THE INVESTIGATING OF STUDENTS DURING E-LEARNING

Chika Amelia Putri[1], Alvi Raihan Utami[2]
English Education

chykajou@gmail.com

Abstract

Technology-based learning and the Internet, currently have an important role in the world of education. E-learning is structured with the aim of using an electronic or computer system so that it can support the learning process. E-learning is an educational system or concept that utilizes information technology in the teaching and learning process. The purpose of this paper is to analyze the role of E-learning and show what are the advantages and disadvantages of E-learning in learning. This paper reports on the extent to which the effectiveness and students' attitudes towards e-learning impact their learning styles.

Key words: E-Learning, education, technology

INTRODUCTION

Modern education today cannot be imagined without the help of digital technology. Though, of course, it does not change traditional classrooms. It diversifies and perfects teaching processes (Mandasari & Aminatun, 2020; Pustika, 2015). The term E-learning refers to novel teaching and learning in education (Aminatun, 2016; Mandasari, n.d.; Oktaviani & Sari, 2020; SARI, 2013). High technology-based education has an important part in today's world, where it plays a role to support, and improve the quality of learning. E-learning involves various participations of teachers, mentors, instructors, and students who use technology to update their learning (Aminatun et al., 2021; Oktaviani et al., 2020; Wahyudin, 2016).

At this time, education plays an important role. Primary, secondary and higher education are responsible for human resources. Over the past few years, e-learning has become an important resource for expansion and learning in education. According to Megawaty et al., (2021); Oktaviani, n.d.; Pustika (2018) currently the application of e-learning in Indonesia in particular is a fairly new thing. The development of technology and other facilities in Indonesia has not been fully evenly distributed. E-learning is only applied to certain areas (Ayu, 2020; Gumantan et al., 2021). For this reason, teachers are required to be able to adapt to advances in the world of education so that later they can implement the learning system. Moreover, at this time Covid 19 attacks various groups, both young, old, and

toddlers (Ayu, 2020; Sinaga & Pustika, 2021). This virus attacks and makes it difficult for people regardless of class, age, belief, religion, skin color, even country (Aminatun et al., 2021; Arpiansah et al., 2021; Fadilah & Kuswoyo, 2021).

Due to the opportunities created by e-learning, the teaching and learning process can now happen anytime and anywhere. New media such as the internet have become an important means of providing research and learning resources for teachers and students to share and obtain information (Oktaviani & Mandasari, 2020; N. Putri & Aminatun, 2021; Simamora & Oktaviani, 2020). The explosive growth of the World Wide Web (WWW) has made information technology a popular platform for providing electronic services, electronic learning services (Mandasari & Agusty, n.d.; F. M. Sari & Wahyudin, 2019; S. N. Sari & Aminatun, 2021).

With the development of technology, both computers and the internet, today's technology has a higher level of interaction between teachers and other colleagues compared to their environment for learning (Ambarwati & Mandasari, 2020; Riskiono et al., 2021; Utami et al., 2020). Therefore, e-learning systems may be able to provide various solutions to enable learning and improve student performance.

LITERATURE REVIEW

Over the past few years, e-learning has become an important resource in the field of education. According to some researchers say that e-learning is believed to have a high level of effectiveness and there is no big difference in academic performance between traditional and internet-based teaching modes (Puspaningtyas & Dewi, 2020). According to (Ayu, 2020; Pustika, 2020) states that e-Learning has changed from fully online courses to learning using technology to deliver part or all of the learning content that does not depend on time and place. E-learning refers to learning that is empowered by the use of digital technology. This is based on the statement of (Aminatun, 2016; Ayu et al., 2021; N. R. Putri & Sari, 2021)which explains that E-learning is learning that is activated electronically. E-learning is defined as the acquisition of knowledge and skills using electronic technology, such as computers and Internet-based course tools on local and wide area networks (Thornton & Houser, 2005).

There are three types of e-learning:

- Synchronous training:

This type of training provides facilities for participants to discuss with educators or fellow e-classroom students with the help of tools such as video conferencing (such as Zoom. Google Classroom) or chat rooms (such as WhatsApp Groups) (Mandasari & Agusty, n.d.; F. M. Sari & Putri, 2019).

- Asynchronous

In this type, participants can discuss with teachers and fellow students via the internet but without direct interaction with teachers or students. This type of student can study at a time that suits them (Darwis et al., 2020; Rido & Sari, 2018).

- Blended learning

This type of training combines synchronous and asynchronous learning, so course materials and explanations are divided between offline learning methods and online learning methods. This type of student can learn at their own pace, and can master the curriculum before continuing (Puspaningtyas & Ulfa, 2021; Yulianti & Sulistiyawati, 2020).

