

Perceptions of Students Using E-Learning Application in Learning Science

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Abstract: This research aims to know the implementation of learning using e-learning. This study uses descriptive qualitative research with a phenomenological approach and literature review as reference material. Data collection tools used in this research are observation, interviews, and documentation. This research study focuses on class 2019 students who carry out learning using e-learning applications. Data collected from students were then analyzed using reduction, presentation, and verification data. The results of this study are then poured into writing after checking the validity of the data so that the data can be trusted. Triangulation is one of the data validity techniques used in this study. So that the results obtained are that students' perceptions of learning using e-learning are different, namely: students and lecturers do not fully understand the implementation of e-learning; facilities provided by campuses do not support e-learning-based learning, such as WiFi and internet quota subsidies; lack of interaction between lecturers and students, and some lecturers have not fully implemented e-learning.

Keywords: Application; E-Learning; Perceptions

Introduction

Education is an important factor in one's life because through education one can add intelligence, and skills, increase potential, and form individuals who have a sense of responsibility, intelligence, and creativity (Bezerra et al., 2022). Learning must be carried out to achieve educational goals or essential factors. In the learning process, there will be interactions between the body and mind of the individual who is carrying out the learning process. The results of this learning process will always show changes in the behavior or appearance of the individual who is learning.

The learning process will of course be very closely related to the discussion of the delivery of learning (Martin & Bolliger, 2018). For the learning process to run as expected, an effective and efficient learning plan is needed. Learning planning in this case relates to the

preparation of closely related plans that must be carried out while lecturers and students are in class. Learning is essentially a student learning effort, and learning design is an arrangement of efforts in carrying out the learning process (Irvy, 2020)

The learning process will always display activities such as reading, observing, and imitating. The learning process will be an interaction between students and lecturers. This interaction is intended as interaction in the learning process. Learning activities or interpreted as learning activities will be easy to do if supported by the use of learning media (Romadhon et al., 2021).

Learning media is defined as a tool or means of communication: magazines, newspapers, radio, film, television, posters, and banners. The use of learning media will help make it easier for students to understand learning. In addition, learning media can generate new desires and interests, motivation, and

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stimulation in the learning process (Hidayaty et al., 2022). Learning that is carried out on campus will be easier to implement if using learning media (Utomo et al., 2021). One of the uses of learning media that can make it easier for students to learn is multimedia applications. The use of multimedia applications in learning will make it easier for students to interact with lecturers, especially in terms of discussing the subject matter, subject assignments, and submitting subject assignments (Aswir et al., 2021)

Learning interactions with students by lecturers must be based on the principle of educative interaction (Seo et al., 2021). Explanations of educational interactions are more than friendly communication between lecturers and students (Ong & Quek, 2023). Interactions that can be said to have an educative element have principles in which the lecturer aims to instill the norms and values of maturity in students (Yusof et al., 2020). From the explanation above, it can be seen that the teaching and learning process is a process of interaction activities between two human elements, namely the lecturer as the teaching party and the students as the learning party. In this case, students are the main subject. With good interaction and the principle of educational exchange, multimedia applications are expected to be used.

The use of technology in electronic learning is also a requirement that universities must meet (Bezerra et al., 2022). This can be seen from the issuance of the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 109 of 2013 which encourages universities to provide distance education. With this conducive climate, several universities have made various preparations. For example, the assignment of lecturers to I have attended training in the development of electronic teaching materials, identify various available e-learning platforms, Conduct experiments using special electronic learning platforms to show lecture material ((Gherheş et al., 2021).

Learning activities carried out through technological developments will provide convenience in the learning process (Sudarsana et al., 2019). Electronic learning activities can make it easier for students to communicate with lecturers anytime and anywhere by using electronic learning technology. For example via email, what's Up, and e-learning. In addition, communication between students and lecturers can be done in private. The point is that communication is closed between students and lecturers, or even together through groups. Contacts can also be selected, either simultaneously or separately. Through this e-learning, students are allowed to continue learning even if they are not physically present in class (Patricia Aguilera-Hermida, 2020).

