

CHAPTER II

LITERATURE REVIEW

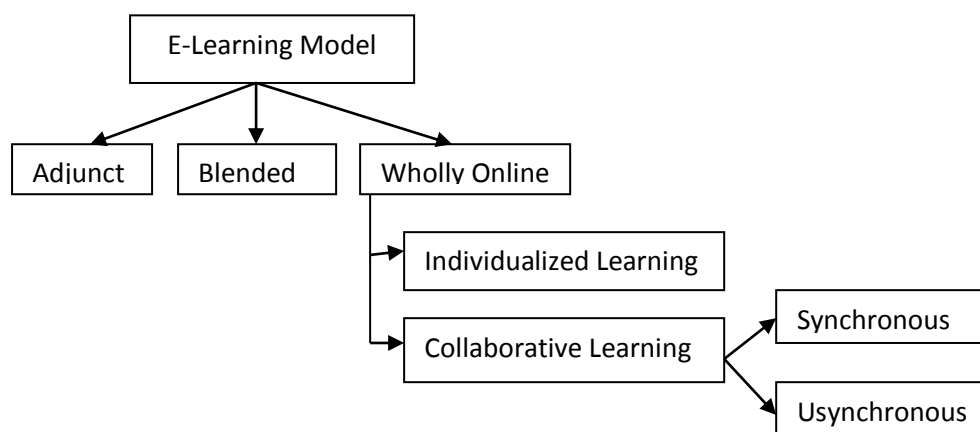
This chapter discuss perception (student perception, importance, type, and perceptions process), E- Learning Madrasah and Previous Study.

2.1 E – Learning

2.1.1 Online Learning

Online learning is education that takes place over the Internet. It is often referred to as “elearning” among other terms. However, online learning is just one type of “distance learning” - the common term for any learning that takes place across distance and not in a traditional classroom. The completely online mode as “synchronous” or “asynchronous” by the application of applying optional timing of interaction. The synchronous timing comprises alternate on-line access between teachers or instructors and learners, or between leaners, and the asynchronous, to him allows all participants to post communications to any other participant over the internet (Algahtani, 2011), Here is the table of e learning model.

Diagram Of E-Learning Model



E- Learning or another application online learning is one of the application that is an application that represents or learning media in asynchronous. One of them is E- Learning adrasah or El-Ma because using El-Ma can be anywhere and anytime as long as it is connected to the internet network.

2.1.2 E-Learning Madrasah (El-Ma)

Naidu (2006) stated that E-Learning is a teaching and learning system that uses information and communication technology. The letter "e" in e-learning means "electronic", e-learning can combine all educational activities carried out by individuals or groups working online or offline, through networked or independent computers and other electronics.

The Ministry of Religion issued a study from home policy. Through his letter number B-686.1 / DJ.I / Dt.II / PP.00 / 03/2020 which signed by the Director of Curriculum, Facilities, Institutions, and Students (KSKK) delivered the planning of learning process from home to all islamic students. The Ministry of Religion which houses many educational institutions

ranging from RA (Raudlatul Athfal), MI (Madrasah Ibtidaiyah), MTs (Madrasah Tsanawiyah), MA (Madrasah Aliyah), to Islamic Institute(ij.com).

E Learning madrasah is a free application created by Kementrian Agama which is to support the learning process in islamic school, can be accessed via <https://elearning.kemenag.go.id/web>. This application created in order to make online learning more structured, interesting and interactive. The way to open it is very easy because the username uses the serial number of educators and personnel education (NUPTK), while the password can be set in such a way by admin of each madrasah so that it is easy for users to remember (Insiyah, 2020).

Teachers can easily provide learning with El-Ma using video media and also learning modules that according to the subject. This Madrasah E-learning application can be used with 2 methods, Online Learning (students and stakeholders can access madrasah e-learning via the internet) and Offline Learning (students and stakeholders can access madrasah e-learning from the madrasah environment via the local internet network). The features contains in E-Learning Madrasah is :

1. Online Clasroom

Not only for teachers and students, E-learning Madrasah provides 6 login accesses including Madrasah Operators, Subject Teachers, Students, Homeroom Teachers, BK Teachers and Supervisors.

