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UNDERSTANDING OF E-LEARNING MODEL IN THE COVID-19 PANDEMIC STUDENTS OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION STUDY PROGRAM. UKI TORAJA

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A R T I C L E I N F O

A B S T R A C T

This study aims to determine student understanding in e-learning learning. Understanding is a way of thinking, working and behaving in one's self which is formed by the five senses and is influenced by experience. This research is a descriptive qualitative research that aims to determine students' understanding of e-learning learning. The presence of researchers in this study as data collectors. The subject of this research is the Class of Indonesian Language and Literature Education Study Program FKIP UKI Toraja. The instrument used in this research is a questionnaire. Based on the results of the data analysis that has been described, the researchers found that students felt that the learning environment in online learning did not support them in the teaching and learning process. Likewise with the interaction between students where they face some problems to interact. This is indicated by the high percentage of student disapproval of the statement given.

INTRODUCTION

Indonesian education is expected to be able to develop capabilities and shape the dignified character and civilization of its nation. So the Indonesian National Education was compiled which aims to educate the nation's life and develop the potential of students to become human beings who believe and fear God Almighty. With the establishment of the Indonesian National Education Goals, a vision is planned which is expected to be able to realize the education system as a strong and

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authoritative social institution to empower all Indonesian citizens to develop into quality human beings so that they are able and proactively respond to the challenges of an ever-changing era.

Students who mostly have smartphone communication devices are supporters of the use of internet technology developments in learning. The development and functions of smartphones include being able to support user communication with various available applications. Its use is not limited to sending messages and calling. The development of technology has been widely owned and used by almost everyone in the educational environment. Utilization of technological developments that can be done with smartphones include: using learning applications, browsing, chatting, voice calling, and video calling easily, freely, anytime and anywhere without having to depend on a computer or laptop. All of that can be done at any time without the need to carry heavy equipment, just use one smartphone with various facilities it has

The development of internet technology in the teaching and learning process that has been utilized is e-learning. With the existence of e-learning, it is expected to be able to overcome the constraints of expansion and equal distribution of opportunities to obtain education by utilizing network technology and internet applications. Especially now that Indonesia, even in various countries, is being hit by COVID-19 (coronavirus) which results in social distancing where activities carried out outside the home must be limited and the government also recommends maintaining distance between each other to avoid the spread of the virus.

In Indonesia, COVID-19 has spread so far that the government inevitably has to stop activities that involve many people, including teaching and learning activities on campus and even in schools. Therefore, the government recommends that every school and campus study at home using e-learning, so that the learning process does not stop and continues as it should.

The UKI Toraja Indonesian Language and Literature Education Study Program has implemented or implemented learning at home using e-learning. Therefore, it is interesting for researchers to find out the understanding of Class B students in semester 4 of the UKI Toraja Indonesian Language and Literature Education Study Program in learning e-learning, especially during the times of the spread of covid-19. Based on these conditions, researchers will examine the extent of their understanding in learning to use e-learning.

METHODS

This type of research is descriptive qualitative research. In qualitative research, the presence of the researcher is absolutely necessary. The presence of researchers in this study is to provide or distribute questionnaires to students who are used as research and researchers act as data collectors, data interpreters, and reporting research results. Due to current conditions that are not possible due to COVID-19, researchers will not go directly to the field to conduct research. However, the researcher distributed the questionnaire through social media (Whatsapp), so that researchers could obtain data related to their research. To comply with government regulations not to gather and huddle in one place, this study took a location in each student's house to be studied. The data source is the subject from

which the data is obtained. Sources of data in this study were students of the Indonesian Language and Literature Education Study Program UKI Toraja. The population in this study were students of Class A and B semester 4. The data collection technique used is a non-test method in the form of a questionnaire. The data analysis used in this research is descriptive analysis. The technique of checking the validity of the data used is triangulation.

