
**THE ANALYSIS OF STUDENTS' PERCEPTION ON THE USE OF
E-LEARNING AS AN EDUCATIONAL METHOD*****Aulia Nur Hijriyanti***auliahijriyanti@yahoo.co.id*Universitas PGRI Kanjuruhan Malang****Maria Cholifah***maria_cholifah@unikama.ac.id*Universitas PGRI Kanjuruhan Malang****Maria Purnawati***maria.p@unikama.ac.id*Universitas PGRI Kanjuruhan Malang***ABSTRACT**

The goal of this study was to examine the students' perceptions on the use of E-learning as an educational method, moreover to identify the benefit and challenges of using E-learning as an educational method in the English Education Department 2019 intake at Universitas PGRI Kanjuruhan Malang. In this research, the researchers used the qualitative method. The subject of this research was 40 students of the English Education Department 2019 intake. The data were collected through questionnaires to 40 students and interviewed by ten participants. The data were analyzed by using data reduction, data display, and drawing conclusions/verification. The finding showed that of the 40 students who filled out the questionnaire, 7 students stated strongly agree and 31 students agreed that they had experience using E-learning. This means that most of the participants who have filled out the questionnaire have experience using E-learning and there are several supporting facilities for using E-learning. The students felt that E-learning is useful and interesting to use, E-learning can also add new knowledge about technology that has never been obtained before, etc. Furthermore, the problems faced by the students in using E Learning were limited availability of internet access, the students felt bored, students' learning motivation was reduced, and students found difficulty to understand the lessons.

Keywords: Student Perception, E-learning, English Education Department

INTRODUCTION

Technological developments have increased very significantly along with the times where the impact can affect various fields of life, one of which is in the field of education. This development can be seen in the growing number of learning methods that introduce technology in the world of education itself. Dorbolo (2002) stated that information technology and computing had a major influence on education in the late twentieth and early twenty-first centuries. With the development of technology in the world of education, of course, innovation in learning develops for the better. One application of technology in education is to enable students and teachers to communicate and transfer knowledge without being hampered by distance; additionally, the presence of technology in the world of education makes it easier for students to gain knowledge not only from teachers but also from related reading sources. Indeed, the influence of this technology can facilitate human work, especially in the field of education, of course with the help of the internet. Today, technology and the internet cannot be separated from life, especially in the world of education. Many teachers and students use technology and internet facilities in various parts of the world. Learning becomes more dynamic as a result of the ease and sophistication of this combination of technology and the

internet. Wang (2011) states that today, the internet is a valuable resource for millions of students, teachers, and administrators seeking global knowledge. Burgin (2014) states that in education, technology has three key aspects: 1) the organization and management of several educational systems, 2) the fulfillment of several additional needs of the education system and educators, and 3) the realization of the teaching and learning process.

In accordance with Burgin's statement above regarding the three aspects of technology in education, in this study, the researchers focus more on the third aspect, namely the realization of a teaching and learning process. To realize an activity in the teaching and learning process, of course, the role of technology in education is very important. Previously, the teaching and learning process took place traditionally or conventionally or face to face. The entry of technology into the field of education has changed the teaching and learning process where the teaching and learning process can be carried out using the internet with the support of electronic media without having to do face-to-face or known as E-learning. Based on Vitoria et al. (2018) stated that E-learning is a means of providing knowledge to students through the use of the internet and computer interfaces. In addition, Darmawan as cited by Nassoura (2020) E-learning is a learning process using online media (internet-based) to connect teachers and students. In addition, Ali et al. (2018) stated that E-learning is defined as a learning method in which people use various tools (computers, notebooks, mobile phones, laptops, tablets, etc.) on various platforms to learn (Google, Facebook, online libraries, google scholars, Twitter, e-mail, Wikipedia, you-tube).

Furthermore, Jenkins & Hanson cited by Almarabeh (2014) stated that E-learning is to assist and encourages the learning process through the use of information and communication technology (ICT). Thus, E-learning can be defined as a technique or learning method that involves internet technology and with the help of electronic media, so that it can easily connect teachers and students to communicate and share learning information. As a result, there is no reason for students to miss out on learning information, and teachers can use this E-learning method to make the class more interactive.