With the e-learning system, students can learn anywhere and anytime with the help of multi-electronic devices such as computers, laptops, or smartphones (Abbad et al., 2009; Mandasari, 2020). Students are helped by this e-learning; here are some of the advantages that exist in E-learning:

- E-learning is flexible, every student can learn anytime and anywhere.
- E-learning increases the effectiveness of student knowledge and makes it easier for students to access all information.
- E-learning motivates students to be able to interact and respect each other among students.
- E-learning makes it easy to communicate.
- Diverse teaching methods
- Effective time management for lecturers and teachers.

METHOD

For this study, an online questionnaire through Google Forms was used to investigate students' opinions and evaluations about the use of E-Learning in learning, whether the role of E-Learning is very helpful in the learning process or not. An online survey was initiated and circulated via Google forms among PBI students at the Indonesian Teknokrat University.

The online quantitative survey consisted of 4 questions about their experiences during e-learning. Students fill out an online questionnaire, expressing their opinion about the e-learning system being studied.

The questionnaire, such as:

No	Questionnaire
1	E-learning allows you to study anywhere, anytime?
2	During the Covid 19 pandemic, did you do e-learning?
3	Do you think E-learning really helps you in your current situation?
4	During E-learning are there any problems/problems that occur? If yes, Mention.

13 Students respond to each statement listed on Google Forms.

The data obtained from the questionnaire were analyzed using qualitative descriptive.

RESULTS AND DISCUSSION

The purpose of this paper is to determine the role of E-learning, what advantages and disadvantages can be obtained from E-learning. The collected data was analyzed using Google Forms. Based on the data below, 90.9% agree that E-learning can help to learn anywhere and anytime, then 9.1% stated that E-learning based learning does not help.

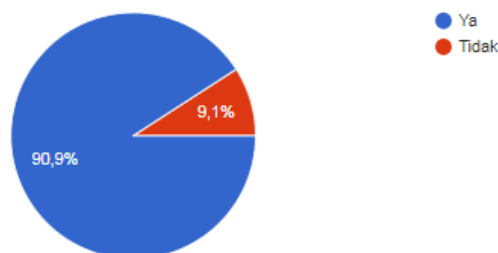E-learning membuat anda dapat belajar dimana saja, kapan saja?
11 tanggapan
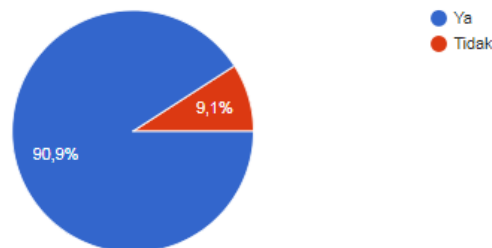
Based on the table below, during the current Covid-19 pandemic, all educational institutions have implemented learning activities as E-learning.

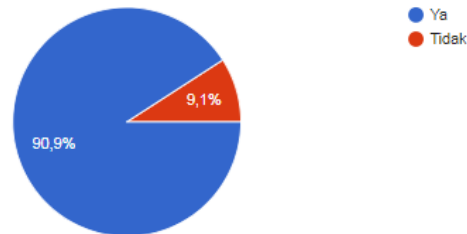Selama pandemi Covid 19 apakah anda melakukan E-learning?
11 tanggapan

Look at the table below. In the current situation, E-learning has a big role in participating in improving the quality of learning in the current situation. E-learning helps students to keep learning even though learning activities at school are temporarily suspended.

However, it turns out that E-learning not only has a positive value, but also has several significant problems that often occur. Starting from network problems, enthusiasm to quota problems, as shown in the image below.

Based on the results of the study, it can be concluded that E-learning also has a big role. With a learning system that is carried out remotely, where students do a lot of activities at home so that it can make it easier for parents to be able to monitor their children. In addition, in terms of creativity, both teachers and students in the distance learning system are required to be creative.

CONCLUSION

E-Learning is an educational system or concept that utilizes information technology in the teaching and learning process (Saputra & Pasha, 2021; Suryono & Subriadi, 2016). Learning using e-Learning can be done anywhere, at school or at home, even if we are outside, we can as long as we are connected to the internet network. Learning to use e-Learning also has benefits including 1. Flexibility. e-Learning provides flexibility in choosing the time and place to access the trip. 2. Independent Learning. e-Learning provides an opportunity for learners to independently control the success of learning.

REFERENCES

Abbad, M. M., Morris, D., & de Nahlik, C. (2009). Looking under the Bonnet: Factors affecting student adoption of E-learning systems in Jordan. *International Review of Research in Open and Distance Learning*, *10*(2), 1–25. https://doi.org/10.19173/irrodl.v10i2.596

Ambarwati, R., & Mandasari, B. (2020). THE INFLUENCE OF ONLINE CAMBRIDGE DICTIONARY TOWARD STUDENTS'PRONUNCIATION AND VOCABULARY MASTERY. *Journal of English Language Teaching and Learning*, *1*(2), 50–55.

