

THE EFFECT OF E-LEARNING ON SENIOR HIGH SCHOOL STUDENTS' LEARNING OUTCOMES IN ENGLISH SUBJECT DURING THE NEW NORMAL ERA

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Abstract

Aims of this research was to determine the effect of E-learning on the learning outcomes of high school students in English subject in the new normal era conducted at SMA N 1 Pulau Morotai. This research uses a qualitative research design with descriptive qualitative data analysis methods and uses a perpose sampling technique. This research uses a questionnaire as a research instrument. There are 50 statements about the problems faced by students during E-learning and 25 statements about the impact felt by students during E-learning. The number of students who were sampled in this research found 103 respondents from class XI Mipa and IIS. The researcher used SPSS to calculate the data. The results obtained the value of Sig (α) is 0.00. This means that the value of H_0 is accepted because Sig $< \alpha = 0.05$. In other words, it can be said that there is a significant effect when using E-learning as a learning method in the new normal era at SMA N 1 Pulau Morotai.

Keywords: *Effect E-learning, learning Outcomes, New Normal Era*

1. INTRODUCTION

E-learning is commonly known as distance learning with the help of computers or mobile phones via the Web and others, in which teachers and students do not make direct contact. Learning that is not limited by distance, space, and time is formed from online learning (Verawardina et al., 2020: 2). This e-learning based teaching is in line with current technological advances, which are in the era of the cyber physical system. The learning process uses internet technology to carry out learning wherever and whenever it is inside and outside the classroom (Verawadina et al., 2020).

With the application of e-learning based learning, schools should prepare teachers and students to realize the ideals of advancing educational welfare equally jointly. However, there are many obstacles that students face when studying E-learning is not only from the inadequate infrastructure aspect but also constrained by the lack of understanding of teachers to operate a computer. The use of cellular instruments greatly supports teachers' performance in providing motivation and support for students to learn independently (Sulisworo, Ishafit, Firdausy, 2016:11). School organizations that are given educational autonomy are expected to produce competent teachers in motivating students to learn following educational curriculum policies (Anggraini, 2010:1).

English language education is a material that students highly avoid, so this is one of the reasons students will become weak in mastering vocabulary and will make them unable to speak English fluently and correctly. To help students' memory in online learning requires

great motivation from the teacher. Teachers' creativity is required to be even better in teaching, so it is hoped that online learning can run effectively, efficiently, and meaningfully (Verawardina, 2020: 2).

In this online learning, teachers should think about student grades because the method applied doesn't motivate students. Thus phenomenon occurs in SMA Negeri 1 Morotai Island where students weren't the same when learning conventionally and online. Students' value when learning conventional is higher than the value students get when studying online. It is hoped that the implementation of learning from home can have a positive and meaningful effect through online learning (Mendikbud,2020), as opinions differ from different points of view on this issue as in the research conducted by Satrianingrum and Prasetyo (2121:634). Students, teachers, and parents face this crucial Problem in accompanying their children in online learning; it is not uncommon to find disputes between parents because not all parents can become mentors for children. Parents as mentors in accompanying their children to online school are expected (Lutfiah, 2020:70).

2. METHODOLOGY

Research Design

This research method was qualitative with a qualitative descriptive approach and data analysis using SPSS 23. This study was conducted because all educational institutions in Indonesia, especially North Maluku, decided to adopt online learning. A purposive sampling technique was used to select respondents who participated in this study. The questionnaire consisted of 75 statement items that discussed problems students face in e-learning that can affect student learning outcomes. The researcher prepared 105 copies of the questionnaire, but only 103 students filled out the questionnaire voluntarily from 200 students in grade 2 at SMA N 1 Pulau Morotai.

Population and Subject

The population in this study was several students of SMA Negeri 1 Pulau Morotai. Students who took part in this study came from classes XI MIPA and XI IIS. The subjects of this study consisted of 103 respondents from SMA Negeri 1 Morotai Island. While the students selected as respondents were students of class XI-MIPA 1,2,3 and XI-IIS 4,3.

Procedure of Data collection

The researcher gave 75 statements, all of which were entered into a print-out form, and then distributed the print-out questionnaire form to 103 students from SMA Negeri 1 Pulau Morotai. The researcher distributed the form of face-to-face to students in each class, and respondents were asked to complete a questionnaire. SPSS 23 for Windows was used to calculate respondents' responses.

This data was analyzed using SPSS 23 for windows. Then the researchers tried to use descriptive statistics to determine the distribution of respondents' answers. Several tables and charts are provided to support data analysis.

3. FINDING

The researcher assessed students' ability to retain information when E-learning was used to substitute traditional learning in the new normal era. The researcher used a questionnaire to ascertain students' ability and readiness to receive the material. Before distributing the questionnaire, the researcher validated its validity and feasibility, ensuring that it could elicit responses from respondents. The researcher used SPSS 23 to determine the questionnaire's validity in this study. According to the table below, there were 103 valid respondents.

Tabel 1. Statistical Description of All Indicators

No	Indicators	Sample (N)	Min. Score	Max. Score	Mean	Std. Deviation
1	Expertise in operating electronic devices	103	8	26	21.09	3.689
2	Understanding the concept of e-learning	103	16	37	25.78	4.421
3	Readines to Receipe e-learning materials	103	14	46	33.23	6.181
4	Students' attitude toward ICT	103	16	42	26.66	5.455
5	Students' attitude toward the adopting of e-learning	103	36	77	54.85	8.544

According to the table above, there were five stages involved in resolving the issues students face when using e-learning as a method of instruction in the new normal era. The first stage assesses students' ability to use software and includes six items. These items pertain to software abilities, file transfer, typing on a computer, being accustomed to using computers, and operating applications. However, the average for the first indicator was low and low, at 21.09, with the lowest score being eight and the highest being 26.

