

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents finding and discussion to answer research questions. This study discusses students' perceptions and the barriers they experience when using E-learning Madrasah in online English learning. The research will be presented in the form of a description, based on data that has been obtained through observation and interview techniques conducted by researchers for 2 months.

A. Finding

To find out how students' perception and barriers were experienced when using E-learning Madrasah in learning English the researcher used interview and observation techniques. The researcher conducted research and obtained complete data from all instruments including interview and observation. To achieve the research objectives, the researcher analyzed the data accurately. The findings were obtained through observation during the learning process and qualitative interview with descriptive research design at MAN 3 Tapin, interview with students via the WhatsApp application and with teachers directly. Data collection was carried out from 08 April 2021 to 08 June 2021. The data is presented in two parts. Some come from observation and interview. The data also answers a research question about students' perception and the barriers they experience when using E-learning Madrasah in learning English

during the Covid-19 pandemic at MAN 3 Tapin. Interviews were conducted using a purposive technique to 17 students and teacher at MAN 3 Tapin.

1. Students' Perceptions to use E-learning Madrasah in Learning English during the Covid-19 pandemic at MAN 3 Tapin.

The researcher used interview techniques to determine students' perceptions of using E-learning Madrasah in online English learning. The interview was conducted with 17 participants. This interview was conducted from April 19 to May 17, 2021, the researcher found that each student has a different perception of the use of E-learning Madrasah in learning English.

Previously, learning was done face-to-face, with face-to-face schools, students were required to focus only on lessons and could be supervised directly by the teacher and sitting in front of the teacher, due to Covid-19, now it has turned into online learning. must come to school, when learning takes place students can find a comfortable and preferred place when learning takes place, they do not have to come to school, such as the statement from student PA:

"E-learning Madrasah is good and effective enough to be done anywhere. don't to come to school for me who likes to stay at home, E-learning Madrasah is very good hehe."

Supported by the statement from student AF: *"Learning English online using the E-learning Madrasah application helps me more easily. Because it can be accessed anywhere and anytime."*

Due to online learning, students can also do other activities such as something that makes it easier for students in their lessons. According to the statement from student NHY:

"English learning carried out online using E-learning Madrasah has advantages and disadvantages, can learn anytime and anywhere. anywhere"

(can find out the meaning of English quickly using Google Translate and the like)."

In addition to carrying out other activities in terms of facilitating the learning process, students also carry out other activities. According to the statement from student AS:

"There is convenience in E-learning Madrasah learning, namely E-learning can be done anywhere and anytime. Besides that it can also do other activities, like while doing something, even so, I stay focused on learning".

Supported by the statement from student JR: *"It's easy. can access it anywhere, even at home while lying down".*

From the statement above, it can be concluded that students who have a positive perception of online English learning using E-learning Madrasah feel that using E-learning Madrasah helps and makes it easier because of the flexibility of the implementation of learning, and is not pressured by time because they can set their own schedule and place. where they want to learn. With the flexibility of time and place, the number of students who can be reached by electronic learning activities via the internet is increasing or widely open. Space and place and time are no longer barriers.

In addition to positive perception, students also have negative perceptions of learning English conducted online using E-learning Madrasah. The long period of online learning causes students to be bored because of the same learning continuously and bored because they miss the class atmosphere and friends at school, as according to the statement from student AW:

"Yes, at first we were happy with online learning, especially for ranking competition at school it became easier because we could access Google to find answers, that initially made us excited. But over time we started to get bored, we missed the atmosphere of school, friends, canteen, etc. So something like that."

Student ML also stated: *"Yeah. Online learning is very boring for me."*

In addition to the boredom caused by missing the face-to-face school atmosphere, other boredom felt by students because they study at home too often. According to the statement from student AM:

"From my point of view, my motivation is reduced because if I study at home too often it can be boring. Besides that, it can make my motivation go down."

Student MS also stated: *"The feeling of laziness increases, because it is online. Maybe because it's been too long at home"*

Difficulty in understanding the material and students' weak understanding due to online learning are also the cause of students feeling lazy in learning, because of these difficulties students tend to be lazy to follow the lesson, according to the statement from student HS:

"More dominant adds to the feeling of laziness because there are many difficulties in understanding the material presented. maybe due to limited interaction."