Aminatun, D. (2016). *Eye movements and lexical access in spoken-language comprehension: Evaluating a linking hypothesis between fixations and linguistic processing*. UNS (Sebelas Maret University).

Aminatun, D., Ayu, M., & Muliyah, P. (2021). ICT Implementation during Covid-19 Pandemic: How Teachers Deal with a New Style of Teaching. *The 1st International Conference on Language Linguistic Literature and Education (ICLLLE)*.

Arpiansah, R., Fernando, Y., & Fakhrurozi, J. (2021). GAME EDUKASI VR PENGENALAN DAN PENCEGAHAN VIRUS COVID-19 MENGGUNAKAN METODE MDLC UNTUK ANAK USIA DINI. *Jurnal Teknologi Dan Sistem Informasi*, *2*(2), 88–93.

Ayu, M. (2020). Online learning: Leading e-learning at higher education. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, *7*(1), 47–54.

Ayu, M., Sari, F. M., & Muhaqiqin, M. (2021). Pelatihan Guru dalam Penggunaan Website Grammar Sebagai Media Pembelajaran selama Pandemi. *Al-Mu'awanah: Jurnal Pengabdian Kepada Masyarakat*, *2*(1), 49–55.

Darwis, D., Pasaribu, A. F. O., & Riskiono, S. D. (2020). Improving Normative And Adaptive Teacher Skills In Teaching Pkwu Subjects. *Mattawang: Jurnal Pengabdian Masyarakat*, *1*(1), 30–38.

Fadilah, R., & Kuswoyo, H. (2021). Transitivity Analysis of News Reports on Covid-19 of Jakarta Post Press. *The 1st International Conference on Language Linguistic Literature and Education (ICLLLE)*.

Gumantan, A., Nugroho, R. A., & Yuliandra, R. (2021). Learning during the covid-19 pandemic: Analysis of e-learning on sports education students. *Journal Sport Area*, *6*(1), 51–58.

Mandasari, B. (n.d.). *FACTORS INFLUENCING TEACHERS'BELIEFS ON THE USE OF*

AUTHENTIC MATERIALS TO TEACH LISTENING.

Mandasari, B. (2020). The Impact of Online Learning toward Students' Academic Performance on Business Correspondence Course. *EDUTEC: Journal of Education and Technology*, *4*(1), 98–110.

Mandasari, B., & Agusty, S. T. P. (n.d.). MOBILE LEARNING: THE IMPACT OF WHATSAPP USAGE IN ENGLISH LANGUAGE LEARNING. *Section Editors*.

Mandasari, B., & Aminatun, D. (2020). VLOG: A TOOL TO IMPROVE STUDENTS" ENGLISH SPEAKING ABILITY AT UNIVERSITY LEVEL. *PROCEEDINGS UNIVERSITAS PAMULANG*, *1*(1).

Megawaty, D. A., Setiawansyah, S., Alita, D., & Dewi, P. S. (2021). Teknologi dalam pengelolaan administrasi keuangan komite sekolah untuk meningkatkan transparansi keuangan. *Riau Journal of Empowerment*, *4*(2), 95–104.

Oktaviani, L. (n.d.). ETHNIC SNAKE GAME: A STUDY ON THE USE OF MULTIMEDIA IN SPEAKING CLASS FOR ELECTRICAL ENGINEERING STUDENTS. *Section Editors*.

Oktaviani, L., & Mandasari, B. (2020). Powtoon: A digital medium to optimize students' cultural presentation in ELT classroom. *Teknosastik*, *18*(1), 33–41.

Oktaviani, L., Riskiono, S. D., & Sari, F. M. (2020). Perancangan Sistem Solar Panel Sekolah dalam Upaya Meningkatkan Ketersediaan Pasokan Listrik SDN 4 Mesuji Timur. *Prosiding Seminar Nasional Darmajaya*, *1*, 13–19.

Oktaviani, L., & Sari, F. M. (2020). REDUCING SOPHOMORE STUDENTS'DILEMA IN CREATING AN APPEALING TEACHING MEDIUM THROUGH SLIDESGO USAGE. *Jurnal IKA PGSD (Ikatan Alumni PGSD) UNARS*, *8*(2), 342–349.

Puspaningtyas, N. D., & Dewi, P. S. (2020). Persepsi Peserta Didik terhadap Pembelajaran Berbasis Daring. *JPMI (Jurnal Pembelajaran Matematika Inovatif)*, *3*(6), 703–712.