Electronic learning, which in this case uses e-learning, allows students to continue learning even if they are not physically present in class. Learning activities become very flexible because they can be adjusted to the time between lecturers and students. This e-learning activity allows the learning process to run flexibly. In addition, learning activities occur through student interaction with available and accessible online learning resources (Abuhassna et al., 2020). With these conveniences, electronic learning activities, especially e-learning, have begun to be implemented at universities or colleges in various countries, especially Indonesia. In the learning process carried out by lecturers in teaching their students, using electronic learning can make it easier for students to learn (Ali & Maksum, 2020). One of the media used for electronic learning is e-learning.

Learning that uses e-learning has been implemented in the learning process outside the classroom. However, in reality, there are still many students who do not understand the use of e-learning media in the learning process. If not resolved, it will undoubtedly affect the learning process carried out by lecturers and students. the purpose of this research is to know the implementation of learning using e-learning.

Method

This study uses a qualitative approach method, which is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior (Moleong, 2017). This type of research is phenomenological research combined with library research. In determining the informants, researchers used a random sampling technique. To collect data from this study, researchers used three data collection methods: observation, interviews, and documentation. Data analysis begins by examining all available data from various sources. After reading, studying, and analyzing, the next step is to reduce the data by making an abstract or core summary. The next step is to compile it into units.

Result and Discussion

This research is divided into three parts of the focus of the problem. The focus of the discussion in this study starts from the debate subtitles, namely: Student perceptions about the application of e-learning, E-learning, Opportunities, and constraints that occur in e-learning learning. To facilitate an understanding of the focus of the first, second, and third problems in this study, the researchers provided discussions with 11 informants. The explanation is as follows:

Student Perceptions of Learning Using E-Learning

When talking about student perceptions of e-learning-based learning, it raises various perceptions among students. In collecting data on student perceptions of e-learning-based learning, researchers used interviews to collect data. Therefore, from the results of the study, it was obtained that student perceptions of e-learning-based learning were that students and lecturers had not fully mastered the implementation of e-learning, the facilities provided by the campus had not supported e-learning-based learning, such as the Wifi network provided by the campus was slow so that students can access complex e-learning, interactions between lecturers and students, and most of the lecturers also have not implemented e-learning optimally.

Students and Lecturers Have Not Fully Mastered the Application of E-Learning

Based on the research results, some students stated that they had not mastered the use of e-learning properly. Students are still confused about using e-learning and complex. Based on the results of interviews with students regarding student opinions about e-learning-based learning, it is known that students still have difficulty logging into the web and are still confused in choosing courses if using the e-learning system, e-learning using the internet, must have a good network so that easier (WaruwuSari et al., 2022). Based on the results of data analysis it is known that learning using e-learning still cannot become a learning innovation.

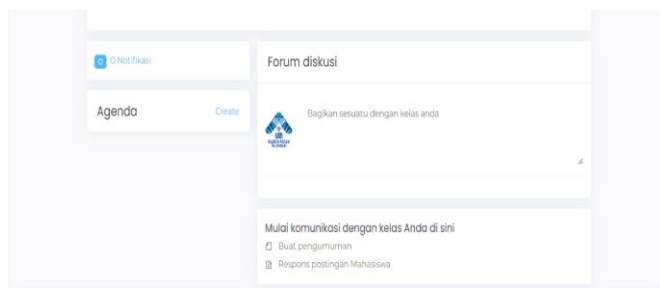


Figure 1. Lecturers and students do not master the use of e-learning, so there is no lecture process in the application

The use of multimedia applications is the utilization of technological results which can be said to be part of educational technology (Fitriani Dinda Fadhilah et al., 2021). Technical results in teaching systems have been recognized and used in education. Technological developments in education that are used as teaching media include slides, computers, Microsoft Word, Microsoft PowerPoint, and electronic learning (Marfiana & Ramadan, 2021). Electronic learning is a multimedia-based learning medium for distance education. The

application of electronic learning is a sign that the development of computer technology is starting to experience rapid growth (Haleem et al., 2022).