RESULTS AND DISCUSSION

Based on the research conducted, the researchers got the students' understanding of E-learning which was then sorted from according to the indicators used as follows:

Learning Environment

From the results of the study, it showed that students' responses were less positive to the learning environment contained in online lecture classes. This can be seen in the table below, the high percentage of the average student disapproval of the learning environment they experience in the online class as follows.

Table 1. Average percentage of learning environment indicators

Statements	Answer Choices				
	SS	S	RR	TS	STS
1	0%	6%	18%	72%	4%
2	6%	32%	30%	30%	2%
3	6%	16%	20%	46%	12%
4	20%	56%	18%	6%	0%
5	4%	4%	26%	46%	20%
6	0%	8%	24%	56%	12%
7	2%	18%	22%	52%	10%
8	14%	36%	8%	40%	2%
9	4%	40%	28%	22%	6%
10	0%	0%	30%	58%	12%
11	4%	14%	26%	46%	10%
12	2%	20%	14%	58%	6%
Total	**62%**	**250%**	**264%**	**532%**	**96%**
Average	**5%**	**21%**	**22%**	**44%**	**8%**

a. The online learning environment helps me understand the learning material more easily. The statement received a disagree response with a figure of 72%. This shows that students feel that the learning environment in online lectures does not support the learning atmosphere, especially in the Indonesian Language and Literature education department, they discuss more about grammar which is very difficult to understand when conducting online lectures.

b. The learning environment in online lectures aroused me to study harder to understand the material, this statement received an agree response of 32%. This indicates that every material given to students is stored in their cellphones and they are more active in understanding by themselves, because

they realize that there is nothing to be expected other than to be active in understanding the material.

c. The learning environment in online lectures that encouraged me to take online lectures, this statement received a 46% disapproving response. According to the student's explanation, they chose online lectures not because they didn't have the time, but now that there is a covid-19 pandemic that requires everyone to keep a distance or social distancing where there should be no crowds in one place.

d. I feel comfortable answering the questions given in online lectures, this statement received an agree response of 56%. Because according to them the person who asked the question was not in front of them so they tended to relax to answer the question.

e. I prefer the learning environment in online lectures rather than face-to-face, this statement received a 46% disagree response. According to them, the learning environment in face-to-face lectures is more fun and more helpful in the learning process

f. I took online courses because I really like the learning environment, not because I don't have time like work. This statement received a disapproving response of 56%, from this figure it is known that students take online tuition due to other factors such as the covid-19 pandemic.

g. The learning environment in online lectures contributes greatly to my satisfaction in learning. This statement received a 52% disagree response, due to the lack of discussion between students if there was material that was not understood.

h. I prefer to respond to questions in person rather than via online such as email. This statement received a response that did not agree as much as 40%, according to them when responding they were only given a little time to think and respond to a question which resulted in a less than optimal response given.

i. The learning environment in online lectures makes it easier for me to find my learning needs. This statement received an agree response of 40%. according to students they can go deeper to learn without distraction from their friends, and they have time to look for materials on the internet to study.

j. I suggest that more lectures be held online because the learning environment is fun. This statement received a disapproving response as much as 58%, according to them they did not understand the extent of the material given and too many assignments were given simultaneously to be collected and it made them feel too much of a burden.

k. The learning environment in online lectures makes it easier for me to overcome the learning problems I face. This statement received a 46% disapproving response, according to them online lectures actually create a lot of problems because the explanation of the material is not clear and the network is not supportive and even worse they can forget other activities because of the piled up assignments.

l. There is no difference for me in the learning environment in online and face-to-face lectures, because both are fun. This statement received a disapproving

response as many as 58% of students said that face-to-face lectures were more fun because they could better understand the material that was explained directly and they were free to ask questions if something was not understood.

Student Interaction

Based on the results of the percentage of research students still show a less positive understanding when it is said that student interaction in online learning has supported them in learning. This is evidenced in the following table by the high average of disagreements and the reasons they gave when responding to the questionnaire that they still have acquaintances in communicating both with fellow students and with lecturers.

