

**THE ANALYSIS OF STUDENTS' PERCEPTION ON E-LEARNING IN
THE ELEMENTARY SCHOOL TEACHER DEPARTMENT OF TEACHER
TRAINING AND EDUCATION FACULTY IN SARJANAWIYATA
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ABSTRACT

The purpose of this research is to analyze students' perception on the implementation of e-learning program in Elementary School Teacher Department of Teacher Training and Education Faculty of UST. The research design of this study is survey. A survey research is a research using questionnaire as the instrument to collect the data. The method used here is analytical descriptive. The setting of this research is in the college of Teacher Training and Education Faculty UST located on Jl. Batikan Tuntungan UH 3/1043 Yogyakarta. The data collection technique is done from two sources namely the primary and secondary data. (1) Primary data. The data collection in primary data used questionnaire and interview. (2) Secondary data. This is the information that is obtained indirectly from the respondents. Data analysis is processed from the distributed questionnaire. The technique of data analysis is analytical descriptive. The result of students' perception on the implementation of teaching that is based on e-learning in the Elementary School Teacher Department is positive on high category. The average score from the respondents reached 80.68 which are included in high category. Besides, 118 out of 156 respondents obtained 5 scale questionnaire score or in other words 78% of the respondents are on high category. It shows positive response from students on the implementation of e-learning teaching in Elementary School Teacher Department.

Keywords: Students' Perception, E-Learning, Elementary School Teacher Department

INTRODUCTION

Education should always develop following the current condition, thus it can give meaningful benefit for students in order to reach the goal of national education. One of those goals is higher education. It should be relevant with working world and the need of society, thus it can create graduates with good quality. To realize it, higher education revitalize the components of learning such as curriculum and teaching method that can create best quality for education in Indonesia so that the human resources output have quality and competitive in global level related to the national education. One of the ways is the utilization of internet during teaching. The utilization of internet in the teaching process is known as e-learning. E-learning makes the learning broaden and flexible. Teaching can happen anytime, anywhere and with everyone (Rahmaniah, et al, 2012). Warsita (2011:136) also stated that the development of internet gives new nuance on long-distance learning that is more opened. Web based learning system has famously been known as the electronic learning (e-learning), web based training is often called as web-based education and so on.

Such thing also happens in the Elementary School Teacher Department of Teacher Training and Education Faculty of UST. The Elementary School Teacher Department of Teacher Training and Education Faculty of UST is an educational institution under the auspices of Kemenristek DIKTI that was granted e-learning teaching material arrangement on “Teaching Media Development” course in 2016. Since then, the Elementary School Teacher Department of Teacher Training and Education Faculty of UST developed teaching media for e-learning teaching. Teaching media emphasized on

concept understanding, reasoning, decision making related to e-learning teaching is developed on teaching media course. In the academic year of 2016/2017, the e-learning teaching on media development course was developed.

The grant of e-learning teaching material arrangement in “Teaching Media Development” course in 2016 obtained by the Elementary School Teacher Department as well as various problems during the learning process becomes the pioneer of e-learning based teaching development. From all of the courses in the Elementary School Teacher Department, only teaching material course has developed and implemented the material and method through e-learning. Until now, only teaching media course has been implementing e-learning teaching while other courses have not. Therefore, an in-depth research related to the implementation of e-learning that has been run is required to arrange implementation strategy for other courses in the Elementary School Teacher Department. Some studies related to e-learning teaching had been conducted before. A study by Damayanti, *et al* (2007) entitled Long Distance E-Learning: The Concept that Changes Teaching Method in Universities in Indonesia. In her research, she stated that e-learning development is an effort to improve the ease on students’ learning process. Besides, a research by Sutomo (2012) entitled E-Learning as an Alternative of Teaching Model to improve Quality in University revealed that e-learning brings influence of conventional education transformation process into modern education in digital form, both by content and system. Then, a research by Suteja, *et al* (2010) entitled E-Learning System Personalization based on Ontology. Suteja, *et al* revealed that e-learning

which utilizes ontology is as the process to map learning knowledge during learning process and train understanding concept on materials. In that process, a better learning development model is obtained and it can adapt the content and structure of the material from students who are successful doing online learning to other new students who are involved in this system. Since there has not been any research related to e-learning teaching in the Elementary School Teacher Department, thus in this research an initial research is conducted to implement e-learning teaching in the Elementary School Teacher Department. From that condition, a perception or response from students on the implementation of e-learning teaching is needed to arrange strategy in developing the material or e-learning teaching for other courses. Therefore, the purpose of this study is to examine students' perception on the implementation of teaching based on e-learning method.

