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العدد 23

مجلة التربوي

مجلة علمية محكمة تصدر عن كلية التربية

جامعة المرقب

العدد الثالث والعشرون
يوليو 2023م

هيئـــة التحريـر

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- المجلة ترحب بما يرد عليها من أبحاث وعلى استعداد لنشرها بعد التحكيم .
- المجلة تحترم كل الاحترام آراء المحكمين وتعمل بمقتضاها .
- كافة الآراء والأفكار المنشورة تعبر عن آراء أصحابها ولا تتحمل المجلة تبعاتها .
- يتحمل الباحث مسؤولية الأمانة العلمية وهو المسؤول عما ينشر له .
- البحوث المقدمة للنشر لا ترد لأصحابها نشرت أو لم تنشر .

(حقوق الطبع محفوظة للكلية)

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ضوابط النشر:

يشترط في البحوث العلمية المقدمة للنشر أن يراعى فيها ما يأتي :

- أصول البحث العلمي وقواعده .
- ألا تكون المادة العلمية قد سبق نشرها أو كانت جزءا من رسالة علمية .
- يرفق بالبحث تزكية لغوية وفق أنموذج معد .
- تعدل البحوث المقبولة وتصحح وفق ما يراه المحكمون .
- التزام الباحث بالضوابط التي وضعتها المجلة من عدد الصفحات ، ونوع الخط ورقمه ، والفترات الزمنية الممنوحة للتعديل ، وما يستجد من ضوابط تضعها المجلة مستقبلا .

تنبيهات :

- للمجلة الحق في تعديل البحث أو طلب تعديله أو رفضه .
- يخضع البحث في النشر لأولويات المجلة وسياستها .
- البحوث المنشورة تعبر عن وجهة نظر أصحابها ، ولا تعبر عن وجهة نظر المجلة .

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QUALITY OF E-LEARNING LEARNING BASED ON STUDENT PERCEPTION AL ASMARYA UNIVERSITY

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ABSTRACT : E-learning learning research to determine the quality of distance learning remotely by e-learning. The research method is a survey study with descriptive data analysis techniques. The research subjects were students of the technology faculty of Alasmarya Islamic University, Libya with a total sample of 314 respondents and the technique of data collection was Non-Probability Sampling of the Accidental Sampling type in the form of a questionnaire. This study measures the quality of e-learning according to the student's perspective from the level of quality of e-learning learning, namely the quality of learning design, learning activities, delivery strategies, interactions between students with students and students with lecturers, learning support services, student interaction with teaching materials, collaboration, feedback systems, and learning assessments. The results of this study indicate that in general the quality of learning is based on e-learning Student perceptions are included in the criteria of good.

Keywords: *Innovation,E-Learning,Learning Media,Online Learning,Learning*

1. INTRODUCTION

The internet has now become an integral part of the lifestyle of various groups of people. A problem that needs to be addressed by educators by directing students to use the internet more in the realm of education. Virtual class or better known as e-learning, is a form of internet use that can increase the role of students in the learning process. Various e-learning services are available, both those managed independently by institutions using the Learning Management System (LMS) and those provided freely by third parties. E-learning has a role to complement conventional classes (face to face) instead of replacing conventional classes (Shank, 2008). According to Balaji, Al-Mahri, & Malathi (2016) using e-learning can increase interactivity and learning efficiency because it gives students a higher potential to communicate more with lecturers, colleagues, and access more learning materials.

E-learning learning is learning using an internet network which can be followed for free or at a certain cost (Baety and Munandar, 2021). The development of learning with internet technology provides convenience and flexibility to develop knowledge digitally. Learning models that emphasize modernization activities with the help of technology are expected to help students more easily understand lecture material in an interactive, productive, effective, inspiring and constructive manner. Students are also expected to have skills in using technology. The use of the internet makes it easier for students to quickly find various literature and scientific references, so that the teaching and learning

process becomes more effective and efficient. This learning method is commonly referred to as the electronic learning method (Bora, 2017).

The e-learning model is currently part of the standard distance learning process which must always be carried out with continuous improvement and improvement through the PPEPP (Determination, Implementation, Evaluation, Control and Improvement) cycle, so that it can be evaluated, controlled and improved. The effectiveness of using online learning by changing learning methods from textual to contextual where students must be able to better understand knowledge related to real life. Learning by lecturers is a service carried out by lecturers as a mandate to students, these services must pay attention to quality. The concept of quality/quality was born from the industrial world which is the entrance to improving the quality of education which refers to input, process, output and impact (Baharun and Zamroni, 2017).

