materials, and accommodation. And Effectiveness. E-learning has a positive influence on an organization's profitability. It makes it easy to grasp the content and digest it.

It can be concluded that most of their perspectives of the advantages of using E-learning are; more comfortable and flexible to do anytime and anywhere, saves time, money and transportation costs, available learn technology and access a lot of information, more safely and independent learning, only submitting assignments via web or application without need for printing paper and efficient time.

b. Questionnaire

Based on their statements, it can be concluded that most of them stated "Agree" in the teaching and learning process using E-learning within a year of this pandemic, including; felt enjoy in learning, attractive and challenging, motivated to study more, gaining new experience, becoming adaptable totechnological advance and being critical thinker, can directly search for relatedmaterials on the internet, and an effective learning media to use the time efficiently. The total of the percentage of students' statements can be seen in the picture Bar chart 4.2 below.

Picture Bar chart 1. Students' Statements on Using E-Learning
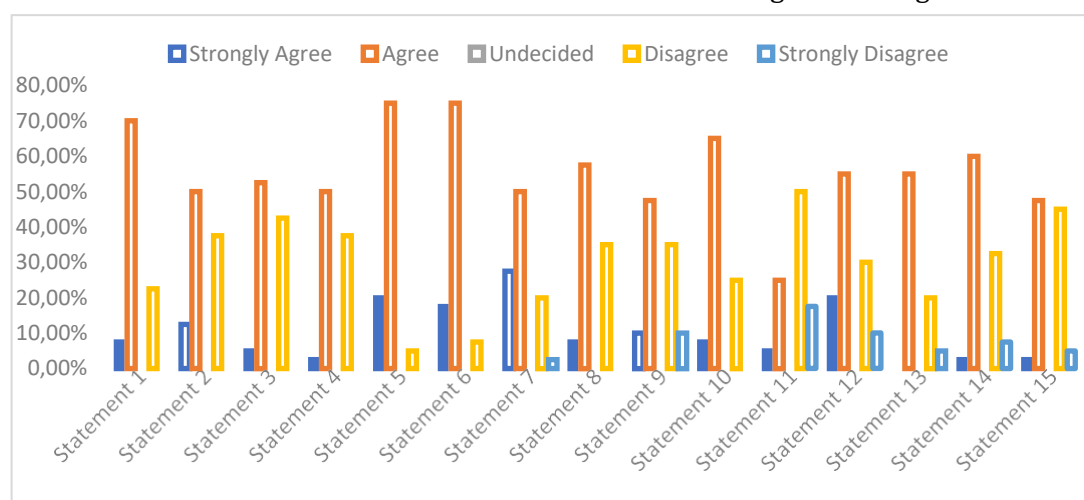
1) First statement

In the first statement, regarding the perspective of students **(who likesand enjoy learning English in this pandemic through Online learning)**.The results showed that there were 3 students who stated "Strongly agree"with the percentage result was (7,5 %), 28 students stated "Agree" with thepercentage result of (70%), and 9 students stated "Disagree" with the percentage result of (22,5%).

2) Second statement

In the second statement, regarding the perspectives of students **(who likes learning**

English trough E-learning because it is attractive and challenging, which can motivate to study more). The results showed thatthere were 5 students who stated "Strongly Agree" with the percentage result was (12,5%), 20 students stated "Agree" (50%), and 15 students stated "Disagree" was (37%).

3) Third statement

In the third statement, regarding the perspectives of student **(Learningactivities by using E-learning are engaging and exciting)**. The results showed that there were 2 students stated "Strongly Agree" with the percentage was (5%), 21 students stated for "Agree" (52,5%), and 17 students stated "Disagree" (42,5%).

4) Fourth statement

In the fourth statement, regarding the perspectives of **(students can easily understand the learning material presented through E-learning)**.The results showed that there is only 1 student stated "Strongly Agree" with the percentage was (2,5%), 20 students stated for "Agree" (50%), and 15 students stated "Disagree" (37,5%).

5) Fifth statement

In the fifth statement, regarding the perspectives of **(students got many other benefits from online learning such as gaining new experience, becoming adaptable to technological advance and being critical thinker)**. The results showed that there were 8 students stated "Strongly Agree" with the percentage was (20%), 30 students stated for "Agree" (75%), and 2 students stated "Disagree" (5%).

6) Sixth statement

In the sixth statement, regarding the perspectives of **(students learning English through Online learning helps me work on the assigned assignment because I can directly search for related materials on the internet)**. The results showed that there were 7 students stated "Strongly Agree" with the percentage was (17,5%), 30 students stated for "Agree" was (75%), and 3 students stated "Disagree" (7,5%).

7) Seventh statement

In the seventh statement, regarding the perspectives of students **(E- learning is an effective learning media to use my time efficiently and learning autonomously)**. The results showed that there were 11 students stated "Strongly Agree" with the percentage was (27,5%). 20 students stated for "Agree" (50%), 8 students stated "Disagree" (20%), and only 1 student who stated "Strongly Disagree" (2,5%).

8) Eighth statement

In the eighth statement, regarding the perspectives of students **(The English lecturer is very active in coaching, controlling, and giving feedback during and after the Online class meeting)**. The results showedthat there were 3 students who stated for "Strongly Agree" was (7,5%), 23students stated for "Agree" was (57,5%), and 14 students stated for "Disagree" was (35%).

9) Tenth statement

In the tenth statement, regarding the perspectives of students **(I have ahigh level of discipline and basic skills in operating technology tools in supporting my online learning)**. The results showed that there were 4 students who stated for "Strongly Agree" was (10%), 26 students stated for"Agree" was (65%), and 10 students stated for "Disagree" was (25%).