The second stage was about technology comprehension, which includes eight items such as learning concepts, comprehending E-learning procedures, mastering Learning Management Systems, utilizing online learning features, and maintaining a high level of motivation while e-learning. The lowest score in the second stage was 16, the highest score was 37, and the average score was 25.78.

The third stage was about students' readiness to receive the material, which contains 10 items; each item stated computer/smartphone equipment, good internet connection,

students' enthusiasm for participating in E-learning, readiness to receive material, and students having more time in learning. This stage had an average score of 33.23, with a maximum score of 46 and a minimum of 14.

The fourth stage was about students' attitudes towards technology, consisting of 9 items. E-learning increased students' interests and talents, increased learning motivation, making it easier to understand the material, increased self-confidence, increased time effectiveness, and improved intellectual abilities.

The last stage was students' attitudes, there were seventeen items toward learning the E-learning model, with an average value of 54.85, the lowest score of 36, and the highest score of 77, Which includes students' learning preferences, the ability for students to be independent during E-Learning, the ability for students to discover new experiences, the ability for students to be creative without boundaries, and transparent assessment. The results obtained a high degree of reliability (0.910 percent) and correlation. Thus, the questionnaire can be trusted and used for research purposes.

4. DISCUSSION

From the findings of the data above, it can be said that the E-Learning learning model can be said to be efficient in being used as an alternative to learning in the new normal era. Recent research shows that the E-Learning model is easier to do because it saves time, is easy to understand, can improve students' intellectuality, can motivate teachers and students and increase student confidence. Another benefit is that students have more time to study and students are required to be active in online classes. E-learning model learning also has several obstacles for students such as some students are not proficient in operating computers, then the readiness of students' facilities and infrastructure is inadequate such as Android or computers that have to share with relatives or parents when going to E-learning and the internet network is lacking good.

Researchers found similar results with previous researchers, Numiek (2013: 100) this researcher stated the efficiency of E-learning as a learning medium which was assessed from several aspects, the first aspect was planning which was quite effective with a percentage of 77.57%, then the aspect of making material with a percentage 75.14%, percentage of delivery method aspects 75%, interaction aspects 66.10% and evaluation aspects 69.01% with various supporting factors such as software facilities, internet facilities and various other supporting media, this is in line with researchers conducted by Maya Rahmatia (2017:225) research conducted in Banda Aceh has a significant influence on the research of researchers where the ability of students to complete successful test questions is 78.12%.

Similarities were found in research conducted by Aurora (2019:15). This research was conducted aiming to determine the effect of E-learning on student learning motivation, research conducted at the Electrical Education Study Program, Padang State University, this study used a quantitative approach with a correlational approach to the number of respondents. as many as 69 respondents divided into 40 respondents for research and 29

respondents for instrument testing. The instrument used by previous researchers with the same researcher used a Likert scale questionnaire. And the results obtained from researchers where there is a directly proportional relationship between the use of E-learning and the magnitude of student learning motivation, namely the correlation coefficient value of 0.625%, which means the value of the relationship between the two is very high, then each addition of 1%, the value of student motivation is added 0.737 % obtained from the results of regression analysis to see the effect of learning motivation from E-learning media. The research above is in line with previous research conducted by Saifuddin (2017: 106-108) in the research the researcher aims to determine students' perceptions of E-learning and various aspects of student needs when using E-learning. In this study, the methods and techniques used by the researcher are the same as those used by this researcher, both using descriptive methods and using questionnaires as a sampling technique. Then the results of the analysis obtained from sample processing, namely 98.8% of students understand E-learning, 86.3% support the implementation of E-Learning and 77% say they are satisfied with the implementation of E-Learning. In addition, based on the analysis of students' understanding of E-learning, 91% of students have high accessibility in using E-learning.

The similarity in previous research is also found in research conducted by Na'imah (2015:1570) where the purpose of this research is to improve student learning outcomes by applying project-based learning methods with the help of E-learning, research conducted at SMA N Mranggen. The sampling technique is cluster random sampling, data collection methods are test and observation methods. Data processing is done by t test and n test. The results obtained showed that the thitung of 5.43 was greater than the critical t of 1.99 with a significant level of 5%. And the gain normality test shows that the average posttest results have increased by 0.57 and 0.52 with moderate criteria in the experimental class and control class.

5. CONCLUSIONS

From the research data above and the analysis that has been submitted, it can be concluded that there is a significant change in increasing student achievement with the E-learning model that prioritizes student activity in class and prioritizes student intellectual improvement, this is in line with student scores above the average students who were proven in this research by statements in the questionnaire distributed, in which students during the learning process of the E-learning model in the formulation of the first problem had the highest average score of 54.85 with a minimum score of 36 and a maximum value of 77 out of 50 statements which means students are able to do E-learning model learning with supporting factors in the form of smartphones, network access, and learning media. While in the formulation of the second problem the highest average value is 29.32 with a minimum value of 0 and a maximum value of 38 out of 25 statements that weigh on the attitude, motivation, and readiness of students to receive the material.

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