STUDENTS' PERCEPTIONS TOWARDS E-LEARNING PLATFORM IN EFL CLASSROOM

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Abstract

This study aims to analyze students about learning using the e-learning platform and measure students' perceptions about learning using the e-learning platform. At one of the private University in Cirebon. This research uses qualitative research with case study design. The data source of this research is a data source in the form of primary or main data sources where data collection is obtained through questionnaire and interview. To analyze the data is done through three stages, namely data reduction, data presentation and verification or conclusion. Then the triangulation of data and sources is used as a means of checking the validity of a data. The results of the study illustrate that first, the positive perception that students have of learning through the E-Learning platform during the Covid-19 pandemic, that learning using the E-Learning platform is effective, the E-Learning platform can assist students in carrying out online learning during the Covid-19 pandemic. Second, the E-Learning platform in online learning during the Covid-19 pandemic is very useful for continuing to learn where students want to learn the media provided by lecturers such as the e-Learning platform, the use of the E-Learning platform is useful for online learning for now learning is done online. by using the E-Learning platform so that students can continue to learn.

Keywords: Perception; Benefit; E-Learning platform.

INTRODUCTION

The era of the 21st century is indicated by rapid changes in various fields such as the global economy, technology, culture, society and education. The terms "21st century education," "21st century learning," and "21st century skills" are widely recognized today. Teachers and schools face big challenges and new challenges in educating their students in this era. Teachers must help students to master skills in the 21st century, hence, students are able to face the challenges of the 21st era in terms of information, media, and technology skills. Since students are in a native language and people currently in an environment influenced by technology and media, they are expected to be familiar with skills related to information, media, and technology (Partnership for 21st Century Learning, 2009). The concept of 21st century education suggests that teachers further develop them to ensure their students meet the skills requirements of the 21st century. Relevant knowledge is expected to shape students' skills for competitive careers and better lives, skills for creative learning and innovation, as well as literacy, information, media and technology skills (Suherdi, 2012).

A teacher, not only as an educator but also as an educational support system should focus on emphasizing deep understanding and engaging students with real-world data and tools. In terms

of learning strategies, teachers must be able to integrate the use of supporting technology, problem-based approaches, and higher-order thinking skills. They must create a classroom atmosphere that will support the teaching and learning process of the 21st century. Teachers must integrate technology with content and pedagogy. 21st century learning involves engaging students in collaborative work and solving real-world problems through the effective exploitation of information and communication (ICT). According to Hwee, Koh, and Chai (2016), 21st century learning is characterized by the ability of students to develop technological skills to utilize ICT tools appropriately. Therefore, teachers must be able to use technology creatively to meet student learning needs. Since language learning should not only occur in the classroom, technological devices can be used by teachers and students to facilitate language learning. Therefore, a teachers should encourage students to use their technological devices (such as: smartphone, laptop, tablet, and so on). In language learning especially in English language teaching.

One of the technology media used to carry out online learning is the electronic device-based E-Learning platform. The concept of E-Learning has a significant influence in the process of transforming conventional education into digital form, both in content and in systems. The term E-Learning has a very broad meaning. E-Learning is a learning consisting of the letter "E" which stands for " electronics" and the word "Learning" which means learning. Hence E-Learning is a learning that uses electronic device assistance services, especially computer devices (Kusuma, 2011). The use of E-Learning as a medium for managing language learning is very contextual to be applied in online learning. The use of E-Learning as a learning processing medium requires only a little procedural knowledge in operating E-Learning. Therefore, it is very possible for anyone to be able to use E-Learning as a learning medium anywhere.

Learning activities that can be carried out using E-Learning media are chatting with friends or teachers, creating discussion forums, conducting learning consultations, and doing assignments given online. E-Learning can be used to chat between students and between students and lecturers. In E-Learning media is also deemed contextual to the lecturi, process more meaningful, as there is a small online speak that allowing them to carry out on online face to face meeting. Apart from talking, E-Learning can be used to hold more serious discussions in certain forums. Moreover training for teachers and students is considered crucial to take advantage of E-Learning optimally in implement has the process of learning activities online. Therefore, in the current Covid-19 pandemic, it is hoped that the learning process activities can run still be implemented properly.