10) Thirteenth statement

In the thirteenth statement, regarding the perspectives of students **(I prefer face-to-face learning meeting or a conventional way of learningthan online learning)**. The results showed that there were 8 students who stated for "Strongly Agree" was (20%), 22 students stated for "Agree" was(55%), and 8 students stated for "Disagree" was (20%). 2 students stated for "Strongly Disagree" was (5%).

11) Fourteenth statement

In the fourteenth statement, regarding the perspectives of students **(Implementation of Online Learning on time and accordance with the schedule)**. The results showed that there were 24 students who stated for "Strongly Agree" was (60%), 13 students stated for "Agree" was (32,5%),and 3 students stated for "Strongly Disagree" was (7,5%).

12) Fifteenth statement

The last, in the fifteenth statement, regarding the perspectives ofstudents **(Materials about online learning are available and well conveyed)**. The results showed that only 1 student who stated for "StronglyAgree" was (2,5%), 19 students stated for "Agree" was (47,5%), 18 students stated for "Disagree" was (45%), and 2 students stated "Strongly Disagree" was (5%).

2. What are the Students' Problems Faced While Learning Using E-learning

a. Interview

Based on results of the students' perspectives regarding to the question (**what are problems or obstacles did you face while learning using E- learning?** based on the results of various students' perspectives of the problemsusing E-learning is divided into 3 categories are: 1) Bad or lack signal internet connection, there were 26 students as said by students Student 2, 3, 5, 6, 8, 10,
11, 16, 17, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 37, 38, and 39,
2) Spend a lot of quota, there were 5 students as said by Student 1, 19, 24, 31, and 40, 3) Difficulty in understanding the material and technology, there were 6 students as said by Student 3, 5, 7, 9, 13 and 36.

From their statements above, in line with Millati's theory (2020) concerning the issues or obstacles that impact online learning are; there is no data quota network, in the online learning process. The lack of data or quota becomes an obstacle. There is a lack of IT information. Current technical advancements are considered significant because they can aid in the teaching and learning process without the need for face-to-face interaction. This has become a problem with online learning. There is no network or signal. Due to the signal, a mobile phone or communication system will connect to the internetnetwork, if there is no signal, it can access anything on the internet (Ridwan, 2020, p.16) (in Milati, 2020).

Then, it can be concluded that the main problem or obstacle that becomes the point of Online learning also E-learning is in the poor internet signal connection that do not support in the middle of the learning process, such as when participate or join in video conference via Zoom or Google meetings applications or sending assignments, and it also spend a lot of internet quota sometimes that is used every meetings in learning. Aside from that, there are still some students who feel bored, and stressed because of monotonous learning,found it difficult to understand the material presented, and others who have yetto master the application's use.

b. Questionnaire

Based on the result, in ninth statement, regarding the perspectives of (**Theinternet connection in my hometown is fast enough to support online learning**. The results showed that there were 14 students who stated "Disagree"with the percentage results was (35%), and 4 students who stated "Strongly Disagree" was (10%). Then the results became (45%)).

In eleventh statement, regarding the perspectives of (**students have difficulty especially in using some features such as participating in Zoom or Gmeeting or sending assignment**. The results showed that there were 20 students who stated for

"Disagree" with the percentage resulst was (50%), and 7 students who stated for "Strongly Disagree" was (17,5%)).

In the twelfth statement, regarding the perspectives of **(students have financial problem in purchasing internet data when the material distributed using Online learning urges me to download big files, other applications, and participate in video conferences)**. The results showed that there were 12 students who stated for "Disagree" with a percentage results was(30%), and 4 students who stated for "Strongly Disagree" was (10%)).

Based on their all statements above in accordance with Nursalam's theory (2008) as quoted in Indrakusuma &Putri (2016, p.7) there are disadvantages from the application of E-learning as follows:

1) Not all internet facilities are available at all places.
2) Lack of human resource that understand the internet.
3) Lack of mastery in computer language.
4) Access to an adequate computer can be a problem for students themselves.

It can be concluded that there are still some students who are still experiencing problems in inadequate internet connection, have difficulty especially in using some features such as participating in Zoom or G-meeting or sending assignment and have financial problem in purchasing internet data when the material distributed using Online learning urges to download big files, other applications, and participate in video conferences.

3. Perception process

Based on the process of students' perspectives according to Qiong (2017, p.18)(cited in Mulyani, 2020) there are three stages of the perception process, as follows:

a. Selection

In this stage, the writers selects students in 6th semester at University of Muhammadiyah Tangerang to be research respondents and asked for their perceptions regarding the use of E-learning as learning media during pandemic.

b. Organization

The second stage in this process, the writers organize the results from the perspectives answers of each student from a combination of 4 classes are, A1,A2, B1, and B2.

c. Interpretation

The third stage is interpretation, the writers draws the conclusions from several diverse students' perspectives both from different and the same then linked the results of their response adjusted to existing theories regarding the advantages also problems faced in using E-learning as learning media during pandemic.

CONCLUSION

Based on the findings got from interview and questionnaire results from the students' experiences learning to use E-learning during this pandemic year, it can be concluded that most of their perspectives of the advantages of using E-learning are; 1. More comfortable and flexible to do anytime and anywhere, 2. Saves time, money and transportation costs, 3. Available learn technology and access a lot of information, 4. More safely and independent learning, 5. Only submitting assignments via web or application without need for printing paper and efficient time.

Besides that, the main problem or obstacle that becomes the point of E-learningare; 1. The poor internet signal connection that do not support in the middle of the learning process, such as when participate or join in video conference via Zoom or Google meetings applications or sending assignments, and it also 2. Spend a lot of internet quota sometimes that is used every meeting in learning. Aside from that, thereare still some students who 3. Feel bored, and stressed because of monotonous learning,found it difficult to understand the

material presented, and Others who 4. Have yet to master the application's use.

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