2. Teacher Sharing

A feature forum creativity teachers for all the madrasa teacher in Indonesia. This teacher sharing feature is a platform that will accommodate the creativity of madrasah and to share any useful information with each other.

3. Madrasah Community Forum

In E-learning Madrasah, students and teachers can easily share ideas and open discussion forum because it includes social media to communicate with each other between teachers and students. Users can also comment on each other and share ideas in the chat feature. To download the Madrasah e-Learning application, the user must first log in as a madrasah operator . In that process, users must upload a Decree (SK) as one of the main requirements for obtaining the E-learning Madrasah application. After the SK successfully uploaded, the operator wait for the SK to be approved by a team from the Madrasah KSKK Directorate. If the SK approved, the operator caan be access to download the E-learning Madrasah application. The following is the guide and application as well as several things related to e-learning that must be studied and prepared. E-learning can also used for all the lesson especially in english lesson.

E-Learning Madrasah has 6 access roles including access roles for madrasah operators (administrators), subject teachers, Counseling Guidance teachers, homeroom teachers, and supervisors (headmasters and

staff). The access role as a madrasa operator (administrator) has several menus such as,

1. The Dashboard menu displays a summary of user data and activities in the form of statistics such as the number of online classes that have been created, the number of students, the number of teachers and the number of executives that have been inputted into the application. Then at the bottom, a real-time login role report is displayed.
2. Backup and Restore menu, serves to perform database backups to avoid data loss and restore database backup results.
3. Synchronization menu, used to synchronize student, teacher, executive data after data entry and to synchronize madrasah profile data.
4. Academic Calendar menu, serves to input madrasa holidays or activities each semester such as the beginning of entering madrasa, Eid al-Adha holidays, Hijriyah New Year holidays, Maulid Nabi Muhammad SAW holidays, implementation of the Final Semester Assessment (PAS), date of distribution of report cards, semester holidays , etc.
5. Madrasah Profile Menu, serves to display the name of the madrasa, the Madrasah Statistics Number (NSM) and the madrasa logo. Editing the data can only be done through the madrasa e-learning portal.
6. Master Data Menu. This menu has 2 sub menus, namely Classroom and Subjects. Classroom Sub Menu serves to add classrooms, edit, or delete classrooms that have been created. While the Subject Sub Menu serves to add subjects, edit or delete subjects.

7. User Management menu, serves to add, edit or delete student data, subject teacher data, BK teacher data, homeroom data, and executive data. To add the data, the administrator can add it manually one by one or can also add it all at once by importing data using the excel template that has been provided.
8. Class Increase Menu, is used to move students who are declared to be advancing to a class above it. Administrators can do this in 2 ways. The first transfers students per class if all students in the class are declared to be advancing to class. The second way is to transfer students one by one if in the class there are one or more students who are declared not to go to class. This menu is only used in even semesters.
9. The Settings menu is used to set the school academic year, semester, activate or deactivate realtime notifications, regional zones, delete teacher data and online classes that have been created.
10. Version Control Migration menu, serves to migrate data if there is a version change in the application.
11. E-Learning Activity Menu, serves to display activities carried out in the application by executives, teachers and students in real time.

The access role as a teacher has several menus such as,
 1. Teacher Profile menu which serves to display personal data, update it if there is a change or change it if there is an error such as name, NUPTK, gender, place and date of birth and education. In addition, teachers can also change their profile photo in this menu.

2. The Madrasah Forum menu which also functions as the home menu because by default this menu will be the first display when the teacher logs into the application. In this menu, teachers can make announcements or communicate in writing with madrasa residents, both with students and with other teachers.
3. Online Class Menu, serves to create online classes. Teachers can create new online classes by pressing "Create Online Classes" then filling in class data such as level, group, class name, class description, subjects, and the number of meeting agendas in 1 semester. Online classes that have been created will be displayed under the "Create Online Class" button and also shown in the left bar.
4. Calendar menu, serves to display the educational calendar that has been created by the administrator.
5. Communication menu, serves to communicate with other teachers personally, teachers can choose to send messages to teachers that are needed only.
6. Notification menu, serves to display all notifications related to teachers. For example, notifications when students are or have been working on assignments/tests given by them, when teachers or students comment on information/announcements that have been submitted by them.

