

**PERCEPTIONS OF THE 2nd YEAR STUDENTS OF MA BILINGUAL
BATU IN STUDYING USING E-LEARNING PLATFORM OF
INDONESIAN MINISTRY OF RELIGIOUS AFFAIRS**

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Abstract: In this COVID-19 pandemic situation, teaching and learning activities are carried out from home online using an application. For madrasa students there is a special E-learning application from the Indonesian Ministry of Religious Affairs. For this relatively new E-learning application, it fosters a new perception of students. Therefore, this study aims to describe the perceptions of the second year students of MA Bilingual Batu on studying using E-learning from the Indonesian Ministry of Religious Affairs. The research design of this study was qualitative method. The participants consisted 4 classes with a total 101 students. The questionnaire was calculated using a Likert scale then the final result was a percentage. The results of this study were 75 out of 101 students filled out the questionnaire. The results of the interview stated that overall students agree that E-learning is an effective learning application and has complete features, but also had some weaknesses. Currently, E-learning from Indonesian Ministry of Religious Affairs is no longer used at MA Bilingual Batu. In this connection, the researcher hopes to have a good impact and also input for the application developers. For future researchers, it is expected that they will examine the same topic and this research will be used as a reference.

Key words: Perceptions, e-learning, Indonesian ministry of religious affairs

INTRODUCTION

Educators play an essential role in changing the status of education in Indonesia for the better. To get there, competent educators are needed. As quoted from the official website of the Ministry of Education in Guyana (2019), Teachers has an essential role within the students' interaction in their classrooms. The teacher is most famous for the role of teaching students very well. On the far side that, teachers serve several alternatives roles in the classroom. Teachers set the tone of their school rooms, build a nice surroundings, mentor and nurture students, become role models, and look for signs of problem.

The Corona Virus as known as Covid-19 pandemic is the biggest challenge for educators and teachers around the world. Everyone is prohibited from gathering and crowding. Because when crowding around, the Covid-19 will easily spread from one person to another. This has been explained by the world's largest health organization, the World Health Organization (WHO) on Thursday (9/7), that the virus will unfold from associate infected person's mouth or nose in tiny fluid particles when they cough, sneeze, speak, sing or breathe heavily. These liquid particles area unit completely different sizes, ranging from larger breathing droplets to smaller aerosols. Supported this reason, the whole world agrees to hold out any activities only from home, together with learning activities in Indonesia.

Sawitri (2020) as quoted from Kumparan, reveals that they use E-learning for learning activity as like zoom media, Google class rooms and Google forms. They are more effective than using the WhatsApp application. The explanation above illustrates that all learning activities are currently changing from conventional learning to online learning using available online learning applications.

According to Makovec (2018), there is a finding that teachers with more work experience evaluate statements related to educational activities much better than academics with less job skills.

The Indonesian Ministry of Religious Affairs launched an E-learning application that can be accessed by all madrasas in Indonesia. This application can be accessed via the official website or install the application on a smartphone. As delivered by the Madrasah Directorate of Curriculum, Facilities, Institutions, and Student (KSKK), Ahmad Umar quoted from Kompas (2020) that E-learning makes it easy for students to learn quickly because of the features it has.

The changing from face-to-face learning models to online learning from home raises many perceptions from various parties. Effectiveness, efficiency, and affordability will be considered. There are several factors that affect the smooth running of online learning from home, including economic factors, facilities, human resources, the environment and even the type of platform used. Attributable to the restricted resources of instructional establishment, solely many establishments were ready to introduce effective online classes throughout the initial months of Covid-19 (Adnan & Anwar, 2020).

The perception of student comfort in learning is caused by the state of the learning environment (Stepp-Greany, 2002). Students with positive language learning experiences can express their emotions, feelings and reactions to learning (Ramírez-Lizcano & Cabrera-Tovar, 2020).

Students have their own perceptions of online learning throughout the Covid-19 pandemic. Students' perceptions become input to educators and establishments within the online learning method. From this background, the aim of this study is to investigate students' perceptions of online learning using application throughout the Covid-19 pandemic.

METHOD

In this study, the researcher used a qualitative descriptive method. According to Anggito and Setiawan (2018:8), qualitative research uses natural settings in data collection with the aim of interpreting a phenomenon. Data collection was done purposively and snowball. Data were collected by using triangulation technique. The results of qualitative research in the form of meaning.

