

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher attempts to explain the theoretical foundation that includes definitions of perception, English as Foreign Language, E-learning, E-learning Madrasah, Covid-19 pandemic and the previous study.

A. Perception

a. Students' Perception

According to Leavitt (1978), perception in the narrow sense is a vision, like how a person sees something, while in a broad sense it is a view or understanding, like how someone views or interprets something. Furthermore, Slavin (2006) stated that perception is a person's response to environmental stimuli that can be influenced by mental conditions, perceived experiences, motivation, and other factors. Based on Robbins & Coulter (2015), perception is the process of organizing and interpreting individual sensory stimuli to give meaning to their environment. However, the perceptions of each individual can differ based on their objectives. From the stated, we can know that perception is a person's view of something that can be influenced by the mental condition, experience and motivation of each individual. So that it is not impossible if there is a difference between one individual and another in perceiving an object.

In education, student perception is a response or a students' point of view to something that happens in the learning process. Students have their own opinions on what they get from the learning process and how they understand

the learning. Psychologically, it can be said that students' perceptual activities involve cognitive impressions formed by their learning process. Eggen, Kauchak, & Garry (2001) stated that perception from the cognitive side is the process by which people give meaning to experiences that exist in their sensory memories. In this case, this study would like to know about students' perceptions of their experiences using E-Learning Madrasah during the Covid-19 pandemic.

b. The Importance of Students' Perception

Students' perceptions are an important component in composing effective learning. According to Ryan & Harrison (1995) students' perceptions of the learning process greatly influence the effectiveness of their learning. Moreover, during the Covid-19 pandemic, learning had to be done from home or online, where many students and teachers were not familiar with distance learning. This makes many innovations appear to make online learning easier, one of which is e-learning Madrasah. It can be said that teachers and students freshly use e-learning Madrasah during this pandemic, so the effectiveness of e-learning Madrasah does not be ascertained yet.

Here students' perceptions are needed to become a tool for teachers to evaluate the learning process with uses E-Learning Madrasah. Based on O'Malley & McCraw, 1999, knowing the students' point of view or opinion is very important and is considered as one of the best ways to evaluate the effectiveness of e-learning. Reeves & Hedberg, (2003) similarity report that students' learning experience in using e-learning is an important index of its

quality. So, when students give their perceptions positively, it reflects on the quality of learning they get.

Every student certainly has different perceptions of their learning activities because they have influenced by learning experiences, motivation, and ways of thinking differently. According to Freiberg (2005), students' perceptions are a solution of components and indicators in explaining the conditions of their class. Sahin & Shelley (2008) also argue that students' needs and perceptions should be at the center of designing, developing and, delivering distance learning. Therefore, students' perceptions are also very important to achieve the purpose of learning development.

B. English as a Foreign Language (EFL)

English as a foreign language (EFL) refers to the use of English in a country where it is not common to use English for communication on the daily basis. Harmer (2007) stated that English as a foreign language is generally used in countries where students study English at schools or institutions as tourists or business people in the target language country. That means, students in that country learn and practice English only while in school or institution.

Students who master the EFL can take advantage of it at certain times and events. They can use English to communicate with native speakers directly or via the internet. In addition, mastering EFL means they have prepared themselves to be able to communicate in English as a global language in the future. So that, English has influence in a country, including Indonesia.

According to Madya (2002) in the context of Indonesia, good command of English can help in the progress of the country for two main reasons. First, the country's progress must have good mastery of science and technology. Second, mastery of English for international communication purposes such as trade, diplomacy, politics and education.

C. E-Learning

a. Definition of E-Learning

The letter "e" in e-learning means "electronic" which can be defined that e-learning as a teaching and learning system that can be carried out by individuals and groups via networks or other electronics (Naidu, 2006). In line with that, Indrakusuma and Putri (2016) state that e-learning stands for Electronic Learning, which is an innovation in learning activities using electronic media, especially the internet.

Horton (2006) said that e-learning is web-based learning that can access via the internet. On the other hand, Masie (2000) argue that e-learning is not only done via the internet but can also make use of other electronic media such as the internet, intranet, satellite broadcasts, TV, CD-ROM to deliver learning materials to students.

From the definitions above, it can conclude that e-learning is a learning system that uses electronic devices that can be done either online via network or the internet such as virtual classes or offline using media such as CD / DVD in class.

b. Characteristic of E-learning

According to Rusman et, al. (2013), e-learning have four characteristics. First is interactivity, e-learning has many choices of communication channels that can be used in learning activity either directly (synchronous) such as instant messaging and virtual classrooms or indirectly (asynchronously) like a mailing list. Second is independently, due to e-learning is carried out with a more flexible time, place, and material. So that learning is student-centered and uses learning materials that can be studied independently (self-learning materials). Third is accessibility, because learning resources in e-learning are wider and more accessible to teachers and students anytime and anywhere via the internet than the existing learning resources in conventional study. The last is enrichment, the presentation of material in e-learning enriches learning content for students, such as using electronic devices in the form of video streaming or animation.

c. Quality Aspects in E-learning

According to Tarigan (2011), there are quality aspects in e-learning that must be considered as follows:

1. Personalization

Personalization on e-learning properly shows that users are familiar with e-learning from the name to the content of e-learning as a whole. Personalization of e-learning also refers to the quality of good e-learning implementation.