In addition, there are several other special features such as the Teacher Attendance feature where teachers can take attendance online and can be monitored by the head of the madrasa. In addition, there are Online Student List and Online Teacher List features that function to display students or teachers who are online in real-time.

To enter and starting learning in class, teachers can do in the Online Class Menu by clicking on the desired online class name. Next, the teacher will be directed to the online class. In it there are several main menus. Among them:

1. Class Timeline Menu, its function is similar to the Madrasah Forum menu.

The difference is that in this menu the teacher can only communicate in writing with students in one class.

2. Video Conference menu, used if the teacher wants to have a virtual meeting with students in 1 class. To do this, the teacher must first create a Virtual Meeting Room, then fill in the implementation time and fill in the name or title of the virtual meeting.
3. The Competency Standards menu is used to input Core Competencies (KI) and Basic Competencies (KD) for subjects according to class and semester for both KD Knowledge and KD Skills.
4. Minimum Completeness Criteria (KKM) menu, its function is to input KKM subjects according to class and semester. The number of KD that is in it is in accordance with the number of KD of Knowledge that is inputted by the teacher in the Competency Standards Menu.

5. The Lesson Plan menu, can be used to make Lesson Plans (RPP). To make it the teacher must fill in several things such as the date of the learning implementation, hours, meetings, materials, KI, KD, learning objectives, methods, media, learning activities and assessments.
6. Menu of Teaching Materials, is used to distribute teaching materials of the subject to students.
7. Merged Student Data Menu, used to enter students into subject classes.
8. Class Attendance Menu, serves to display student attendance every class, every month, or it could be every meeting.
9. The Teacher Journal Menu, is used to record every incident that is done by students when the teacher teaches.
10. The Teacher Journal Menu, is used to record every incident that is done by students when the teacher teaches.

2.2 Perception

2.2.1 Student Perceptions

According to Qiong (2017), perception is a process experienced to achieve awareness or understanding of sensory information. Furthermore, Walgito (2010) stated that perception is a process that is preceded by the sensing process, which is the process of receiving stimulus by individuals through the sensory devices or also called sensory processes. But the process does not just stop, but the stimulus is continued and the next process is the process of perception.

Humans are created differently, each individual has different perception. There are differences between individuals and each other by liking one object and several disliking object, it really depends on how the individual responds object with its perception. Aristotle stated about perception is associated with changes in the sense organs and this is caused by object of perception`In Chapter 6 of the second book of De anima Aristotle distinguishes between three kinds of objects of perception for each sense. These are proper, common and incidental objects.

The relation between the sense and its proper object is essential – the sense is defined by reference to the kind of object or vice versa. In dealing with sight Aristotle mainly concentrates on seeing colour, which is its proper object. It does not follow that this is all that is seen; there are common objects which are also seen and perceived in some way through some other senses. Aristotle often refers to the common sensibles which are perceptible at least by two senses. These include movement, rest, number, unity, figure, size, smoothness, roughness, bluntness, sharpness and time (Simo & Pekka,2008).

2.2.2 The Importance of Students' Perception

Knowing the perception of the student is very important because this also useful for teacher to evaluate their work. According to Chen and Layon (2003), informed that the student's perception is really important for evaluating the teaching effectiveness. After knowing the students' perceptions, the teacher will be able to take a square off or be able to make

preparations to change whatever the students dislike and can improve what students like, about how to teach or how to deliver material to students as well.

2.2.3 Perception Process

According to Qiong (2017:18) there are three stages of the perception process, as follows :

1. Selection

Selection is the first stage in the process of perception, in this stage the environmental stimulus turns into meaningful experience.

2. Organization

The second process of perception is an organization. After getting information from the outside world, information needs to be arranged in a certain way by finding meaningful patterns. There are two characteristics in this stage. First, the organizing process provides the structure of human perception. In this stage, raw stimuli from the outside world are placed into meaningful experiences of structured humans. Second, the process shows that human perception has stability. In other words, after selecting a stimulus and putting it into a category, the selected stimulus becomes more durable.

3. Interpretation

The third perception is interpretation, that is referred to the process of attaching meaning to what is chosen by the stimulus. However, each

person will give a different interpretation although getting the same stimulus.