In the world of education itself, E-learning also consists of several types. Based on Horton as cited by Rahmawati (2016) states that in the context of education, there are five forms of E-learning: (1) Learner-led E-learning/self-directed E-learning (2) Facilitated E-learning, (3) E-learning -learning led by an instructor -learning (4) Embedded E-learning, (5) Telementored E-learning or E-coaching. Various types of E-learning have certainly been used in the world of education to support the teaching and learning process to be more efficient. Based on Prestiadi (2020) it is stated that E-learning has been implemented at all levels of education in Indonesia, from elementary to university. The application of E-learning as a method in education from elementary to tertiary level certainly provides its own benefits and challenges for students. As educators, we must also understand how students perceive the application of this E-learning method, especially the benefits and challenges faced by students during learning. Perception itself can be interpreted as an individual's way of thinking about a certain experience he gets. According to Stone and Neilson as cited by Bagata (2020) states that perception is a cognitive arrangement of sensory stimuli that have a relationship with certain objects, people, or events. The subjects in this study were students at the Universitas PGRI Kanjuruhan Malang.

Previously, there were many studies on student perceptions of E-learning that had been carried out by several researchers, one of which was from Mahajan and Kalpana at "a Private Medical College" in Chennai (2018) which discussed "A Study of Students' Perceptions of E-learning." Furthermore, there is a study that has been conducted by Rahmawati (2016) with the

title E-Learning Implementation: Opportunities and Disadvantages Perceived by EFL Students. In addition, there is a study conducted by Sarvetani et al. (2019) for students of the Virtual School of Shiraz University of Medical Sciences (SUMS) who discussed the Student Experience of E-Learning Challenges: Phenomenological Studies. Moreover, research related to student perceptions of E-learning has also been carried out by Bagata et al. on English education students at the Islamic University of Malang (2020) who discussed EFL University Student Perceptions about the Use of Online Learning Platforms during the Covid-19 Pandemic.

Based on several previous studies from Mahajan and Kalpana (2018) and research from Bagata et al (2020), both of these studies employed a quantitative approach. However, in this study, the researchers used a qualitative design. As a result, the research findings are more detailed and specific. In addition, previous research from Rahmawati (2016) using qualitative research methods with data collection methods in the form of interviews. However, in this study, the researchers also added a questionnaire and the number of research participants. So that the data obtained by the researcher is more specific. Furthermore, previous research from Sarvetani et al. (2019) discussed about the Student Experience of E-Learning Challenges: Phenomenological Studies. Meanwhile, in this study, researchers not only examine the challenges of E-learning but also examine the benefits of using E-learning as an educational method. Moreover, previous research from Bagata et al. (2020) pay more attention to the platform used in implementing E-learning, therefore in this study, the researchers emphasize student perceptions related to this E-learning method, more specifically to identify the advantages and challenges of E-learning. For this reason, the purpose of this study is to examine the students' perceptions on the use of E-learning as an educational method in the English Education Department 2019 intake at Universitas PGRI Kanjuruhan Malang and to identify the benefits and challenges of using E-learning as an educational method in the English Education Department 2019 intake at Universitas PGRI Kanjuruhan Malang.

METHOD

In this study, the researchers used qualitative research methods. To recognize the main phenomenon, the researchers gave a questionnaire and interviewed the participants by asking several questions. This research involved students of the English Education Department 2019 intake at Universitas PGRI Kanjuruhan Malang, totaling around 40 students. To obtain data about students' perceptions, the researchers distributed questionnaires to 40 students and interviewed ten participants. In this study, the researchers analyze the data using data reduction, data display, and conclusion.

FINDINGS AND DISCUSSION

Student Perception of E-learning and Internet Usage

Based on the data obtained from the questionnaire showed that of the 40 students who filled out the questionnaire, 7 students stated strongly agree and 31 students agreed that they had experience using E-learning. This means that most of the participants who have filled out the questionnaire have experience using E-learning. Of all participants who filled out the questionnaire, only 5% stated that they did not agree. This shows that the percentage level of students who agree is higher, which means students are familiar with what E-learning is. This can also be seen from the answers of students in the questionnaire who almost all agreed to use the internet on a regular schedule. This is supported by the facilities available at the respondent's universities. The types of facilities are, first, a computer lab and library equipped

with internet access, and there are various educational websites such as spadaunikama, Edmodo, Google Classroom, Zoom Meeting, and Google Meet. The last type of existing E-learning facility is access to E-journals. Not only that, but these students also agreed to be able to communicate with their teacher in various forms of communication, namely Edmodo, Google Meet/Zoom Meeting, Email, Blogs, and Whatsapp. Of course, the existence of E-learning facilities and various forms of communication will improve the student experience in using E-learning as an educational method. Despite this improves the student's experience with the use of E-learning. However, these students also need guidance or assistance in implementing E-Learning itself.