METHOD

The research design used here is survey research. This is a research that uses questionnaire as the instrument to collect the data while the method is analytical descriptive. Data and information are collected from respondents by using questionnaire. After data are obtained, the results are explained descriptively. In the last stage of an analysis research the facts, trait, and the relation among symptoms are described with explanation.

This research is conducted in the Elementary School Teacher Department UST located on the college of Teacher Training and Education Faculty in UST Jl. Batikan Tuntungan UH 3/1043 Yogyakarta. The populations in this research are students of

the Elementary School Teacher Department UST in the fifth semester that join learning media course with total of 156 students taken by cluster random sampling. The classes for samples are 5E, 5F, 5G, 5H. The data collection in this research is obtained from primary and secondary data. (1) Primary data. The technique used here are questionnaire and interview. (2) Secondary data. This is the information obtained indirectly from the respondents. Data analysis is done over the distributed questionnaire. And, the data analysis technique used here is descriptive analysis.

DISCUSSION

The Result of Student's Perception on E-Learning Teaching in the Elementary School Teacher Department

Students' perception related to the implementation of e-learning teaching in the Elementary School Teacher Department is obtained from questionnaire. The questionnaire is distributed to 4 sample classes in the fifth semester; they are 5E, 5F, 5G and 5H. The question related to knowledge, motivation, and ease of use, benefit, efficiency, attractiveness, and necessity value on the implementation of e-learning teaching. In detail, students' perception on the implementation of e-learning teaching is discussed as follow:

Table 1. Students' perception from questionnaire

| No. | Aspect | Value |
|-----|----------------|-------------|
| 1 | Knowledge | 3,41 |
| 2 | Motivation | 3,47 |
| 3 | Ease of Use | 3,3 |
| 4 | Benefit | 3,42 |
| 5 | Efficiency | 3,55 |
| 6 | Attractiveness | 4 |
| 7 | Necessity | 4 |
| | Average | 3,59 |

The Discussion on Students' Perception on E-Learning Teaching in the Elementary School Teacher Department

1. Knowledge

Knowledge has relation to what students know about e-learning teaching. It can be seen on Table 1 that mostly students know what e-learning is from 156 respondents with 5 scale questions on e-learning teaching has the average score of 3.41. It shows that e-learning teaching is familiar for students. Besides, good internet connection makes e-learning teaching can be well implemented. However, internet connection needs to be improved for the speed and reach to maximize the implementation of e-learning based teaching in the Elementary School Teacher Department Teacher Training and Education Faculty in UST.

2. Motivation

Motivation is an internal and external encouragement that comes from ones' self to change behavior. It can be seen from Table 1 that respondents have good perception and give high category on e-learning teaching which can help students to achieve learning competence. Besides, e-learning teaching can be done by students anytime and anywhere so it makes them easy to learn. In contrast, e-learning teaching is also considered difficult and complex as well as adding students' tasks. Many students state that because e-learning needs internet connection, and the complex lay out of e-learning teaching probably will confuse students to access the learning. Besides, students feel burdened by many classic manual tasks; so e-learning

teaching is considered will add students' task.

3. Ease of Use

Ease of use relates to how students access e-learning teaching. It can be known from Table 1 that students have perception to use e-learning with moderate category towards high category that the average score is 3.3 out of 5. It shows that students will access e-learning and utilize it maximally in the learning inside and outside the class. Besides, e-learning teaching will also be opened by students anytime as the learning material even though there is no task for them by using e-learning. Therefore, it can be concluded that the implementation of e-learning during the teaching does not have meaningful obstacle for students to access it anytime.

4. Benefit

The benefit from the implementation of e-learning in the teaching process in the Elementary School Teacher Department is related to learning process. Based on Table 1, it can be known that the implementation of e-learning based teaching gives maximum benefit in the teaching process. In addition to make the interaction of lecturers and students be better, it also makes the learning various and students gain variation of learning sources by online. Besides, the implementation of e-learning makes the learning becomes interesting and students do not get bored.

5. Efficiency

Table 1 shows students' perception on the efficiency of e-learning based teaching that can fasten students to learn the learning materials. Most students revealed that e-learning can help them to understand material concisely, clearly, and takes short time. It gives influence

on competence mastery efficiently for students. That is in line with the teaching process that gets better by the implementation of e-learning based teaching.