2.2.4 Type of Perception

According to Obregon R. & Waisbord S. (2012) perception is divided into three; knowledge, attitude, and behavior.

1. Behavior

According to this definition, behavior is essentially observable physical activity, a pigeon pecks a disk, a woman says “hello,” a student raises his hand, and so forth (Raymond, M 2011)

According to Greene (2017) behavior is an outcome of complex personal, culture, social, and historical contexts and meaning is personal. Human behavior is the result of all kinds of experiences as well as human interaction with the environment which is manifested in the form of knowledge, attitude, and action. In other words, the behavior is the response or reaction of an individual to stimuli originating from outside and from within.

1. Attitude

condition of mental emotional readiness to take specific actions when a situation is faced (Riwahyudin, 2015). according to Dimiyati and Mudjiono (2013), attitude is the ability to provide an assessment that carries oneself according to the assessment. Attitude is a term that reflects a person's pleasure, displeasure, or a neutral feeling towards something. That something can be objects, events, situations, people, or groups. If

something is a feeling of being happy, it is called a positive attitude, whereas if the feeling is not happy, it is a negative attitude. If there is no feeling whatsoever, it means that the attitude is neutral. These positive attitudes were described as necessary and conducive to their personal goals, as well as processes of learning (Sarwono, 2016).

2. Knowledge

Knowledge is regarded as a right understanding of things and not merely an opinion. A person's knowledge can greatly influence a person's attitude in making decisions about a matter. Knowledge itself as resource that makes us know about the world. knowledge is information, understanding, and skills gained through education or experience (Adolf 2017)

According to Burn (2009), In identifying the students perception, there were kinds of perception divided into two, there are positive and negative perceptions.

1. Positive perception is a valuable present that prepares the self-confidence and power to catch the world, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others.
2. Negative perception is disposed to focus on their own desires, trying to acquire and proved their self-worth.

2.3 Previous Study

There are some previous study that related with this research. The first research is conducted by Siahaan (2020), the title is Students' Perception of Edmodo use as a Learning Tool. teachers are expected to integrate technology into the classroom to engage the Z Generation students. Edmodo is a popular online learning platform that has now been widely used as a learning management system in blended learning or just as a supplementary tool. This study aims at investigating students' perceptions of Edmodo as a learning tool. Involving 47 students of the English department of Universitas Kristen Indonesia, data were collected employing a questionnaire and an interview. The results showed that the participants perceived Edmodo use improved their language skills, developed interaction and communication, enhanced the freedom to share ideas, and promoted their vocabulary and creativity.

The second research conducted by Cakrawati (2017), the title is students' perceptions on the use of online learning platforms in efl classroom. This study focuses on students' perceptions on the use ofonline learning platform in English as a Foreign Language (EFL) Classroom. The research involved 40 participants consist of junior and senior high school students in Bandung, West Java. The data were collected through questionnaires and interviews and were analyzed using mixed methods approach. The results of the study indicated that majority of participants considered the use of Edmodo or Quipper in English teaching and learning is effective and efficient in terms of time. Although slow-speed internet is considered to be one of difficulties in using Edmodo and Quipper, most of the participants agreed that the online learning platforms can help them in practicing

language skills, acquiring new vocabularies, and improving their understanding on the contents of the lesson.

The third research conducted by Kosmas Sarkol (2016), the title is student perception of e learning in senior high school of Kaimana. This study aimed to investigate the students' perception of learning English in Kaimana senior high schools. This data is acquired from questionnaire and interview based on seven components included in the blue print of this research namely classroom situation, teaching aids and facilities, teacher classroom management - method and strategy, the application of English learning process, students' motivation, students' roles, and learning goals. To obtain the goal of this research, two methods (mixed method); qualitative and quantitative method are all used at once. This research was conducted senior high schools of Kaimana; YPPK Santo Thomas Aquino, SMA Negeri 1 Kaimana and SMA YAPIS (Yayasan Pendidikan Islam) Kaimana with 124 respondents. Based on the achievement of questionnaire, the result of this research can be categorized into three categories namely score showing an advanced or well-developed perception, score describing moderate (not extreme) perception and score un-advanced perception of learning English.