In general, these findings are in accordance with research from Mahajan (2018) entitled "A Study of Students' Perceptions about E-learning". However, in Mahajan's research (2018), he found three types of forms of communication between educators and students, namely WhatsApp, Facebook, and instant messaging. This is certainly different from the results of the researcher's findings, the researcher found more types of forms of communication that can be done between students and educators. The five types are Edmodo, Google Meet/Zoom Meeting, Email, Blogs, and Whatsapp. So, it can be concluded that students do not only communicate in writing but can also communicate face-to-face through video calls, even though the distance is far. The finding of this new thing also means that the development of E-learning can be said to be very fast from time to time. From the results of interviews with all participants, the researchers found one conclusion, namely that E-learning is a learning system of educational methods that utilize information technology and is electronic-based which involves internet access so that the learning system is carried out online or indirectly. This is in accordance with the theory of Jenkins & Hanson cited by Almarabeh (2014) stated that E-learning is to aided and encouraged the learning process through the use of information and communication technologies (ICTs).

Students' Perceptions on Benefits of E-learning

Based on data from 40 people who came from questionnaires that have been answered by previous respondents. It was found that the most of students agree that E-learning is useful. This is the same as the findings from Mahajan (2018), in which many respondents agreed that E-learning is useful. In this study the researchers found the reasons behind students agreeing that E-learning is useful, which was found by the researchers from the results of interviews that had been conducted. Based on the results of interviews from students, they agree that E-learning is useful because it can gain knowledge without having to be physically present in class, students can learn from more sources on the internet if the material that has been obtained from teachers and books is not enough. Not only that, E-learning is useful because it can add new knowledge about technology that has never been obtained or studied before. In addition, E-learning is useful because it is more time-efficient or flexible and saves money. This is also supported by the theory of Vitoria et al.(2018) stated that E-learning is a means of providing knowledge to students through the use of the internet and computer interfaces.

Moreover, most of the students also agreed that they are interested in using E-learning. These findings are in accordance with research from Mahajan (2018), but in this study, the researchers found new things obtained from interviews. As for what the researchers got from the interviews, the students were interested in using E-learning because E-learning not only added knowledge about learning but also added information on how to access applications that had never been accessed before. Of course, this is also supported by the benefits obtained from E-learning itself. The benefits that can be felt from E-learning are that E-learning is an interactive mode and courses are available online. To find out and clarify more reasons the

researchers conducted interviews. The results of the interview, namely when learning online, students can still communicate and interact through the platforms that have been provided such as Zoom meetings and Google Meet so that they are not limited by distance and place, so students can re-learn the material that has been given by the teacher in the form of E-learning and is considered more flexible because there is no reason to miss lessons or information. After all, all learning information is available online, without time limits, and with precision. This is supported by the theory of Sadler-Smith & Brown, as cited by Arkorful and Abaidoo (2014) the introduction and application of E-learning allow disabled people to continue their education from anywhere.

Furthermore, what students felt that using E-learning cost-effective. Of course, the responses of these students are also supported by several reasons, namely, E-learning provides benefits (helps students in completing their work), is easy to use (anywhere and anytime), its use only requires the help of technology and the internet, do not spend a lot of money.

Although some students did not agree that E-learning was not cost-effective, these students agreed that implementing E-learning would improve performance. This is because in terms of time efficiency when using E-learning performance becomes more efficient and faster, so students are more productive several reasons from these students, it proves that E-learning can be said to be cost-effective. This is different from the research of Rahmawati (2016) that E-learning is costly. However, the findings of this research are supported by the theory of Arkorful and Abaidoo (2014) stated that E-learning saves money because it eliminates the need for students or learners to move. But even so, there are 28% of students state that E-learning is not cost-effective. This is in line with the findings from Bagata (2020) which states that performing and sending tasks electronically with an online platform can save energy and time. This is also in line with the findings of Mahajan (2018). However, it all depends on how students use and implement E-learning itself.