6. Attractiveness

The implementation of e-learning makes the teaching material delivered interestingly and it is not mono tone only by texts. It makes the learning by using e-learning becomes interesting for students. Based on Table 1, the implementation of e-learning has high attractiveness for students. It is because the implementation of e-learning makes the learning becomes interactive even though the learning is not inside the class and it can be accessed by students anytime. Besides, the other things that make e-learning has high attractiveness are the various learning materials from the lecturers such as video, pictures as well as learning evaluation. Thus, it makes students feel happy

and interesting to access the learning through e-learning.

7. Necessity

Seeing from the importance role of e-learning based teaching as well as its benefit so e-learning teaching becomes a necessity to be implemented in the Elementary School Teacher Department. Based on Table 1, it can be known from the perceptions that e-learning teaching is needed and should be implemented in the Elementary School Teacher Department. It becomes a need to develop the learning process in the Elementary School Teacher Department which can help to achieve the goal of learning better and quickly.

Overall, the calculation of questionnaire which has 23 questions and 5 scale score (1-5) from 156 respondents of 5E, 5F, 5G, and 5H is as follow:

Table 2 The normal curve scale of five

| Interval | Category | Frequency |
|------------------------|-----------|-----------|
| $91,95 < x$ | Very high | 5 |
| $76,65 < x \leq 91,95$ | High | 118 |
| $61,35 < x \leq 76,65$ | Medium | 32 |
| $46,05 < x \leq 61,35$ | Low | 1 |
| $x < 46,05$ | Very Low | 0 |

The average score is 80.6 is in the high category.

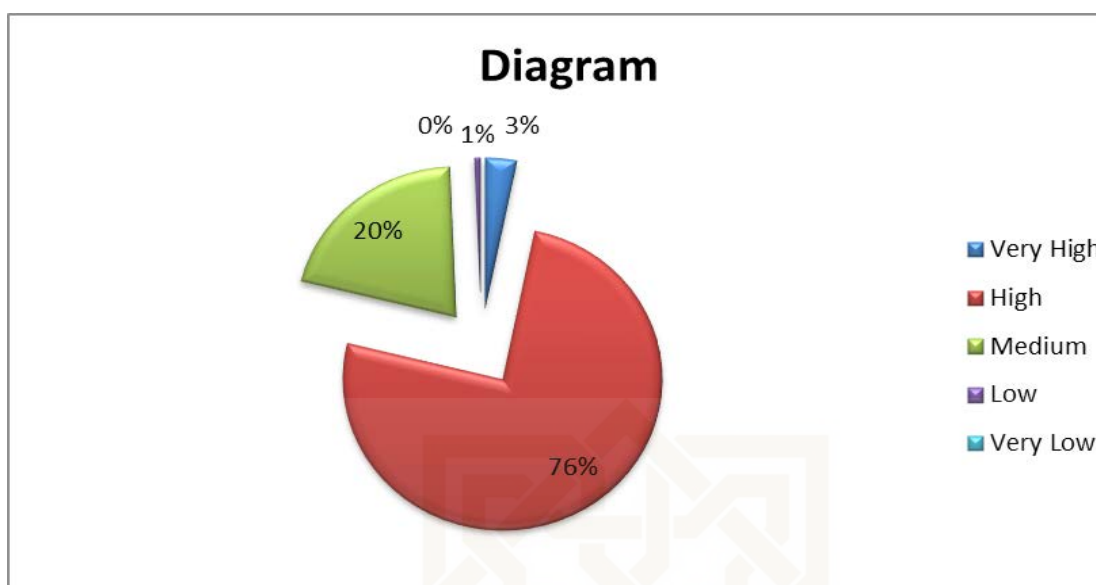


Figure 1 Student Perception Diagram

Based on the table and diagram above, it can be known that students' perception is included in high category on the implementation of e-learning based teaching in the Elementary School Teacher Department of Teacher Training and Education Faculty in UST. It can be known that the average score of the respondents is 80.68 and that is in high category. Besides, 118 out of 156 respondents obtained 5 scale score which is in high category or in other words 78% of respondents are on high category. It shows that there is positive response of students on the implementation of e-learning in the Elementary School Teacher Department. Thus, the e-learning teaching can be well implemented in the Elementary School Teacher Department because students' interest is high.

CONCLUSION

In this progress report, the research has come to the stage of looking for students'

perception. The result of students' perception on the implementation of e-learning based teaching in the Elementary School Teacher Department is positive on high category. The average score from the respondents reached 80.68 which are included in high category. Besides, 118 out of 156 respondents obtained 5 scale questionnaire score or in other words 78% of the respondents are on high category. It shows positive response from students on the implementation of e-learning teaching in Elementary School Teacher Department.

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