Student Perception Toward E-Learning in Primary School Teacher Education Department Students of Serambi Mekkah University

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Abstract. The article provides an overview of the application of e-learning to students of The Primary School Teacher Education department at Serambi Mekkah University in the Introduction to Computer Application courses. Data collection was carried out through instrument testing and concept comprehension tests in multiple choice forms and interviews with students. There are various problems faced by students based on the results of the interviews of the authors in the field during student complaints that were delivered at the time of access a little slow when accessed simultaneously, however, based on the test results obtained show the probability value <0.05 so it can be concluded that there is an influence on student learning outcomes in the application of E-Learning.

1. Introduction

Application of e-learning in Introduction to Computer Applications course is expected to get a positive response from students considering that the use of e-learning is now habitual, this learning has been widely applied by universities in Indonesia including in Aceh. Darmayanti (2007: 5) argues that "in Indonesia besides open universities, there are several colleges that use distance learning, among others, the Bogor Agricultural Institute (ITB), Petra Catholic University of Surabaya, University of Surabaya, University Bina Nusantara (BINUS) Jakarta, University of Education in Indonesia (UPI) in Bandung, State University of Malang, and UniversitasBrawijaja (UNIBRAW) Malang who are now also using e-learning ". Unsyiah is one of the universities in Aceh that has also provided and integrated SIAKAD e-Learning System so that it can facilitate data management in the online-based tracking system through the [1].

The role of educators in constructive learning can be seen from how to choose and control the teaching and learning process. Teachers make their students aware and responsible for their learning process. The role of instructors or educators in doing and choosing learning methods greatly influences student learning outcomes [2]. (Ratna, 2011: 165)

Student responses include attention, relevance, confidence and satisfaction with the application of e-learning learning can provide a clear and scientific picture related to the percentage of student perceptions whether positive is greater than students who do not respond well to their use in the learning process.
2. Methodology
The subjects of the study were 29 students of the Primary School Teacher Education department at the Serambi Mekkah University who took the course Introduction to Computer Applications held on June, 29th 2018. The acquisition of data needed to determine the perception of students of Primary School Teacher Education department of Serambi Mekkah University on the application of e-learning using a questionnaire instrument. Questionnaire is one method that can be used for quantitative descriptive research. As explained by [3], "Questionnaires are a series or systematic list of questions". To find out the response of students to the implementation of learning, a questionnaire was given to each student of the Primary School Teacher Education department at Serambi Mekkah University. This questionnaire consists of 14 question items in accordance with the grids that have been prepared.

| No | Indicators | Variables | Description | Item Number |
|----|------------|-----------|-------------|-------------|
| 1  | Attention  | Happy to learn | Have high learning will | 1 |
|    |            |           | Able to learn anywhere and anytime | 9 |
|    |            | Increase Retention | The matters learned can be memorized longer | 10 |
|    |            | Easy to understand the subject | Easier to understand the lesson | 3 |
| 2  | Relevance  | Not boring   | Not boring  | 2 |
|    |            | Reduce the time needed to get the concept of learning | Time needed to get the concept of learning is shorter | 11 |
|    |            |            | Can use time well | 14 |
| 3  | Confidence | Motivated to learn | Motivated to make an achievement | 4 |
|    |            | Increase individual reasoning | Individual reasoning increased | 5 |
|    |            |            | Support the critical thinking in learning more | 7 |
|    |            |            | Increase creativity | 8 |
| 4  | Satisfaction | Being appreciated in asking and giving opinion | Appreciated more in asking and giving opinion in learning forum | 12 |
|    |            | Dare to give opinion | Being more courage to give opinion in learning forum | 13 |

(Adapted from Hendri, 2013)

Questionnaire data processing about student perceptions of the application of E-Learning was analyzed by giving an assessment of student assessment results using the theoretical average (\( \mu \)) and theoretical standard deviation (\( \sigma \)) [4], with details:

\[
X \leq (\mu - 1.5\sigma) : \text{Student response is very low}
\]

\[
(\mu - 1.5\sigma) < X \leq (\mu - 0.5\sigma) : \text{Student response is low}
\]

\[
(\mu - 0.5\sigma) < X \leq (\mu + 0.5\sigma) : \text{Student response is medium}
\]

\[
(\mu + 0.5\sigma) < X \leq (\mu + 1.5\sigma) : \text{Student response is high}
\]

\[
(\mu + 1.5\sigma) < X : \text{Student response is very high}
\]
3. Results and Discussion
The data analysis of the results of filling out the research instrument which was filled by 29 Primary School Teacher Education Department students who were taking Introduction to Computer Application courses are as follows:

a. Attention

![Figure 1. Student Attention Toward E-Learning](image)

Based on the analysis of students' attention to E-Learning, the following data were obtained: to enjoy learning, to increase retention and to easily understand the material delivered through E-Learning as much as no or 0% of students stated low, 21 (72%) students stated that medium and 8 (28%) students stated high.

b. Relevance

![Figure 2. Student Relevance Toward E-Learning](image)

The results of the analysis of student relevance to E-Learning learning, obtained the following data: to feel not bored, reduce the time needed to master the concepts conveyed through E-Learning learning by 1 (3%) students stated low, 11 (37%) students stated that they were medium and 17 (57%) students stated high.
c. Confidence

![Figure 3. Student Confidence Toward E-Learning](image)

The results of the analysis of student relevance to E-Learning learning, obtained the following data: to be motivated and increase individual reasoning to the lesson conveyed through E-Learning by 17 (57%) students stated low, 11 (37%) students stated that they were medium and 1 (3%) students stated high.

d. Satisfaction

![Figure 4. Student Satisfaction Toward E-Learning](image)

The results of the analysis of student satisfaction on E-Learning learning, obtained the following data: to feel valued and brave to express opinions when the application of E-Learning learning was 4 (13%) students stated low, 15 (50%) students declared medium and 10 (33%) students stated high.

Broadly speaking, students perceptions of e-learning are quite good, through three components of assessment (attention, relevance and satisfaction) students' responses are quite positive, only an assessment of themselves or the confidence of students is still lacking. student self-confidence does
not affect the use intention. The increasing self-confidence of students to use the system caused a decrease in the intention to use the UAJY college site. High self-confidence can be caused by students having access to similar system functionality [5]. Therefore, based on the data obtained, even though the response of students to attention, relevance and satisfaction is medium and high but not necessarily affect confidence. To be able to increase self-confidence must familiarize students in accessing e-learning, one way is to implement e-learning learning for other subjects in the Serambi Mekah University.

4. Conclusion
Based on the results of data analysis, student perceptions of e-learning learning are good. students feel happy and easily understand the material delivered through e-learning learning. Students do not get bored to follow the applied e-learning learning and also feel it takes a short time to understand the material presented. Positive perceptions were also expressed by students regarding the satisfaction of attending e-learning. Meanwhile, students' confidence is low. This is natural because students rarely access e-learning learning. Therefore, to increase confidence in participating in e-learning learning, it is necessary to be accustomed to accessing through the application of e-learning learning in other subjects.

References

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