The population of this study are class 11 students of MA Bilingual Batu. With a total of 101 students, consisting of Class XI IPA 1, XI IPA 2, XI IPS 1, and XI IPS 2. A total of 101 students became a population to fill out the questionnaire and 8 students were interviewed to get deep understanding of the issue.

This study used simple random sampling and all participants got the same opportunity. To determine the sample in this study is by distributing a closed questionnaire to the entire population. The questionnaire was closed within 14 days. Respondents who filled out the questionnaire became the sample of this study. The sample for interview is two students taken from each class. Two students were selected from the category of the student with the highest score in the class and the student with the lowest score in the class. As adopted from Mulyani, (2020) the list of respondents is presented used initials in order to maintain the privacy of the participants.

In this study, researcher used two instruments, namely questionnaire and interview. The researcher chose interviews through WhatsApp and questionnaire using Google Form as the instrument. The questionnaire used in this study is a closed questionnaire. The answers to the questions are measured using a Likert scale.

The questionnaire used in this study was a closed questionnaire, students only choose the available answers. To make students understand the questions easily, researcher prepared questions in two languages, Indonesian and English. Researcher adopted a questionnaire from Mulyani (2020). There are 10 questions in the questionnaire. In the questionnaire, there are 2 aspects of questions, namely perception and motivation. aspects of perception are contained in questions number 1-5, and aspects of student motivation are contained in questions 6-10.

In order to collect the data in this study, the first step the researcher took was distributing questionnaires through Google Form to participants. Before filling in the questionnaire, the researcher informed the participants that their personal information would only be used for research purposes. Then participants were invited to fill out a questionnaire. After collecting data from the questionnaire, the researcher conducted an online interview via WhatsApp chat to collect deeper data. The researcher used Indonesian to make students understand the questions easily. The interview data was collected in several steps, namely recording, rewriting, summarizing, and analyzing the data.

After the researcher ordered the responses to the questionnaire according to the time of collection, the researcher calculated the percentage of answers from the four sections, namely strongly agree, agree, disagree and strongly disagree. The scale used is only to measure whether respondents agree or disagree. The data generated in this study are ordinal data or without a score. The score used only to make it easier for researchers. The data in this study are in the form of percentage of the questionnaire result. For the interview analysis, the researcher used the Miles and Huberman model which divides into three procedures, they are data reduction, data display and drawing conclusion.

FINDINGS AND DISCUSSIONS

There were 10 questions in the questionnaire, 75 out of 101 students 100% agreed to the statement of the questionnaire.

Table 1. Questionnaire data result

No. Statements	Questionnaire Statements	Scale	Frequency	Percentage
1	<i>Guru menjelaskan materi bahasa Inggris dengan baik melalui E-Learning dari KEMENAG</i> (The teacher explains English material well through E-Learning from Indonesian Ministry of Religious Affairs)	4	11	14,7%
		3	46	61,3%
		2	16	21,3%
		1	2	2,7%
2	<i>Materi bahasa Inggris yang disampaikan oleh</i>	4	11	14,7%

	<i>guru melalui E-Learning dari KEMENAG sesuai dengan silabus</i> (The English material delivered by the teacher through E-Learning from Indonesian Ministry of Religious Affairs is in accordance with the syllabus)	3	54	72%
		2	9	12%
		1	1	1,3%
3	<i>Pembelajaran bahasa Inggris melalui E-Learning dari KEMENAG efektif selama pandemi Covid-19</i> (Learning English through E-Learning from Indonesian Ministry of Religious Affairs was effective during the Covid-19 pandemic)	4	13	17,3%
		3	35	46,7%
		2	23	30,7%
		1	4	5,3%
4	<i>Kemampuan bahasa Inggris anda meningkat selama pembelajaran melalui E-Learning dari KEMENAG</i> (Your English skills improve during learning through E-Learning from Indonesian Ministry of Religious Affairs)	4	8	10,7%
		3	24	32%
		2	31	41,3%
		1	12	16%
5	<i>Guru melakukan kegiatan tanya jawab tentang materi bahasa Inggris dalam pembelajaran melalui E-Learning dari KEMENAG</i> (The teacher conducts question and answer	4	15	20%
		3	45	60%
		2	12	16,6%
		1	3	4%