With the development of computer technology in this editorial office, it is hoped that electronic learning can become a source of knowledge. Can increase information and access to teaching and learning information for lecturers and students (Mardiana, 2020). In line with the changing times and the development of information technology, educational institutions, especially higher education institutions, seem to be competing in taking advantage of the development of information technology. The use of this technology is carried out by completing existing facilities at the university (Mohd Basar et al., 2021). With the help of technology, in this case, electronic learning allows students and the academic community to take advantage of the available telecommunication infrastructure.

Facilities Provided by the Campus Are Less Supportive of E-Learning-Based Learning

Based on the research results, some students stated that the campus facilities did not support e-learning-based learning. Based on the results of interviews and analysis, the results are campus is expected students to have backup electric power so that when the electric lights go out and WiFi remains on A good WiFi network is only available at a few locations so that students find it challenging to access e-learning (Asio et al., 2021), quota subsidies provided by the government through campus a still lacking to support lectures through e-learning by students (Rahman, 2023). This will have an impact on the e-learning learning process.

Lack of Interaction Between Lecturers and Students

Based on the study's results, some students stated that there was a lack of interaction between lecturers and students.

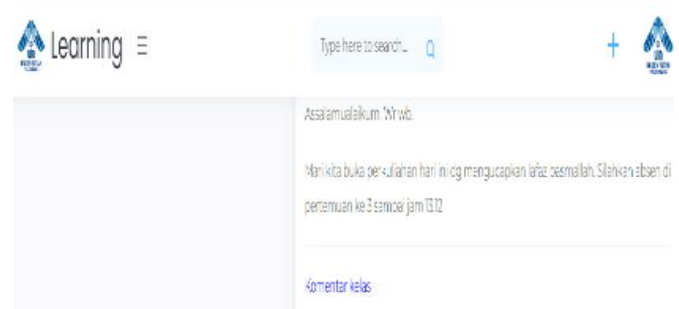


Figure 2. Lecturer and student interaction is carried out through the chat column in the e-learning application, and there is no direct interaction

The event is based on the results of interviews with questions about student opinions on e-learning-based learning. Most students say that lectures using e-learning create less interaction between lecturers and students than face-to-face lectures in class (Al Rawashdeh et al., 2021).

Lecturers Have Not Applied E-Learning Learning Optimally

Based on the study's results, some students stated that some lecturers had not optimized e-learning.

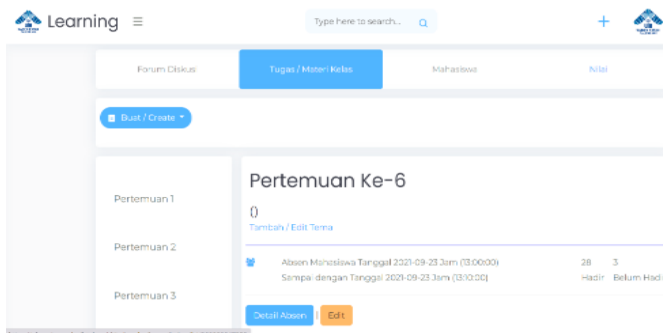


Figure 3. Lecturers and students only use e-learning for attendance and do not maximize other menus

This is based on interviews with questions about student opinions on e-learning-based learning (Tanalina Hasnata Saniata Azta Ramadani et al., 2021), namely: some lecturers use e-learning during the last lecture meeting or when midterm exams and final exams are online, some lecturers have not utilized the menu on the e-learning application optimally for lectures, Most lecturers only use e-learning for student attendance every meeting.

Conclusion

Based on the description above regarding student perceptions of learning using e-learning, it can be interpreted that student perceptions in providing assessments and opinions about the use of e-learning applications vary widely. This can be seen and known from the differences in perceptions in explaining students' views or perceptions of e-learning services or applications. Students' perceptions of learning using e-learning, namely students and lecturers do not fully understand e-learning applications, facilities provided by companies support e-learning-based learning, lack of interaction between lecturers and students, and lecturers have not implemented e-learning learning optimally.

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Author Contributions

Conceptualization: Mulyadi, data curation: Ridwan, funding acquisition: Baso Intang Sappaile, methodology: Lasino, visualization: Afif Alfiyanto, writing–original draft: Baso Intang Sappaile, writing–review & editing: Mulyadi, Lasino.

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Conflicts of Interest

No Conflicts of interest.

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