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The e-learning survey analysis in Universitas Sarjanawiyata Tamansiswa: Should it be improved?

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Abstract: E-learning is not a new issue in education. This research aims to analyze the readiness of early-semester students to implement e-learning at Universitas Sarjanawiyata Tamansiswa. The readiness of students in facing lectures during this pandemic period is considered to be an important issue in the implementation of online lectures. This study is qualitative research using survey methods to describe students' responses to university e-learning in an even semester. This research was conducted by disseminating survey instruments using the RASE model to students using SIPEDAR (university e-learning platform) and the academic portal. The research subjects were students in the Educational Research and Evaluation Post-Graduate program and undergraduate science education program at Universitas Sajanawiyata Tamansiswa. The finding of this study stated that Students' responses to e-learning resources had an average of 3.29 (excellent). The students' responses to the activity features in e-learning reached an average of 3.25 (excellent). The student's response to the support features in e-learning with an average of 3.16 (excellent), and The student's response indicator on evaluation in e-learning by 3.21 (excellent).

Keywords: e-learning, new normal era, teaching

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INTRODUCTION

Since the outbreak of Coronavirus in Indonesia, the government has done many things to prevent its spread. One of the efforts is by issuing Circular Letter number 4 on the Implementation of Education Policy in the Covid-19 Emergency Period and press release number: 064/Sipres/A6/III/2020. The Minister of Education urged teachers and lecturers in Covid-19 affected areas not to go to school or campus. Teachers and students should conduct all learning activities at home by utilizing technology or distance learning.

Educational Institute for Education Personnel is a university-level institution that trains professional instructors and education practicians. It aims to produce teachers and education practicians who have achieved competencies as mandated in Law No. 14 of 2005 on Teachers and Lecturers and National Education No. 16 of 2007 on Academic Qualifications and Competencies of Professional Teachers. Educational Institute for Education Personnel generally organizes educational study programs that produce teachers and education practicians. It means that the institution serves pre-service education, which is competency development before becoming a professional teacher. The institution's purpose is to prepare graduates who have mastery of the content knowledge with its advancement (hard skills) and have the traits of academics, who are tenacious, creative, innovative, professional, confident, and polite based on their faith and the belief in God while doing their jobs. Part of soft skills development is expected to be formed through a process of cross-integration between hard skills and soft skills.

In line with current developments, universities must improve in adaptive and anticipatory education to answer the challenges of changing times. One of the changes in learning is emphasizing content-based and content-specific pedagogy to prepare prospective educators and education personnel

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to become superior graduates in a multicultural environment with mastery of Information and Communication Technology (ICT). Courses in Educational Institute for Education Personnel should reflect the learning idea to teach in a setting called practice in practice. It means students should practice the theory given so that there is a mutually reinforcing relationship between the theory and practice infield. In other words, the lecture process comprises substantial material, and the experience of learning practice is the basis of teaching delivery using the help of innovative ICT-based media.

The development of ICT today has created a new paradigm in learning. The use of technology as an instruction medium has many advantages, such as effectiveness in time, ease of access to learning materials, interesting features, and affordable cost (Alessi & Trollip, 2001). In addition, ICT encourages the emergence of communication and creativity. It presents knowledge or learning materials both verbally and visually and gives longer memory (Sutrisno, 2011). Longer exposure to the ICT environment can foster students' higher critical thinking skills (Fu, 2013). In line with that, (Brandão et al., 2015) state that the increasing use and impact of technology in education is inevitable. Universities are required to adjust to a rapidly changing environment to produce digitally literate graduates.

Since January 30, 2020, The World Health Organization (WHO) has designated Covid-19 as a health emergency in the entire world (Dewi, 2020). The WHO recommends temporarily eliminating activities that potentially cause large crowds (Firman & Rahayu, 2020). Across the world, COVID-19 has caused significant changes in education and in every aspect of life. Authorities have determined the swift transition from face-to-face education to distance learning systems (Tümen Akyildiz, 2020). Schools have been closed in many countries to combat the spread of the virus, and 90% students could not attend their schools (UNESCO, 2021). Conventional learning that gathers many students in one room needs to review. The learning process will be more practical when students can access information anytime and anywhere (Pujilestari, 2020). Online learning is one alternative form method during the Covid-19 emergency (Firman & Rahayu, 2020; Zhou et al., 2020). Isman (2016) states that online learning is the internet network utilization in the learning process. Moore et al. (2011) propose that online learning uses the internet network with accessibility, connectivity, flexibility, and the ability to bring forth different learning interactions. Research conducted by Zhang et al. (2004) reveals that internet and multimedia technology can overhaul the way knowledge is conveyed and be an alternative to learning carried out in traditional classes.