Moreover, in comparison to traditional teaching approaches, the application of E-learning will be more helpful in improving course understanding. Many students agree that the application of E-learning further enhances students' understanding. This is similar to the findings of Mahajan (2018). The researchers found that the percentage rate of students agreeing was higher because there was a reason behind all of this. The reason for students is that by using E-learning students can explore more information about lessons, and improving E-learning can increase students' creativity and innovation in learning.

The explanation above can be obtained from the results of interviews that have been conducted previously. However, although the percentage of students agreeing with the level is higher, 28% of them disagree. Of course, this is not without reason. Students disagree related to the application of E-learning will be more helpful in improving course understanding because students understand better when the teacher explains directly face to face. So overall it can be concluded that the results of the two research instruments from the questionnaires and interviews are interrelated and supportive.

Students' Perceptions on Challenges of E-learning

Based on the data was obtained from a questionnaire that has been filled out by 40 people. It was found that 17% of students strongly agree and 75% agree that there is limited availability of internet access for E-learning courses, although 8% of them disagree. This means that the availability of limited internet access is one of the challenges faced by students in using E-

learning. This is in line with the findings of Rahmawati (2016) where the challenge of E-learning is limited internet access.

In addition, the results of this study are also in accordance with the findings of Mahajan (2018) and Bagata (2020). Judging from the data that students have filled out the questionnaire, most of the students agree that the availability of limited internet access is one of the challenges of E-learning, then the researchers found the reason behind the higher percentage of students agreeing. As for the reasons obtained from student responses in the questionnaire to open-ended questions, the researchers classified student answers into four categories, namely lack of constant net connection, charges for the services, lack of digital device accessibility, and the last one has not been found the problem yet. Of course, this is something new that the researchers have discovered Mahajan (2018) found two types of categories, namely lack of constant net connection and charges for the services.

This is certainly different from the results of the researchers' findings, the researchers found more than two categories which were the reasons behind the higher percentage of students agreeing. Based on the four categories that have been found by the researchers, one of these categories is the lack of digital device accessibility, which is also one of the reasons why internet access is limited because digital devices do not support E-learning activities themselves. This is in line with the findings of Sarvestani

(2019).

Although many students agree that one of the obstacles in using E-learning is the limited availability of internet access, the use of E-learning still exists today. Thus, the existence of E-learning also has a weakness because it will replace educators. Based on data from respondents, it shows that 7% of students strongly agree and 58% agree, 30% said they disagree and 5% said they strongly disagree. This means that most students enjoy learning by using this E-learning method. However, although almost some students agree, some students do not agree. Of course, there are reasons behind this student's disagreement, which the researcher has classified into five categories. The five categories are lack of interaction between people, being at ease with traditional teaching, difficulty to understand the lesson, bad connection, and the last lack of self-motivation (boring).

However, the research conducted by Mahajan (2018) only found two categories, namely at ease with traditional teaching and can interact in person with the faculties. This means that in this study, the researchers managed to find three new categories that made students disagree with the statement (E-learning has disadvantages as it would replace educators). This finding is also supported by Young & Burdman as cited by Arkorful and Abaidoo (2014) stated that the most conspicuous critique of E-Learning is the utter lack of essential personal connections, not just between teachers and instructors, but also between students.

Furthermore, E-learning would make students to skip traditional classes. Based on these questions in the questionnaire, 15% of students strongly agree and 55 percent of students agree, but 27% disagree and 3% strongly disagree. This means that the existence of E-learning can make students skip traditional classes. This is evidenced by the higher percentage level of students agreeing. The researchers found that the percentage rate of students agreeing was higher because there was a reason behind all of this. The reason for the students is that the development of technology is fast and interesting and can be accessed anywhere and anytime, but it depends on the character of each student.