The application language of learning using the e-learning platform in the EFL classroom is very good when implemented properly. Many studies have been conducted by researchers related to the implementation of these online learning platforms. The first study was conducted by Kongchan (2012) in Thailand. This study indicated the relevance that teachers who participated in the study considered E-learning to be an excellent and user-friendly social learning network that allowed them as non-digital-native teachers to explore and utilize the site. Therefore they can run their online classes well.

Secondly, the study was conducted by Jamaludin (2020) with the research title " Students' Perceptions toward Using Youtobe in EFL Classrooms" this research indicate that the majority of students showed a positive perception toward and a willingness to use Youtube in the EFL classroom. It was also discovered that the students have used Youtobe to help them completed their course assignments and study tasks. Hence , Purnawarman, Sundayana, & Susilawati (2016) conducted a study to determine students' perceptions of the use of Edmodo in teaching writing

and how Edmodo can facilitate student involvement. The results showed that Edmodo can be integrated into the GBA writing cycle. There are also several problems that arise in the study regarding bandwidth, confusion in using Edmodo, incompatibility of smartphone applications, and lack of student responsibility.

The importance of students' perceptions to be realited because it can influence students in learning. In addition, perception is one of the factors that influence a person's success in learning languages to improve students' abilities. According to Destrianti (2018), perception also consists of three components, namely; Cognitive, Affective, and Connective. Cognitive or perceptual components are components that are related to knowledge, opinions, beliefs, namely good things that are related to someone's attitude objects. The effective or emotional component of liking or disliking is negative. The conative component or action that is related to the possibility of leading to the object of the attitude.

This study will focus on students' perceptions that will be applied in the questionnaire, to see student understanding and efficiency in online learning using e-learning. Perception is an external factor that focuses on one's perspective, understanding, trust, and reaction to an innovation. Psychology, the perception has to do with the following facts. Perception is the psychological ability to process or use the information recieved through the sense organ. As Akandes' statement in his education research, he stated that perception is the cognitive impression that is formed from 'reality'.

 Perception is automatically related to certain nature of human being, which his or her psychological features. Perception is process related to acceptance of information by human brain that is said that during the process a person continually interacts with his or her environment Slameto (2010: 102). Moreover, perception is the impression of a person to a particular object which is influenced by internal factors, such as behavior influenced by circumstances outside and interprets the stimuli from environment; those process can influence our manner Mulyana (2007:179). Perception can be defined as a process of categorization and interpretation is selective. The factors that influence a person's perception is the character of people perceived and situational factors.

The relationship between perception and E-Learning is that a person's willingness to use technology is strongly influenced by perception. Perception is a process that starts with the use of the five senses in receiving a stimulus, and then it is organized and interpreted so that it has an understanding of what is sensed. Muhammadiyah University of Cirebon has e-learning and has been used as a form of online learning. E-Learning can be used for uploading documents (RPS, lecture materials) as well as in online learning activities such as discussions and assignment submissions. The implementation of learning through E-Learning needs to be studied more deeply by looking at student responses to the learning process using the E-Learning platform, so that it can be seen that the form of online learning using the E-Learning platform that students want.

What distinguishes this research from previous research is the object of research itself, where this research focuses on students' perceptions which will be applied in a questionnaire to see student views and the benefits of learning using the E-Learning platform in EFL class. Therefore, this research aim, to conduct a research with the title "**Students' Perceptions Towards E-Learning Platform in EFL classroom**".

METHODS

This research uses qualitative research with a case study design. A case study according to Sukmadinata (2016: 60), argues that qualitative research is describing and analyzing a phenomenon, event, social activity, attitude, belief, individual or group perception. Several descriptions are used to discover principles and explanations that lead to conclusions. Qualitative research is inductive in nature, it allows problems to arise from the data or leaves it open to interpretation. In addition, Marriam (2009, p. 5,), states that qualitative researchers are interested in understanding how people interpret their experiences, how they construct their experiences. According to Wynsberghe & Khan (2007), a case study is a research method that aims to present a report to the reader about what it feels like to be involved in an event and to be part of it with detailed and profound results. In-depth analysis of the case or incident studied. For this reason, the two experts added that in case studies it is necessary to extract information and analysis in detail and of course be careful in describing the events that will be described as a form of description of the existing social reality and phenomena. According to Creswell (2016), it is explained that in qualitative research, knowledge is built through interpretation from various perspectives, which includes input from participants involved in the research, not only from the researchers themselves. The data sources varied, such as observational notes, individual experience interview notes, and histories. The purpose of this study was to analyze students' perceptions of the E-Learning platform in EFL classes. In this case, this study aims to describe students' perceptions through the E-learning platform. The author uses questionnaire and interview to retrieve data. The participants in this study were regular class second semester students major in English at a private university in Cirebon. Researchers conducted research at a private university in Cirebon. The university has its own E-Learning web platform which is now being used for the learning process during this pandemic.