The implementation of online learning requires supportive mobile devices such as smartphones, tablets, and laptops to access information anywhere and anytime (Gikas & Grant, 2013). The use of mobile technology contributes to the education world, including distance learning goals achievement (Korucu & Alkan, 2011). Various media support the implementation of online learning, for example, virtual classes using Google Classroom, Edmodo, and Schoology services (Enriquez, 2014; Iftakhar, 2016; Sicat, 2015) and WhatsApp message application (So, 2016). Online learning using social media such as Facebook and Instagram is possible (Kumar & Nanda, 2019).

Pujilestari (2020) explains that the government has not indicated sufficient readiness to implement the program. Although the urgency of distance or online learning has been realized by educators long before the Covid-19 pandemic, some of the contributing factors include lack of human resources, tech-nological transformation process, telecommunication infrastructure, and regulatory devices. According to Sanjaya (2020), unpreparedness for teaching should not be the reason for establishing financial compensation policies and grades for students. Universities are responsible for stakeholders to ensure quality, namely by providing students with the right to receive optimal knowledge and knowledge. The chaos of learning during this emergency period only occurs the first week or two, so there should be no reason for students not to gain teaching service optimally.

Quality assurance in the learning process is the universities' responsibility. They need to evaluate online learning for one semester so that the concept of learning in the new-normal era is qualified. Students' responses in online learning during the last semester can provide one aspect of the right e-learning design. With these evaluation results, universities, especially study programs, have the right concepts in online learning and successfully face learning in the new-normal era.

E-Learning or electronic learning is a concept in the learning process using ICT, especially using internet-based media (Darmayanti et al., 2007). E-learning is the learning supported by technology services such as telephone, audio, videotape, satellite transmission, or computer (Kusmana, 2017). E-learning facilitates interaction between students and learning materials, between students and lecturers, and between fellow students. Students can share information or opinions about various

matters related to lessons and others for student self-development. Lecturers can provide downloadable online teaching materials, assign the students and collect assignments by email. Discussion forums enable students and lecturers or fellow students to interact directly (Muzid & Munir, 2005). E-learning is not limited to the static, stand-alone, and one-way learning process but is collaborative (Chandrawati, 2010).

The limitations of e-Learning, as stated by Churchill (2005), are: (1) The combination of the Internet and the concept of learning, or learning using the Internet; (2) The use of network technology (Web) to create, grow, disseminate, and facilitate the learning process without being bound by time and place, (3) Efforts to form a person's attitudes to be not individualistic, insightful, dynamic in learning. They can develop knowledge and become learners and practitioners with the ability to develop skills, (4) Efforts to develop accountability, improve intelligence, and provide opportunities for individuals and organizations to stay up to date with the times through the world of the Internet, (5) A force that makes individuals and organizations compete and allows them to stay up to the market for economic change globally.

E-learning is learning that utilizes the internet as a medium of online communication (Yazdi, 2012). E-learning has been applied since 1970 by having various terms which include online earning, internet-enabled learning, virtual learning, and web-based learning. Three basic requirements for e-learning activities are (1) learning activities should utilize the internet network, (2) the availability of learning service support for learners such as external hard disks, flash disks, CD-ROMs, (3) the availability of tutor service-support that help learners in case of difficulties (Hartanto, 2016). The use of the internet and multimedia technology can overhaul the way knowledge is conveyed and can be a learning alternative implemented in traditional classes (Zhang et al., 2004). E-learning is a teaching and learning process that can bring together lecturers and students in virtual classroom interactions with internet support (Kuntarto, 2017).

In a traditional view, the concept of learning in college describes face-to-face meetings between lecturers and students inside the lecture hall or in the classroom (Darmayanti et al., 2007). Learning for college students requires different strategies and techniques from children (pedagogical). Educational or learning assumptions for adults are self-concept, experience, learning readiness, and learning orientation. Thus, it requires a different approach. The role of facilitators, in this case, is not only to transfer knowledge to students but also to encourage student involvement in the independent learning process (Sudiyono, 2006).