	activities about English material in learning through E-Learning from Indonesian Ministry of Religious Affairs)			
6	<i>Anda mau mempelajari media pembelajaran yang digunakan oleh guru selama pandemi Covid-19</i> (You want to study the instructional media used by teachers during a pandemic Covid-19)	4	9	12%
		3	51	68%
		2	10	13,3%
		1	5	6,7%
7	<i>Anda bertanya kepada guru ketika mengalami kesulitan dalam belajar bahasa Inggris melalui E-Learning dari KEMENAG</i> (You ask the teacher when you have difficulty learning English through E-Learning from Indonesian Ministry of Religious Affairs)	4	17	22,7%
		3	38	50,7%
		2	19	25,3%
		1	1	1,3%
8	<i>Anda rajin mengerjakan tugas bahasa Inggris yang diberikan oleh guru melalui E-Learning dari KEMENAG selama pandemi Covid-19</i> (You are diligently working on English assignments given by the teacher through E-Learning from Indonesian Ministry of Religious Affairs during the Covid-19 pandemic)	4	7	9,3%
		3	43	57,3%
		2	19	25,3%
		1	6	8%
9	<i>Anda tetap belajar bahasa Inggris meskipun tidak ada tugas selama pandemi Covid-19</i>	4	7	9,3%
		3	34	45,3%

	(You continue to learn English even though there are no assignments during the Covid-19 pandemic)	2	30	40%
		1	4	5,3%
10	<i>Anda termotivasi dan semangat untuk belajar bahasa Inggris melalui E-Learning dari KEMENAG selama pandemi Covid-19</i> (You are motivated and passionate about learning English through E-Learning from Indonesian Ministry of Religious Affairs during the Covid-19 pandemic)	4	10	13,3%
		3	33	44%
		2	28	37,3%
		1	4	5,3%

From the data obtained, it shows that students have a positive perception of E-learning and students have a high enough motivation to learn through E-learning. from the interviews, the students with the highest scores in the class and the students with the lowest scores in the class stated the same thing that E-learning from the Indonesian Ministry of Religious Affairs has complete features. In E-learning, teachers can distribute materials, students can collect assignments, make attendance, and even conduct computer-based online exams. Most of the students think that E-learning is effectively used as an online learning platform because it has complete features compared to other learning applications. Unfortunately, E-learning also has weaknesses, it requires a strong internet network to access and requires large device memory. Some student devices do not support this E-learning application, and most have difficulty getting a stable internet network. These were the reason that MA Bilingual Batu no longer uses this E-learning application.

The finding of this study also correlated with Mulyani (2020) that found a result of her study, there are students' positive perception and negative perceptions. The positive perception obtained in this study is that learning to use E-learning makes it very easy for students to learn online. This E-learning application from Indonesian Ministry of Religious Affairs has complete features so that the entire learning process can be done in one application. On the other hand, the negative perceptions in this study are due to the students' English language skills not improving and the application is too heavy so that it does not support some student devices. Previous researchers namely Hariyati (2020) with different research subjects had the same research results

as this study, namely E-learning makes it easier for students to learn but it is difficult to develop students' abilities.

CONCLUSION AND SUGGESTION

Based on the data obtained from the previous chapter, the researcher draws several conclusions regarding the perceptions of the 11th grade students of MA Bilingual Batu on studying using E-learning of the Indonesian Ministry of Religious Affairs which was carried out online.

Overall, students' perceptions show a positive perception of the application of the E-learning madrasa. this means that the E-learning application is effective and feasible to use for teaching and learning activities. Although this application is good and feasible to use but there are some weaknesses in this application that must be considered.

The suggestion for English teachers, they should deliver learning material in a creative way so that students do not get bored of learning. The teacher must also often hold question and answer activities around the material to ensure that the learning material is well received by students.

For future researchers, this study is expected to be useful and motivate further researchers to take the same field with different variables. The results of this research are also expected to serve as a reference for what actions to be taken by various parties in the future.

For E-learning developer, this study is expected to be input for application developers. Students need an application that is light and easy to understand. Hopefully application developers can update this E-learning to be even better as soon as possible.

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