Respondents in this study were 21 semester 2 regular class students who filled out questionnaire and students who interview high, medium, and low levels and each category was taken by 2 students in semester 2. The number of interview respondents was 6 students.

This study used questionnaire and interview as data collection instrument. Researchers distributed questionnaire first and then interview second semester students to obtain data. According to Sugiyono (2015:136) the questionnaire is the scale technique used in this study is the Likert scale. With a Likert scale, the variables to be measured are translated into variable indicators. Then these indicators are used as a starting point for compiling instrument items which can be in the form of statements or questions. Interviews are the most common data collection format in qualitative research, according to Esterberg in Sugiyono (2015: 72) interview are conducted by two people to exchange information and ideas through question and answer, so that it can be reduced to a conclusion or meaning in a particular topic. Interview was used to obtain data.

Interview that will be conducted by researchers are by conducting in-depth interview with research subjects in order to obtain information about the perception of students when learning to use the E-Learning platform by ask questions to informants. The interview process was carried out using synchronous online interview. According to Stephens et.al (2021) with the synchronous interview method, research who want to maintain comfort and accessibility can choose the instant messaging method or phone-based call. So the research conducted the interview process by using the WhatsApp application via chat, this was because some students supported doing it directly for several reasons. Where the pandemic has not ended, Covid-19 is also a supporting factor for conducting this type of interview process, so that interview is conducted online.

FINDINGS AND DISCUSSION

Researchers obtained data to be presented in the study based on the results of questionnaire with information about students' perceptions of learning using the E-Learning platform in an EFL classroom.

1. Students' Perceptions about Learning through the E-Learning   platform

a. Questionnaire Results of Students' Perceptions of Learning through the E-Learning platform

To get the data, the researcher used a questionnaire in the form of distributing it to students. The statements in the questionnaire represent students' experiences and attitudes towards learning through the E-Learning platform. The questionnaire consists of ten statements.

1) Submission of Materials

There is one statement given to express student perceptions regarding the role of lecturers in explaining material through the E-Learning platform whether or not it is good.

NO	STATEMENT	1	2	3	4
1.	The lecturer explains learning material well through E-Learning platform	0%	38%	62%	0%

Table 4.1 Learning through the E-Learning platform and delivery of materials

In this case the data obtained in the questionnaire is presented that the statement that no one chooses strongly agree and strongly disagree the results of the questionnaire conducted by the researchers get data, where the researcher distributes a questionnaire and 62% of student answer agree about the teaching and learning process through the E-Learning platform, lecturers explained well and 38% disagree. The researcher concluded that the students agree that the lecturer explains the learning material well through the E-Learning platform.

2) Ease of access materials

There is one statement give to reveal the role of lecturer in deliveri material through the E-Learning platform that is easy to understand or not.

NO	STATEMENT	1	2	3	4
2.	The material delivered by the lecturer through the E-Learning platform is easy to understand	0%	48%	52%	0%

Table 4.2 Learning through the E-Learning platform and Ease of access materials

In this case the data obtained in the questionnaire is presented that there is no statement that strongly agree and strongly disagree the results of the questionnaire conducted by researchers get data, where the researcher distributes a questionnaire of student answers 52% agree and 48% disagree about the teaching and learning process, the lecturer explained material that is easily understood by students through the E-learning platform. The researcher concluded that the students agree that the material delivered by the lecturer through the E-Learning platform is easy for students to understand.