Effective and efficient learning can develop all areas of learning objectives; knowledge (cognitive), attitude (affective), and skill (psychomotor) (Herawati, 2015). The lecturers' learning process and assessment techniques also determine the students' success in understanding and implementing material acquisition in their daily lives (Trianto, 2009). Learning will be better with relevant lessons using active learning methods, directed, and has a clear and measurable purpose (Setiawan, 2017). Suyono (2011) suggested criteria for effective learning that follow. One, it should create a pleasant situation, fun yet challenging, and relevant. Two, it should have directed objectives and supportive methods to achieve success. Three, it should employ capable lecturers and provide a conducive environment. Varied learning experiences can accommodate some individual types of learning as follows. (1) visual through the senses of vision, (2) audio through the auditory senses, (3) kinesthetics that is through the movement of individuals, (4) tactile that is through touch or smell (Setiawan, 2017). Learning activities are an activity to systematically manage environmental conditions so that people who learn can reach a certain ability level (Gasong, 2018).

A response is an action given by others after receiving, feeling, trying, and paying attention to something. Echols and Shadily (2005) define response as an answer, reply, or reaction. While the Ministry of Education (1996) states response as a response, reaction, answer, to a symptom, or event that occurs. Based on these two definitions, the word response shares something in common. Besides, Soekanto (1993) suggests response is the consequence attitude of the previous behavior as a response or the answer to a particular problem.

The Response Formation Factor, Walgito (2004) mentions that there are two response formation factors, namely: (1) Internal Factors relate to the physical and spiritual. Normal physical conditions are easier to observe. With such conditions, the observation results are much clearer so that the probability of a response emergence is higher. The spiritual condition includes feelings and views to change /strengthen one's decision to respond to a thing. (2) External factors relate to the objects/means used so

that the developed learning environment is influenced by the use of the object, as the user of the object used will get stimuli to create a response. The response is formed by the presence of factors that support the formation of the response. Thus, teachers who want to get a student response must be able to adjust between external factors and the physical as well as the spiritual condition of the student. The presence of factors forms a response that supports its formation. Thus, teachers must be able to adjust between external factors, the physical, and spiritual condition of the students to get their response.

This research is survey research; this research aims to find out the students' response on the e-learning implementation in Educational Research and Evaluation Post-Graduate program and science education courses.

METHODS

General Background of Research

This study is Quantitative research employing survey methods. The limitation of E-learning in this study is distance learning using the internet that can be accessed anywhere and anytime through android handphones, laptops and other gadgets. Students' responses in online learning during the first semester can be used as one aspect to make the appropriate e-learning design. Thus, universities, especially study programs, have the proper online learning concepts and successfully face learning in the new normal era.

Sample of Research

This research was conducted by disseminating survey instruments to the students of the Education and Evaluation Program and Science Education Study Program using SIPEDAR (university e-learning platform) and an academic portal. The research subjects were students in the Educational Research and Evaluation Post-Graduate program and undergraduate science education program in Universitas Sajanawiyata Tamansiswa.

Table 1. The Student Response Statement Items

The students' responses to e-learning on activity resources.
I easily recognize and download files in e-learning as learning materials.
I like the "file sharing" option because it allows me to access learning materials from lecturers
I get unlimited digital storage, this is very useful in storing data.
E-learning provides a "file preview" that is very useful to review before downloading it.
I like the feature (filtering via submission) on search options.
The students' responses to the activity feature in e-learning
I like to use e-learning for group discussions with lecturers
I love using e-learning for discussions with my fellow friends.
e-learning helps search information/ files sent by lecturers.
e-learning helps search information/ files sent by friends
I like to take the results of assignment assessment/quizzes from e-learning because of the quick feedback of correct answers after the test has been done.
The students' responses to the support feature in e-learning
There are benefits obtained in the support features for problem-solving assistance through e-learning.
Support for communication between students and lecturers runs smoothly.
I like to make appointments online with lecturers through e-learning because of the quick response.
The students' responses to the evaluation in e-learning
I like to send assignments through e-learning because of the lecturer's quick feedback.
I love sending tasks via e-learning because of my friends' quick comments
The use of images by teachers to provide reciprocity motivates me.
I like to make online appointments with lecturers through e-learning because of the quick response
I am motivated by the lecturers' rewards.