Moreover, when using E-learning students also feel disturbed. Based on the data that has been obtained by the researchers from the questionnaire, 20% of students strongly agree and 57% agree, but 20% of students disagree and 3% strongly disagree with this statement. The higher percentage level agrees is not without reason. There are several reasons, namely no monitoring, singled out, no friends (cannot interact between friends), notification of application / social media (lack of focus), there is no direct feedback, bad environment (it is noisy from the surrounding environment), have not found the problem yet. In other way, Mahajan (2018) found four categories, namely Singled out, no monitoring, no friends around, or if present, constant interaction would be there. This is certainly different from the results of the researcher's findings, the researcher found more than four categories that caused students to feel disturbed when using E-learning.

In addition, to find out more about why students feel disturbed in using E-learning, the researchers also conducted interviews. From the results of the interview, it was concluded that interference in using E-learning could be from external factors, namely the network, and the sophistication of the technology used. As for internal factors, the disturbance comes from not focusing on receiving learning when notifications from other applications appear. Thus, the data obtained from the questionnaire and the results of the interviews showed results that were not much different.

In addition, another challenge of E-learning is that students have difficulty adapting to newer E-learning modules and technologies. This is evidenced by data from the questionnaire which shows that 15% of students strongly agree and 60% of students agree. To clarify and explore answers, the researchers conducted interviews. From the interviews, the researchers found one conclusion, namely that most of the interview participants stated that students had difficulty adapting to newer E-learning modules and technologies. This is because there are no previous guidelines, more precisely at the beginning of its use.

However, these findings are in contrast to the findings from Mahajan (2018) which shows that most of the respondents disagree that respondents have difficulty adapting to newer E-learning modules and technologies. However, the findings from the researchers are in line with the findings from Sarvestani (2019), which from the interviews found that the lack of training in basic e-learning is one of the challenges in using E-learning.

So overall it can be concluded, even though the research results from the researchers are different from the findings from Mahajan (2018), of course, this is due to technological developments that are increasingly rapid so that the results of the findings also have some differences. Even so, the findings of this researchers are in line with the findings of Sarvestani (2019). Thus, the results of the two research instruments from the questionnaire and the interview are interrelated and support each other.

CONCLUSION

Students perceive E-learning as an educational method in a learning system that utilizes information and electronic-based technology that involves internet access so that the learning system is carried out online or indirectly. The use of E-learning has been known to students from junior high school until now in college. There are several supporting facilities for using E-learning, namely a computer lab & library equipped with internet access, educational websites, and access to E-journals. Not only that, but there are also various types of forms of communication between students and educators (Edmodo, Google Meet/Zoom Meeting, Email, Blog, and Whatsapp).

The students felt useful and interesting in using E-learning because students can gain knowledge from more sources on the internet without having to be physically present in class. Using E-learning can also add new knowledge about technology that has never been obtained before. In addition, E-learning is an interactive mode and courses are available online so students can still communicate and interact through the provided platforms such as zoom meetings and google meet. Students can re-learn the material which has been provided by the teacher in the form of E-learning, so there is no reason to miss lessons or information. In addition, E-learning is cost-effective because it is easy to use anywhere and anytime so can help students complete their assignments without having to spend a lot of money. The use of E-learning can also improve performance because, in terms of time efficiency, performance becomes more efficient and faster, so students are more productive.

The challenges that students when using E-learning. There is limited availability of internet access, the interaction is lacking so students feel bored, students' learning motivation is reduced, and students find it difficult to understand lessons. Of course, this makes students more comfortable with traditionally taught explanations, so the existence of E-learning cannot replace the role of educators. The use of E-learning makes students also feel disturbed because of external factors (no monitoring, single out, no friends or not being able to interact between friends and noise from the surrounding environment, and the sophistication of technology or devices used). The internal disturbance factor is that students are less focused because of notifications from other applications and there is no direct feedback. Another challenge of E-learning is students have difficulty adapting to newer E-learning modules and technologies due to a lack of previous guidelines, more precisely at the beginning of their use.

SUGGESTION

This study focuses on students' perceptions of the use of E-learning as an educational method, especially focusing on the benefits and challenges faced by students, hopefully, further research can examine other subjects, not only from student perceptions but also from teacher perceptions. In addition, the future researcher can also add other research instruments such as observation. So that it can obtain more varied data. This research is expected to provide benefits for other researchers and as a reference or inspiration to conduct further research related to this field.

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