Table 2. Average percentage of Student Interaction Indicators

Statements	Answer Choices				
	SS	S	RR	TS	STS
1	0%	50%	10%	34%	6%
2	2%	38%	22%	32%	6%
3	2%	52%	20%	20%	6%
4	20%	48%	10%	20%	2%
5	0%	2%	44%	32%	22%
6	12%	16%	20%	48%	4%
7	10%	14%	30%	40%	6%
8	10%	50%	16%	22%	2%
9	2%	32%	18%	42%	6%
10	4%	20%	16%	52%	8%
Total	**62%**	**322%**	**206%**	**342%**	**68%**
Average	**6,2%**	**32,2%**	**20,6%**	**34,2%**	**6,8%**

a. Online lectures make it easier for me to interact with lecturers. From this statement, 50% of students agreed. Where students are more flexible in asking questions without feeling nervous and managing more polite words when asking.

b. Interaction with lecturers is easier to be familiar with online lectures, the statement as many as 38% of students responded agreeing. Because when communicating via email or social media (whatsapp) they are more daring to express the problems they face. For example, when a lecturer gives a material and an assignment and something is not understood, then they can ask again and that makes the lecturer and students a little familiar.

c. Expressing the problems we face in lectures with lecturers more conveniently via online such as email rather than face-to-face, this statement received an agreeable response of 52%. According to the students, they agreed because they were more free to express the problems they faced without being nervous and afraid in speaking to the lecturers.

d. Miscommunication between lecturers and students is more common in online lectures, this statement received an agreeable response of 48%. Because the problems that are often experienced by students when communicating with lecturers are internet network problems and are caused by other factors such as in the use of language or the words used are not clear, causing students or

lecturers who read/see it most likely to have their own food/understanding that is not appropriate. with real meaning.

e. Collaborating with lecturers such as joint research, joint committees and so on is more common in online lectures, this statement received a hesitant response of 44%. They expressed their doubts because they had never done this during online lectures. They focus more on materials and tasks.

f. Online lectures make it easier for me to interact with fellow students, this statement received a 48% disagree response. Because in online lectures they study individually at their homes which results in a lack of interaction among students, whereas usually they interact when conducting face-to-face lectures to discuss a problem they are experiencing.

g. Interaction with fellow students is easier to familiarize with online lectures, this statement received a 40% disapproval response. This is because in online lectures, students do more of the assignments given which are quite a lot so that they are more busy doing their respective tasks which do not allow for time to interact.

h. Miscommunication among students is more common in online lectures, such as writing papers, this statement received an agreeable response of 50%. This shows that in online lectures there is often miscommunication among students, such as their different perspectives in understanding things.

i. Collaborating with fellow students is more like joint research, making assignments, and so on more often in online lessons, this statement received a disagreeing response of 42%. In fact, they still have difficulty collaborating with other students such as writing papers, research and so on. Because in doing so they have to meet face to face to discuss this so that collaboration is effective.

j. Solving problems among fellow students is easier in online learning, such as incomplete group papers, this statement received a disagreeing response of 52%. This shows that solving problems that occur in online lectures is more difficult to do.

CONCLUSION

Based on the results of the research analysis questionnaire, it can be concluded that the understanding or response of students of the UKI Toraja Indonesian Language and Literature Education Study Program towards E-learning learning in the covid-19 pandemic is negative. Where on the indicators of the learning environment the high percentage disagreed as much as 44% and the high percentage of student interaction indicators disagreed as much as 34.2%. In accordance with these findings, it is suggested that (1) lecturers should reduce the assignment of redundant assignments, (2) material in the form of a power point that contains the essence of the material, should be accompanied by an explanation from the power point, (3) lecturers should still provide space for students interact with lecturers and other students, so that there is no miscommunication.

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