Instrument and Procedures

The survey instrument was developed based on the RASE model to Student Response Questionnaires. Balasubramanian et al. (2014) say that RASE Pedagogical model was developed to support teachers to use online learning platforms such as Moodle, Blackboard, etc ineffective, student-centered, and engaging way to achieve intended outcomes in their modules. Rase's approach in this study was

used in looking at the approval, disapproval, and neutral attitudes that students had through the answers given in the response questionnaire provided by the researchers. This study aims to find out the implementation, students' responses, and e-learning constraints in two study programs: the Post Graduate Research and Evaluation program and undergraduate Science education of Universitas Sarjanawiyata Tamansiswa. The subjects were 95 students from the Science education program and Educational Research and Evaluation Post-Graduate program. The instruments used in the study were shared using google forms.

Data Analysis

The instrument consists of 18 statement items grouped into four aspects of students' responses. Students' response to e-learning includes activity resources, support, and evaluation. Students' responses to the resources in e-learning comprise five statement items. The student's response to the activities in the e-learning consists of five items. The response to the support features in e-learning consists of three items while the response to the evaluation in e-learning consists of five items. The general statement items are described in Table 1.

RESULTS AND DISCUSSION

This research is survey research aiming at finding out the students' responses on the e-learning implementation in Educational Research and Evaluation Post-Graduate program and science education courses. The subjects were 95 students from the Science education program and Educational Research and Evaluation Post-Graduate program. The instruments used in the study were shared using google forms.

Table 2. Conversed to refer the following criteria

No.	Score span	Category
1.	x≥3	Very Good
2.	3 >x≥2,5	Good
3.	2,5 >x≥2	Quite good
4.	x<2	Not good

The students in this study experienced their first e-learning. This was also the first e-learning cohort of the institution. The average results of students' responses about e-learning indicated that it was categorized as very well.

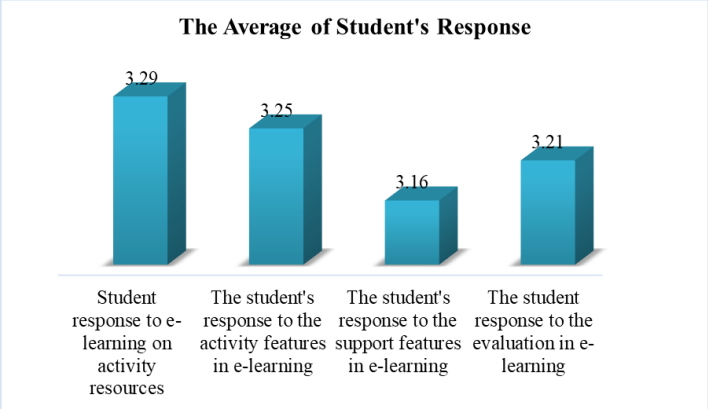

Figure 1. The Average of Students' Responses

The response to e-learning is obtained through four assessment indicators, namely students' responses to existing resources in e-learning; students' responses to e-learning activities; students' responses to support in e-learning; and students' responses to an evaluation in e-learning.

Students' responses on e-learning resources reached an average of 3.29. This classified them in the category of very good. The indicators of Students' responses on e-learning resources focus on five sub-indicators. E-learning resources are easily recognized and downloaded are classified as very good with a score of 3.19. File sharing selection when accessing learning material obtained very good categories with a score of 3.20. Digital storage provided for students is categorized as very good with

a score of 3.26. E-learning file-preview before downloading obtained very good responses with a score of 3.61. The filtering feature in the search option reaches good level with a score of 2.91. It is the lowest response score compared to the other sub-indicators although the score cohort is good.