2. Features Provided

The quality of features is the most important thing in e-learning because it must be adapted to the needs of its users. If the features in e-learning cannot support the delivery of material or do not meet user needs, then all the benefits of e-learning will be lost.

3. System of E-learning

The easy operation of the system on e-learning also supports a positive response from students as users. In addition, the ease and smoothness of the system in e-learning is also highly expected so that students do not spend a lot of time just learning how to use or operate the system.

4. Interactivity

In e-learning, the interactivity of students with others is one of the main things. The need for the quality of learner interactivity has been recognized in the e-learning system design literature that must be fulfilled.

d. Advantages and Disadvantages of E-learning

1. Advantages of E-learning

According to Hadisi & Muna (2015), there are advantages of E-Learning as follows:

- a) Cost-effective, e-learning can reduce training costs because there is no need to spend on classroom equipment such as providing whiteboards, projectors, and writing instruments.

- b) Time flexibility, e-learning allows students to adjust their study time because they can access lessons whenever they want.
- c) Location flexibility, e-learning enable students to access subject matter anywhere, as long as students connecting their computer or smartphone to the internet network.
- d) The flexibility of learning rate, e-learning can be adjusted according to the learning rate of each student.
- e) Teaching effectiveness, e-learning is a new technology and can follow the latest instructional design, so that it can make students interested to apply e-learning and make students has a better understanding about the content of the lesson.
- f) Availability On-demand, E-Learning accessible anytime from various places that connect to the internet, then e-learning can be considered a "pocketbook" that helps complete assignments or jobs at any time.

2. Disadvantages of E-learning

According to Hadisi & Muna (2015), there are disadvantages of E-Learning as follows:

- a) Lack of interaction between teachers and students moreover between students itself which results in delays in the formation of values in the teaching and learning process.
- b) The tendency to ignore academic or social aspects and instead encourage the growth of business aspects.

- c) The learning and teaching process tends toward training rather than education.
- d) Students do not have high learning motivation and tend to fail.
- e) Not all places have internet facilities (maybe this is related to problems with the availability of electricity, smartphones, or computers).

e. The Challenges of E-learning

Challenges in the implementation of e-learning, are (Effendi, 2005):

a) Investment

Even though e-learning has the potential to reduce educational costs, it will necessitate a significant upfront investment.

b) Culture

The use of e-learning necessitates a culture of self-directed learning and the habit of learning by technology.

c) Technology and Infrastructure

E-learning necessitates computer equipment, stable networks, and appropriate technology.

d) Material design

Material submitted through e-learning must be packaged in a learner-centric manner.

D. E-Learning Madrasah

E-learning Madrasah is a free application to support the learning process at Madrasah and can be used at all levels of the Islamic school. E-Learning Madrasah has 6 access roles include madrasah administrators, subject teachers, counseling teachers, homeroom teachers, Madrasah principals, and students that can be accessed in elearning.kemenag.go.id. Currently, e-learning Madrasah has been using by 23,846 Madrasah, 1,262,193 student users, 135,667 teacher users, 273,058 online classes (Kemenag RI).

There is one of the main requirements to be able to download the e-learning Madrasah application. School officers must log in as madrasah operators and upload a Letter of Statement (SK) to the team of the Directorate of Facilities and Infrastructure Curriculum and Institutional Student (KSJKK). After the decision letter has been approved by a team from the Directorate of Facilities and Infrastructure Curriculum and Institutional Student, the Madrasah operators will get access to download the e-learning Madrasah.

During the Covid'19 pandemic, The Ministry of Religious Affairs continues to strive to develop the e-learning Madrasah system and add updated features that can facilitate the distance learning process such as upgrading the appearance of the user interface to be neater when accessed from various devices such as Android and PC. Beside, to make it easier for schools to install e-learning Madrasah, now there are various versions of software that can be used, namely hosting, VPS, Linux, Mac.

In addition, several functions of the e-learning Madrasah features have been improved such as the Forum Madrasah feature, users can share links and post posts only to the forum, to all classes created or to forums and all classes with just one click, this is an improvement to copy paste one-by-one posts on E-learning version 1.3. Furthermore, the settings for the Indonesian territory zone have been added to the operator page (WIB/WIT/WITA). E-learning Madrasah also add online or offline status and the last time seen on the teacher data feature and student data, add an edit button on the KKM feature and the learning materials feature. There is also the addition of a new assignment status to the task set feature and the assessment of core competency 3 knowledge to make it easier for students to find out the latest assignments without having to enter class first. Students can also submit assignments for core competence 3 and core competence 4 in the form of jpg, pdf, word, excel, ppt, video, audio.

Not only improving the usability of existing features, e-learning Madrasah also add new features needed by teachers and students in online learning such as the online class timeline feature for each subject and the realtime notification feature that can appear either while using e-learning or being not using E-learning Madrasah (realtime notification can be enabled/disabled by the operator in the settings menu). Furthermore, the Computer Based Test (CBT) feature was also added to teacher and student accounts, where teachers can create questions, CBT simulations, and item analysis.