3) Learning Effectiveness

There is one statement to reveal the effectiveness of using the E-Learning platform for learning during the Covid-19 pandemic.

NO	STATEMENT	1	2	3	4
3.	Learning English through E-Learning platform was effective during the Covid-19 pandemic	5%	52%	24%	19%

Table 4.3 Learning through the E-Learning platform and learning effectiveness

In this case the data obtained in the questionnaire presented that the results of the questionnaire conducted by researchers obtained data, where the researcher distributed a questionnaire for student answers. Students answered the questionnaire 24% agree, 19% strongly agreed, 52% disagreed and 5% strongly disagreed. In this case, more students did not agree with the results of the questionnaire obtained.

4) Language Improvement

There is one statement to express regarding the improvement in their English through the E-Learning platform.

NO	STATEMENT	1	2	3	4
4.	Your English skills improve during learning through E-Learning platform	0%	62%	38%	0%

Table 4.4 Learning through the E-Learning platform and language improvement

In this case the data obtained in the questionnaire presented that the results of the questionnaire conducted by researchers obtained data, where the researcher distributed a questionnaire of students who answered the questionnaire 38% agree, 62% disagree. In this case, more students did not agree with the results of the questionnaire obtained.

b. The Interview Results of the Students' Perception of Learning through the E-Learning platform

The first research problem is students' perception of the use of the E-Learning platform in learning. The researcher also conducted interviews with six students to strengthen and obtain additional information.

1) Submission of materials

The question about students' perceptions related to the lecturer role in explaining material through E-Learning platform is good or not 1. Does the lecturer explain the learning properly through the E-Learning Platform ?

> *"Ya benar, dosen memberikan materi melalui e learning, lalu mahasiswa membaca materi tersebut".* (" Yes, it is true, lecturers provide material through e learning, then students read the material "). (Q.1. AAK).
> *"Kadang ada yang di jelasin kadang enggak teh".* ("Sometimes explains, sometimes it's not sister"). (Q.1. EV).

"Lumayan baik apalagi jika dosen yang menyatumkan voice note di e learning tersebut tapi jika dosen yang hanya memberikan tulisan saja terkadang saya merasa kurang paham". ("It's pretty good, especially if the lecturer to include voice notes on the e-learning, but if the lecturer only gives writing, sometimes I feel that I don't understand"). (Q.1. MGA).

Based on the results of interview presented by AAK, EV, and MGA, that the teaching and learning process of the lecturer explain the material well through the E-Learning platform and students read the material provided by the lecturer, the material provided by the lecturer through the E-Learning platform, there are students who want the lecturer to unify the voice note in the E-Learning platform because they want to better understand the material explained by the lecturer. But in contrast to ND, RW, and VN they revealed that:

"Kalo menjelaskan gitu seringnya engga si teh karna ya emang kita belajar mandiri kan tapi untuk materi yang diberikan dosen di e-learning tuh membantu banget buat nita cuma ya itu teh ga semua dosen tuh ngasih materi nya gitu di e-learning". (" If it is explained like that, it is often not because yes, we learn independently, but the material provided by the lecturer in e-learning really helps me, but not all lecturers provide material in e-learning"). (Q.1. ND).
"Tidak, karena salah satunya adalah kendala dalam mengakses ketika sinyal buruk atau eror di e-learning. Yang kedua dosen memberi bentuk file berupa pdf dengan penjelasan panjang lebar, sehingga harus membaca semuanya sampai memahami. Yang ketiga saat diskusi di e-learning kadang tidak bisa scrol ke atas buat tau apa pembahasan di awal atau memahami apa yg dosen sampaikan di awal jd kita ketinggalan. Sama yang terakhir ketika mau memasukkan file tugas kadang harus ngulang log in lg kalo ditinggal sebentar liat berkas, jd agak ribet". ("No, because one of them is obstaicle in accessing bad signals or errors in e-learning. The second provides the teacher with a pdf file with a lengthy explanation, so that they have to read everything until they understand. Third, when the discussion on e-learning, sometimes we can't scroll up to know what the discussion was at the beginning or understand what the lecturer said at the beginning so we missed it. The same as the last one when you want to enter a file, sometimes the task sometimes has to log in again if I leave it for a while to see the file, so it's a bit complicated". (Q.1. RW).
"Kebanyakan tuh makenya bentuk pdf teh terus juga mudah dipahami. Tapi ada juga sih yg bentuk pdf tapi kurang dipahami materinya. Jadi ada yg jelasinnya jelas, ada yang kurang juga". ("Most of them are in a pdf format sister, also easy to understand. But there is also a pdf format but the material is not understand . So there are those who explain it clearly, some are less"). (Q.1. VN).").