The quality of education services is defined as the activities carried out by service providers (lecturers). If the service quality of the lecturer as a service provider can exceed the expected value of the student as the recipient of the service, satisfaction will arise from the service recipient, while satisfaction is defined as a feeling of pleasure that arises after comparing their performance. and the expected service value. the process of implementing activities (Aqib and Khoiriyah, 2020).

The results of research conducted by Baety et al. (2021) explained that the most widely used e-learning media was Google Classroom with a ratio of 72.9%, group chat (WA/line) 62.7%, zoom meetings 35.6%, YouTube 29.7%, Edmodo 18 .6%. Google Classroom is the most popular platform among e-learning learning models because of its efficient and easy-to-use application functions (Baety and Munandar, 2021). Learning is said to be effective if it is assessed from the indicators of the quality of learning which is the standard for higher education learning. Students' interest and motivation are based on aspects of their obligation to attend lectures in order to gain additional insight from these learning activities. Learning by educators (lecturers) is a service provided to consumers (students) so that in providing services of course pay attention to aspects of the quality of the service itself. When the quality of service exceeds expectations, a sense of satisfaction will arise (Aqib and Khoiriyah, 2020). To assess how well e-learning learning activities are, one of the benchmarks is to analyze the quality of e-learning learning from the student's point of view. This research is expected to improve the quality of e-learning in the future so that it can produce quality students.

2. THEORETICAL BASIS

Definition of E-learning

Information and communication technology, or e-learning, enables students to learn whenever and wherever they choose (Dahiya, 2012). The 1970s saw the advent of electronic learning, or e-learning (Waller and Wilson, 2001). Online learning, internet-enabled learning, virtual learning, or web-based learning are some of the phrases used to describe attitudes or ideas concerning electronic learning. For electronic learning activities (e-learning), there are three key prerequisites that must be met: (a) the use of a network, in this case only the internet; (b) the availability of learning service support that can be used by participants; examples include external hard drives, flash drives, CD-ROMs, or printed materials; and (c) the availability of tutor support services that can aid in learning. Other requirements can be added to the three listed above, such as (a) organizations that coordinate and manage e-learning activities, (b) students' and educators' favorable attitudes

toward computer and internet technology, (c) the design of a learning system that can be studied and understood by each learner, (d) an evaluation system for the development or progress of the learner's learning, and (e) a feedback mechanism created by the administrator. Due of the varied ways that e-learning is used in modern society, the term has many different connotations. E-learning essentially comes in two flavors: synchronous and asynchronous.

Synchronous refers to simultaneous. Education takes place simultaneously between teachers and pupils. This enables online communication between teachers and students. Synchronous learning's implementation calls for both teachers and students to have simultaneous internet connection. Teachers hand out papers or presentation slides as learning resources, and students have the option of immediately listening to presentations online. Additionally, pupils have the option of directly addressing an instructor or using the chat box. Synchronous training simulates a real classroom setting, but it is virtual (virtual), and all participants are linked online. A virtual classroom is a common term used to describe synchronous instruction. Asynchronous denotes not concurrent. With the use of instructors' materials, students may choose their own learning pace. Because students may access course materials at any time and from any location, asynchronous training is common in online education. According to a set timetable range, students may engage in and finish their study at any time. Readings, simulations, games for learning, examinations, quizzes, and a variety of tasks are all examples of ways to learn (Palupi, 2022).

E-learning component

The infrastructure, systems, and applications used in e-learning, as well as the material itself, are its constituent parts. A Personal Computer (PC), often known as a privately owned computer, or a computer network, which is a collection of several devices such as PCs, hubs, switches, routers, or other linked network devices, is examples of the equipment used in e-learning. by using specific communication tools, such as the internet which is an acronym for Interconnection Networking and refers to a network of computers that are linked together globally—and multimedia equipment, or media tools that integrate two or more media elements, such as text, graphics, images, photos, audio, video, and animation. If we provide synchronous learning services, in which the learning process occurs simultaneously when the teacher is instructing and the students are studying via teleconference, then this includes teleconferencing equipment. Teleconferencing involves remote meetings between several people who are physically located in different geographic locations (Al-Ansi, 2021).

Learning Management Systems (LMS), which are software platforms that virtualize traditional teaching and learning processes, are another name for e-learning systems and apps. The content and instructional resources offered by an online learning system are referred to as e-learning content (LMS). This information and instructional materials may take the shape of text-based materials, multimedia-based content, or interactive multimedia, such as learning tools that may be operated with a mouse or keyboard. It is often kept in the learning management system (LMS) so that students can access it whenever and wherever they choose. While the primary participants in the implementation of e-learning may be the same as those in traditional teaching and learning procedures. the need for instructors who mentor students and provide instruction materials, as well as for administrators who oversee administrative, teaching, and learning procedures (Lee, 2021).