In supporting the online learning process, the addition of a teacher attendance feature was also added because it was needed, especially when this pandemic

required proof of teacher attendance for administrative materials. E-learning Madrasah also add a monitoring feature for student activities in the classroom so that teachers can find out which students enter the classroom and take online learning through e-learning Madrasah in real time, there is also an automatic class attendance recap feature so that teachers can find out whether students are attending class and learning online according to a specified schedule or not. The attendance confirmation feature for online learning has also been added to teacher accounts and student accounts. In the learning process, teachers can conduct integrated video conferencing with students and stakeholders without a time limit and free of charge.

For learning evaluation, the student account is now also updating the score recap feature from core competency 1 to core competency 4 so that they can see their learning results. All the results of these student report cards can also be seen by their respective homeroom teachers. In addition, the homeroom teacher can monitor or monitor all activities / attitudes / grades of his students in all classes that are followed in each subject so that the homeroom teacher can know the progress of his students. Not only homeroom teachers, guidance counseling teachers can also send guidance services to students and monitor all student activities in class. Furthermore, Monitoring of Principal of Madrasah on the learning process carried out by teachers and students to be used as evaluation material (Kemenag RI).

E. Covid-19 Pandemic

In early 2020, the world was streaked by the spread of a new virus that emerged in Wuhan, China. World Health Organization named the new virus Severe Acute Respiratory Syndrome Coronavirus-2 (SARS-CoV-2) and the disease is called Coronavirus disease 2019 or commonly known as COVID-19. The increase in the number of COVID-19 cases is progressing fast enough and there has been a spread between countries. Recorded in the WHO, until 24 November, globally reported 58,712,326 confirmed cases in 218 countries with 1,388,528 deaths (World Health Organization, 2020).

Covid-19 can be transmitted from person to person through close contact and droplets, and people who are most at risk of contracting this disease are people who are in close contact with Covid-19 patients, including those who treat Covid-19 patients. The Covid-19 pandemic has an impact on human life. In Indonesia, the impacts of the Covid-19 pandemic is seen in all sectors of people's lives, such as the weakening of the economy, reduced transportation services, quiet shopping centers, and social activities that must be prohibited or temporarily suspended (Syafri & Hartati, 2020).

Teaching and learning activities in schools are social activities that involve many people in one place. Therefore, the Minister of Education and Culture, Nadiem Anwar Makarim make an effort to break the transmission chain of Covid-19 in Indonesia by publishing Circular Number 4 of 2020, one of which was to oblige all school institutions to conduct online learning. Students learning

activities and assignments can adapt to the different interests and conditions of students, such as gaps in access or learning facilities at home.

F. Review of Previous Study

There is previous study by Prestiadi (2020) which conducted study about the Effectiveness of e-learning implementation as a distance learning strategy during the coronavirus disease (covid-19) pandemic. This research used a meta-analysis research method by comparing and synthesizing 20 research articles about e-learning. The conclusion said that E-learning is effective for use as a distance learning solution during the Covid-19 pandemic by utilizing a variety of electronic devices. When compared to conventional learning, E-Learning has its advantages and disadvantages. E-learning is better than conventional learning in terms of flexibility in learning time and makes students easier to collect assignments. However, e-learning also has weaknesses because the teacher unable to control students directly and students still have difficulty interacting with the teacher when there is internet disruption that makes students cannot understand learning material as a whole. Even so, E-Learning can increase student understanding if the teacher can provide ease of learning and create communicative and interesting learning through various online learning platforms.

Another previous study is from Krishnapatria (2020) that conducted study to investigate student perceptions of E-Learning. 56 students of International Business of Padjadjaran University participated in this research. Then the results show that all students participate in E-Learning and almost all students have accessibility in online learning. However, only 56% expressed satisfaction with

the implementation of E-Learning. This result is influenced by several factors that make students feel less satisfied with E-Learning. The most influential factor is the cost of the internet to participate in E-Learning is quite uneconomical for a student and the level of understanding of the material is not comprehensive because students feel that direct interaction in class makes it easier for students to understand the material. Even so, some students show results that they are suitable for online learning styles using E-Learning because of the time flexibility that E-Learning has.

The last previous study is from Khotimah et al., (2020) that conducted a study to investigate E-Learning Madrasah as a distance learning solution during the Covid-19 pandemic. The results of this study e-learning Madrasah were able to facilitate distance learning during the Covid-19 Pandemic. The features that exist in e-learning Madrasah make it easier for users to do distance learning. Teachers can communicate lesson plans, teaching materials, provide student learning outcomes, and can control the learning process. Meanwhile, students can also easily access teaching materials via a smartphone or laptop whenever they need it.

Previous studies have similarities with this study where all of them discuss e-learning for education. However, this study is different from the research above because this study not only analyzes students' perceptions of e-learning Madrasah but also the challenges towards the use of e-learning Madrasah. During the Covid-19 pandemic, e-learning is the only option to continue learning activities so that in-depth research is needed as evaluation material for further researchers in optimizing e-learning.