Table 3. The results were obtained from 95 students

The students' responses to e-learning on activity resources	Students' average score	Category
I easily recognize and download files in e-learning as learning materials.	3,19	Very Good
I like the "file sharing" option because it allows me to access learning materials from lecturers	3,20	Very Good
I get unlimited digital storage, this is very useful in storing data.	3,26	Very Good
E-learning provides a "file preview" that is very useful to review before downloading it.	3,61	Very Good
I like the feature (filtering via submission) on search options.	2,91	Good
The students' responses to the activity feature in e-learning		
I like to use e-learning for group discussions with lecturers	3,16	Very good
I love using e-learning for discussions with my fellow friends.	3,01	Very good
e-learning helps search information/ files sent by lecturers.	3,47	Very good
e-learning helps search information/ files sent by friends	3,28	Very good
I like to take the results of assignment assessment/quizzes from e-learning because of the quick feedback of correct answers after the test has been done.	3,35	Very good
The students' responses to the support feature in e-learning		
There are benefits obtained in the support features for problem-solving assistance through e-learning.	3,28	Very good
Support for communication between students and lecturers runs smoothly.	3,16	Very good
I like to make appointments online with lecturers through e-learning because of the quick response.	3,05	Very good
The students' responses to the evaluation in e-learning		
I like to send assignments through e-learning because of the lecturer's quick feedback.	3,21	Very good
I love sending tasks via e-learning because of my friends' quick comments	3,27	Very good
The use of images by teachers to provide reciprocity motivates me.	3,40	Very good
I like to make online appointments with lecturers through e-learning because of the quick response	2,97	Good
I am motivated by the lecturers' rewards.	3,20	Very good

The students' responses to the activity features in e-learning reached an average of 3.25. It can be concluded that in the category is very good. The students' responses indicator on e-learning activities focuses on five sub-indicators. The first sub-indicator is the usefulness of e-learning during group discussions with lecturers. It is classified as very good with a score of 3.16. The second sub-indicator is the use of e-learning to have discussions with peer students. It was classified as very good with a score of 3.01. The third sub-indicator is that e-learning helps in searching information/files sent by lecturers. It is classified as very good with a score of 3.47. The fourth sub-indicator is e-learning helps in searching for information/files sent by peer students. It was classified as very good with a score of 3.28. The fifth sub-indicator includes the result of an assessment of tasks/quizzes through e-learning. Because of the quick response of the answers, it is categorized as quite good with a score of 3.35.

The student's response to the support features in e-learning, reaching an average of 3.16, according to Table 2, then has an excellent category. There are three sub-indicators. The first sub-indicator is the benefit obtained from supporting each other with problem-solving assistance through e-learning. It is classified as very good with a score of 3.28. The second sub-indicator is the communication support to communicate between students and lecturers which ran smoothly. It is classified as very good with a score of 3.16. The third sub-indicator is to make an online appointment with lecturers through e-learning. Because of the rapid response, it is categorized as very good with a score of 3.05.

The student's response on evaluation in e-learning achieved an average score of 3.21, which can be concluded to fall into the category of very good. They focus on five sub-indicators. The first sub-indicator is the delivery of tasks through e-learning to get a quick lecturer's response. The results

indicate a response classified as very good with a score of 3.21. The second sub-indicator is the delivery of tasks through e-learning to get a quick response from peers. The results show a response categorized as very well with a score of 3.27. The third sub-indicator is the use of images by lecturers to provide reciprocity (motivating students). The findings show a response categorized as very good with a score of 3.40. The fourth sub-indicator is to make an online appointment with lecturers through e-learning. The findings show a response categorized as good with a score of 2.97. The fifth sub-indicator is lecturers' rewards for students. The results indicate a response categorized as very good with a score of 3.28.

Same point of research view by Fill (2005) Students were particularly positive respond about the description of learning objectives and content, the accessibility of linked resources, the inclusion of required tools, the appropriateness of assessments, and the improvement of their knowledge and skills. However, Lam et al. (2011) said, Students who have more experience using technology in their daily lives are generally more positive about e-learning strategies. Interestingly, the more experience students had with eLearning strategies, the more positive their perceptions of eLearning. Students responded positively adapted to changes. For example, the perceived effects of ICT on their motivation and understanding of the material (Kozlova & Pikhart, 2021).

The data above shows that all aspects of the student response criteria show a very good category. It can be concluded that students are ready and understand how to use LMS. The aspect of students' response to the support features in e-learning is the lowest. This indicates that not all students understand the features in the LMS. This can be a recommendation for study programs to coach the use of LMS for early semester students to be able to optimize the use of the LMS feature.

CONCLUSION

Students' responses on e-learning resources reached an average of 3.23 this can be said to be in the category of very good. The students' responses to the activity features in e-learning reached an average of 3.23 it can be concluded that in the category is very good. The student's response to the support features in e-learning, reaching an average of 3.16, then has an excellent category. The student's response indicator on evaluation in e-learning achieved an average score of 3.21; it can be concluded to fall into the category of very good.

From the four aspects of Students Response, the student's response to the support features in e-learning is the lowest aspect. This can be due to the lack of optimal ability of students and lecturers to use LMS and recognize the features in it.

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