Based on the results of interview presented by ND, RW, and VN, there the lecturer does not explain, only provides material in the form of a pdf so that student must be more independent to understand the material. E-Learning platform is very helpful for students, especially in English classes in one of the private universities in Cirebon during the Covid-19 pandemic in the form of online learning through the E-Learning platform. However, there were some students who revealed that learning through the E-Learning platform was sometimes a bad signal, so that when the lecturer was explaining the material, the student was left behind because he could not follow the explanation from the beginning because the signal was not good.

2) Ease of access materials

The point was about student perceptions about the role of lecturers in delivering material through easy to understand or not E- Learning platform.

2. The material delivered by the lecturer through the E-Learning platform is easy to understand ?

"Saya dapat memahami materi yang disampaikan melalui e-learning, namun kesulitan untuk bertanya". ("I can understand the material conveyed through e-learning, but it is difficult to ask questions"). (Q.2. AAK).

"Ada yang mudah ada juga yang ngga teh , karna saya pribadi lebih cepet nangkep pelajaran tuh kalau langsung tatap muka ataupun langsung prakteknya gitu". ("Some are easy, some don't have sister, because I personally catch lessons more quickly when I face to face or practice directly"). (Q.2. EV).

"Iya lumayan teh soalnya nita anaknya semisal dosen menjelaskan ya nita paham tapi setelahnya ya kek lupa gitu teh". ("yes, it is quite a sister, because when the lecturer explained, I understood but afterwards I forgot sister"). (Q.1. ND).

"Kebanyakan mudah utk dipahami, maksudnya kebanyakan materinya mudah di pahami, ada juga yang sedikit aga susah di pahami, tapi ga banyak yg kaya gtu, teh". ("Most of them are easy to implement, meaning that most of the material is easy to apply, some are a little hard to understand, but not many are rich, sister"). (Q.2. VN).

Based on the results of interview put forward by AAK, EV, ND, and VN that the teaching and learning process of lecturers explaining material through the E-Learning platform is easy to understand. But in contrast to MGA and RW they revealed that:

"Untuk saat ini belum sepenhnya mudah di paham, seperti yang saya katakan tadi terkadang dosen hanya bisa menjelaskan tulisan dan lalu langsung memberi kami soal yang terkadang apa yang di jelaskan di e learning belum saya mengerti". ("For now it is not completely easy to understand, as I said before and just give us an explanation of what is explained in the e-learning I do not understand"). (Q.2. MGA).

"Tidak, karena lebih paham penjelasan materi langsung dan kadang dosen hanya menyuruh membuka file dan mempelajari sendiri". ("No, because I understand more about direct material explanations and sometimes the lecturers just tell me to open the file and study it myself"). (Q.2. RW).

Based on the results of interview put forward MGA and RW who say that some of the material delivered by lecturers does not understand because students say faster when the lecturer explains directly. With the current pandemic, students learn online through the E-Learning platform so that students can be more independent when they feel that the material presented by the lecturer does not understand because on the E-Learning platform students can access it at any time and can download the material provided by the lecturer.

3) Learning Effectiveness

The result of the interview about student perception related to the effectiveness of using E-Learning platform for learning during the Covid-19 pandemic .

3. Does the learning activities through E-Learning platform were effective during the Covid-19 pandemic?

"Alhamdulillah efektif teh". ("Alhamdulillah, effective"). (Q.3. EV).

"Untuk saat ini not bad lah bisa di bilang efektif" ("For now it's not bad, it can be said to be effective"). (Q.3. MGA).

"Kalo selama pandemi si menurut nita efektif si teh terus juga mudah buat diakses".("During the pandemic, I think it was effective, the sister, continues to be easily accessible"). (Q.3. ND).