Puspaningtyas, N. D., & Ulfa, M. (2021). Students' Attitudes towards the Use of Animated Video in Blended Learning. *The 1st International Conference on Language Linguistic Literature and Education (ICLLLE)*.

Pustika, R. (2015). *IMPROVING READING COMPREHENSION ABILITY USING AUTHENTIC MATERIALS FOR GRADE EIGHT STUDENTS OF MTSN NGEMPLAK, YOGYAKARTA*.

Pustika, R. (2018). Considering Students' Reading Interest in Text-Selection to Foster Literacy in the English Classroom. *ADJES (Ahmad Dahlan Journal of English Studies)*, *5*(2), 69–77.

Pustika, R. (2020). Future English teachers' perspective towards the implementation of e-learning in Covid-19 pandemic era. *Journal of English Language Teaching and Linguistics*, *5*(3), 383–391.

Putri, N., & Aminatun, D. (2021). USING FACEBOOK TO PRACTICE WRITING SKILL: WHAT DO THE STUDENTS THINK? *Journal of English Language Teaching and Learning*, *2*(1), 45–50.

Putri, N. R., & Sari, F. M. (2021). INVESTIGATING ENGLISH TEACHING STRATEGIES TO REDUCE ONLINE TEACHING OBSTACLES IN THE SECONDARY SCHOOL. *Journal of English Language Teaching and Learning*, *2*(1), 23–31.

Rido, A., & Sari, F. M. (2018). Characteristics of classroom interaction of English language teachers in Indonesia and Malaysia. *International Journal of Language Education*, *2*(1), 40–50.

Riskiono, S. D., Oktaviani, L., & Sari, F. M. (2021). IMPLEMENTATION OF THE SCHOOL SOLAR PANEL SYSTEM TO SUPPORT THE AVAILABILITY OF

ELECTRICITY SUPPLY AT SDN 4 MESUJI TIMUR. *IJISCS (International Journal of Information System and Computer Science)*, *5*(1), 34–41.

Saputra, V. H., & Pasha, D. (2021). Comics as Learning Medium During the Covid-19 Pandemic. *Proceeding International Conference on Science and Engineering*, *4*, 330–334.

SARI, F. M. (2013). *IMPROVING STUDENTS'LISTENING ABILITY THROUGH DICTATION TECHNIQUE AT THE FIRST YEAR STUDENTS OF SMA NEGERI 1 TANJUNG BINTANG.*

Sari, F. M., & Putri, S. N. (2019). Academic Whatsapp group: Exploring students' experiences in writing class. *Teknosastik*, *17*(2), 56–65.

Sari, F. M., & Wahyudin, A. Y. (2019). Undergraduate students' perceptions toward blended learning through instagram in english for business class. *International Journal of Language Education*, *3*(1), 64–73. https://doi.org/10.26858/ijole.v1i1.7064

Sari, S. N., & Aminatun, D. (2021). STUDENTS'PERCEPTION ON THE USE OF ENGLISH MOVIES TO IMPROVE VOCABULARY MASTERY. *Journal of English Language Teaching and Learning*, *2*(1), 16–22.

Simamora, M. W. B., & Oktaviani, L. (2020). WHAT IS YOUR FAVORITE MOVIE?: A STRATEGY OF ENGLISH EDUCATION STUDENTS TO IMPROVE ENGLISH VOCABULARY. *Journal of English Language Teaching and Learning*, *1*(2), 44–49.

Sinaga, R. R. F., & Pustika, R. (2021). EXPLORING STUDENTS'ATTITUDE TOWARDS ENGLISH ONLINE LEARNING USING MOODLE DURING COVID-19 PANDEMIC AT SMK YADIKA BANDARLAMPUNG. *Journal of English Language Teaching and Learning*, *2*(1), 8–15.

Suryono, R. R., & Subriadi, A. P. (2016). INVESTIGATION ON THE EFFECT OF USER'S EXPERIENCE TO MOTIVATE PLAYING ONLINE GAMES. *Journal of Theoretical & Applied Information Technology*, *86*(1).

Thornton, P., & Houser, C. (2005). Using mobile phones in English education in Japan. *Journal of Computer Assisted Learning*, *21*(3), 217–228.

Utami, A. R., Aminatun, D., & Fatriana, N. (2020). STUDENT WORKBOOK USE: DOES IT STILL MATTER TO THE EFFECTIVENESS OF STUDENTS'LEARNING? *Journal of English Language Teaching and Learning*, *1*(1), 7–12.

Wahyudin, A. Y. (2016). An Analysis of Process Type Used in News Item. *Teknosastik*, *14*(1), 1–8.

Yulianti, T., & Sulistiyawati, A. (2020). The Blended Learning for Student's Character Building. *International Conference on Progressive Education (ICOPE 2019)*, 56–60.