3. METHODS

This research uses a survey approach, where this approach is used to solve problems that occur factually by using certain samples (Hamdani and Priatna, 2020). The object under study is the process of distance learning with the e-learning learning model. The research subjects were students of the technology faculty of Alasmarya Islamic University, Libya. The instrument used is a questionnaire via google form. Instruments are tested for validity and reliability in order to provide reliable results and data that can be accounted for. This study uses primary and secondary data. Primary data is data obtained from filling out questionnaires by students (each student only has the right to fill out one questionnaire form). Meanwhile, observations are used as secondary data to strengthen the primary data. Respondents taken as a sample were 314 respondents with a total population of 1600 people. The data analysis technique uses descriptive analysis techniques. The next data analysis used is descriptive analysis with a standard formula as outlined in the form of a frequency distribution table.

4. RESULTS AND DISCUSSION

E-learning during the Covid-19 pandemic was quite effective in meeting the demands of imparting knowledge. However, in reality the unpreparedness of educators (lecturers) and students (students) in dealing with e-learning learning is a common problem. In this situation, learning with the e-learning method must still be carried out so that the learning process can continue. Learning is carried out using synchronous and asynchronous learning models, adapted to the needs of each subject being taught.

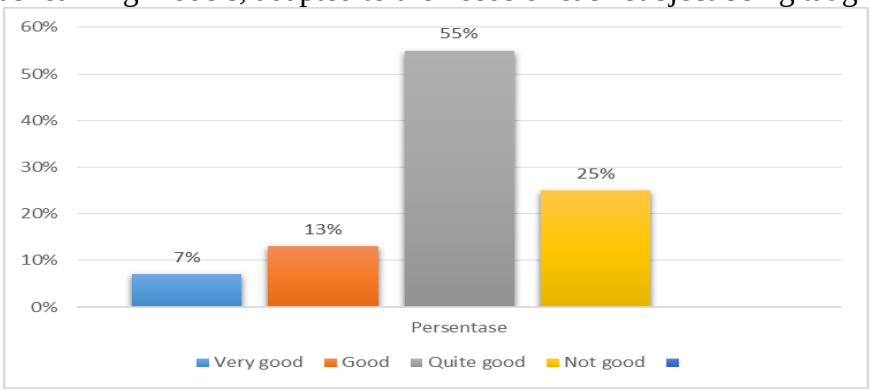

Figure 1. Student Perceptions of the Quality of E-Learning Learning

The results of the questionnaire data tabulation were analyzed using the standard formula, namely student perceptions of the quality of e-learning learning and in general presented in the form of a diagram below with the percentage obtained, namely quite good 55%, not good 25%, good 13%, and very good 7%, can be seen in Figure 1. Student Perceptions of the Quality of E-Learning Learning.

Quality of Learning Design

The results of the questionnaire analysis showed that 46% considered the quality of the learning design with the e-learning method to be quite good, 29% of respondents considered the quality of the learning design to be poor, 19% was good, and the remaining 6% felt the quality of the learning design was very good.

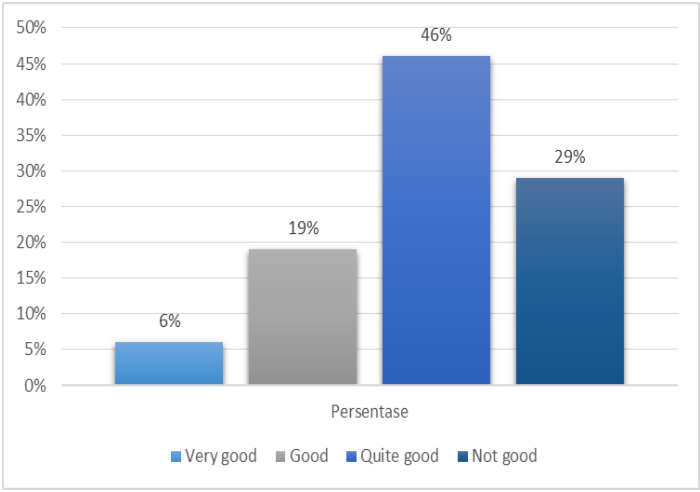

Figure 2. Student Perceptions of the Quality of Learning Design

A quality learning plan includes important information about lecture materials to achieve lecture goals. The learning plan, which is commonly referred to as RPS, also includes lecture contracts, course descriptions, objectives and subject matter, learning strategies in lectures, assessment models and references used in learning the course (Sitepu and Lestari, 2018). The e-learning learning design should contain competencies, course descriptions, credit scores, course lecturers, material topics, learning experiences, learning media, reference sources and evaluation criteria used. One of the criteria for assessing the quality of the Learning Design is the lecturer's timeliness in delivering the Learning Design, the lecturer's explanation of the Learning Design, the lecturer explaining the learning objectives so that students understand the contents of the Learning Design and the lecturer receiving input from students in perfecting the Learning Design.