"Iya, karena tidak adanya pembelajaran tatap muka, e-learning menjadi salah satu akternatif". ("Yes, because there is no face-to-face learning, e-learning is an alternative"). (Q.3. RW).

Based on the results of interviews presented by EV, MGA, ND and RW regarding the effectiveness of using the E-Learning platform for learning process activities during the Covid-19 pandemic, the results showed that their answers agreed on the effectiveness of using the E-Learning platform for learning during the Covid-19 pandemic. From these results it can be said that students feel the E-Learning platform is effective because learning through the E-Learning platform really helps students in the current pandemic to keep learning remotely and the E-Learning platform is an alternative way to keep learning because it can be accessed easily. But in contrast to AAK and VN they revealed that:

"Saya rasa tidak, mahasiswa tidak dapat fokus ketika belajar dirumah saya pribadi". ("I don't think so, students can't focus when studying at home me "). (Q.3.AAK).

"Kurang, karena pada saat kemarin kemarin e learning error sampai setengah semester, jd pembelajaran pindah ke wag / googleclass". ("Less, because yesterday the e-learning error lasted half a semester, so learning moved to wag/googleclass"). (Q.3. VN).

Based on the results of interviews presented by AAK and VN who said it was less effective because studying at home was not focused on learning and yesterday the E-Learning platform went wrong eror.

4) Language Improvement

On this point about student perceptions related to an improvement in their English through E-Learning platform.

4. did you English skills improve while learning through E-Learning platform ?

"Meningkat, namun kurang signifikan". ("Increasing, but less significant").
(Q.4. AAK).

"Dikit demi sedikit ada perkembangan, ya karena saya hampir setiap hari belajar bahasa inggris maka dari itu kemampuan bahasaninggri saya meningkat".
("Little by little there are developments, because I study English almost every day, therefore my English language skills improve"). (Q.4. MGA).

"Lumayan meningkat semisal kan dijelaskan lagi materinya oleh dosennya teh". ("Quite an increase, for example, the material is explained again by the lecturer"). (Q.4. ND).

"Sedikit, ga banyak teh". (" A little, not much sister"). (Q.4. VN).

Based on the results of interview expressed by AAK, MGA, ND, and VN students' perceptions related to improving their English through the E-Learning platform, AAK, MGA, ND, and VN said their English skills improve because they study English almost every day they study independently at home so that their English skills increase. But in contrast to EV and RW they revealed that:

"Tidak teh, Karena Tidak ada Interaksi langsung atau praktek langsung nya teh . Dan apalagi aku teh hpnya Ngga Bisah buat Google meet. Jadi dalam pembelajaran online ini bener2 harus ada hp atau laptop yang bagus dan ramnya besar teh". ("Because there is no direct interaction or direct practice. And moreover, my cellphone can't make to Google meet. So in this online learning there really has to be a good cellphone or laptop and a large ram"). (Q.4. EV).

"Karena kalau pendidikan bahasa otomatis harus banyak ngomong biar kita juga terbiasa dan melafalkan banyak kata. Kalau e-learning hanya berupa tulisan yg hanya dibaca". ("Because if language education automatically has to talk a lot so that we also get used to it and pronounce many words. If e-learning is only in the form of writing that is only read"). (Q.4. RW).

Based on the results of interview expressed by EV and RW say that they do not improve, they think that while studying at home their English skills do not increase because there is no direct interaction. In online learning student need phone and laptop with large RAM and student must be accustomed to speaking but the E-Learning platform is only in the form of writing so student need direct learning.

CONCLUSION

Based on the data presentation and data analysis from the previous chapter, the researcher draws the following conclusions:

The first perception is the positive perception of students about learning through the E-Learning platform during the Covid-19 pandemic, some of whom stated that learning to use the E-Learning platform was effective. They argue that this method can be considered effective because learning to use the E-Learning platform can help students carry out online learning, which is currently in the Covid-19 pandemic, even though students cannot learn face-to-face because of the Covid-19 pandemic. This is an alternative way to keep learning. The second perception is a negative perception. Students said that the material presented by the lecturer was easy to understand but some students said they did not understand it because there was no direct interaction, they understood better when the explanation was direct but with current conditions that do not allow face-to-face learning, students independently understand the material.

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