According to Pramuniati et al. (2020) a good learning plan contains at least: Name of study program, name and course code, semester, credits, name of supporting lecturer, graduate learning achievements assigned to courses; Final capabilities planned to meet graduate learning outcomes; The material is in accordance with the target ability to be achieved; Learning methods; The time provided to achieve learning targets at each stage of learning; Student learning experience as outlined in the task descriptions that must be done by students for one semester; Criteria, indicators, and assessment weights; The reference list used in the process of implementing lectures should be the lecturer referring to the lesson plan that has been determined so that learning runs systematically and effectively. Apart from that, the subject matter delivered by the lecturer in lectures must be in accordance with the lesson plan so that students prepare themselves before the start of lectures. The clarity of reference sources/lecture reference materials is clearly stated in the RPS which makes it easier for students to find course learning materials.

Quality of Student Interaction with Teaching Materials

The aspects that become the basic assessment in formulating the quality of interaction between students and learning materials are: 1) The system used allows the presentation of material in various ways; online meetings, chatting, etc., 2) The implemented system provides opportunities for students to study material independently according to their abilities, 3) The implemented system provides opportunities for students

to self-evaluate independently to understand their learning outcomes, 4) There is an implemented system can provide information to lecturers and students about progress and learning outcomes, 5) Scenarios of learning activities, learning paths, learning media, evaluation of learning outcomes, and aspects of feedback that are designed in an integrated manner. The quality of student interaction with teaching materials according to student perceptions is explained in Figure 3. Student Perceptions of the Quality of Student Interaction with Teaching Materials, with a good percentage of 41%, quite good 25%, not good 19% and very good 15%.

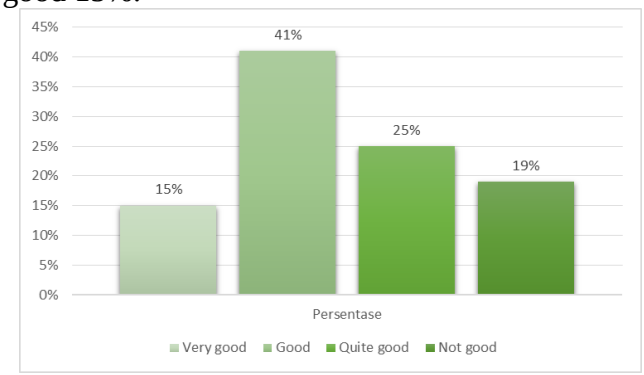

Figure 3. Student Perceptions of the Quality of Student Interaction with Teaching Materials

In the learning process students should be able to interact with teaching materials optimally. This is in line with the results of previous research where the majority of students are dissatisfied with distance learning because students have so far been accustomed to receiving face-to-face learning, so there may be an unpreparedness in using e-learning learning methods (Napitupulu, 2020). Delone & McLean (2003) stated that the quality of e-learning learning should focus on system performance characteristics, namely ease of use, user ease of learning, speed of access, system reliability, flexibility, usability of system features and functions, and security (Handayani and Wiyata, 2020). According to Pramuniati, improving the quality of student interaction with teaching materials should be carried out by: Teaching materials are presented digitally through various means, namely video conferencing, online conversations (chat) or e-mail; Students are given the opportunity to study material independently according to their abilities; Students are given the opportunity to self-evaluate independently in order to measure how much their learning achievements are; Students are given the convenience of accessing online tutorials and all services that support e-learning whenever and wherever they are; There is a system/device that can provide information to lecturers and students about the progress and learning achievements that are obtained.

5. CONCLUSION

The results of the study show that according to student perceptions, e-learning learning is in the sufficient criteria good. The learning model with virtual courses (e-learning), which can eliminate variations in teaching techniques and materials, is a new advancement in the field of teaching and learning. A greater level of learning quality is offered. The e-Learning system is crucial to foree current improvements in both method and content because of information technology, which is accelerating the transition to a

digital era. The efficiency of e-learning is enhanced by having as much interaction as possible between teachers and students, students and other students, and students and other educational facilities. A center for student activities, group interaction, system support management, in-depth study material, tests, and online content is necessary if learning is done online. In terms of information technology, the internet enables a full rewriting of previously successful learning principles.

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