Supported by the statement from student HT: *"In fact, they are even lazier, friends also never focus on studying anymore. Plus, they have a weak understanding of the material, they are no longer strong enough to study for hours, 30 minutes of studying is enough to make a headache."*

From the statement above, it can be concluded that students who have a negative perception of online English learning using E-learning Madrasah feel that online learning that has been carried out for too long makes motivation decrease due to increased laziness that students tend to be less focused in learning. If this continues to happen, then the quality of education, in general, will also be affected and experience a decline. For this reason, efforts need to

be made so that the enthusiasm and motivation of students to learn continue and do not experience a drastic decline during online learning.

Other students' perceptions are about the E-learning Madrasah feature, there are features in the E-learning Madrasah application, these features are Online Class, Teacher Sharing, and Madrasah Communication Forum, they consider the E-learning Madrasah feature easy, simple, and practical because it makes it easier for students to get information according to the statement by students PA:

"The E-learning Madrasah feature is good. It makes it easier for us to get information and fast learning."

Supported by the statement from student NHY: *"My opinion about E-learning Madrasah features is very easy to understand. Moreover, there is a class assignment feature there. We can find out more quickly whether there is an assignment or not."*

Followed by the statement of the student JR: *"Regarding the E-learning Madrasah features so far it is good and I find it helpful. The features provided in E-learning Madrasah are quite good and facilitate the teaching and learning process."*

Student AK also stated: *"Permission to answer, I like the features. According to my, the appearance and features are good, the features have been specialized one by one and are good."*

Many students like the Madrasa E-learning feature, besides making it easy, the E-learning Madrasah features are also good and simple, because the features are easy to understand for each function. According to student MA stated:

"I think the E-learning Madrasah feature is very good. Apart from its beautiful appearance, there are many features for taking attendance, viewing teaching materials, uploading assignments, doing daily exams, forums for chatting with tutors and many other features."

In addition to making it easier for students, the features contained in E-learning Madrasah also make it easier for teachers to monitor students. In addition, teachers can also easily evaluate, according to stated from students HS:

“Features that really support the online learning process, especially in providing online exam features so that teachers can conduct evaluations and so on. I like the features found in E-learning Madrasah.”

In addition to the features that make it easier, in E-learning Madrasah there are also social media that can share ideas and comment on each other in the comments column and like each other's shared ideas. According to stated student AF:

“I think the appearance or features of the E-learning Madrasah can make it easier for me to get information and learn quickly, I can also comment and share ideas in the chat feature.”

From the statement above, it can be concluded that the features contained in E-learning Madrasah make it easier for students in the online learning process using E-learning Madrasah because the features are simple and not too many so that it helps students in doing assignments. In addition, the features contained in the E-learning Madrasah make it easier for the learning process such as attendance that is already available, it is easy to check incoming notifications, and so on.

2. Barriers faced by students in implementing E-learning Madrasah in Learning English

E-learning Madrasah is an application that is intended to support the learning process carried out by students and teachers during the Covid-19 pandemic at MAN 3 Tapin. There are many benefits of using E-learning Madrasah, one of which is that teachers and students feel that the learning process is helped by the existence of E-learning Madrasah. However, all of this cannot be separated from the barriers that exist when using E-learning Madrasah.

From the results of observation and interview conducted by researcher, there are several barriers that exist in the use of E-learning Madrasah in learning English. The barriers are:

a. Limited Access

Network conditions are very important for the online learning process to take place. MAN 3 Tapin students not only live in the school environment but also in other areas. For students who live in remote areas, they often experience access problems in participating in learning using E-learning Madrasah. There is no internet network in the area where they live, or it already exists but the signal is still not good, according to the statement from student AB:

“The only problem is that my cellphone cannot access the internet at my house smoothly. So I have to rent a house near the school.”

Supported by the statement from student AW: *“The problem is the network, because some of my friends are from remote villages, so internet access there is a bit slow compared to the village where I live. And some of my friends also prefer to stay temporarily in rented houses because the network access there (in their village) is bad.”*

Followed by the statement of the student AS: *“Network problems in remote villages. Because it is remote, far from the reach of adequate facilities, the network is not good enough.”*

The lack of network access is not only complained of by students who are located in remote areas, but also by students who are located in developed villages, especially when their location of residence experiences a power outage, where this also has an impact on network conditions that are not supportive, so students participate in learning online is a bit bogged down.

According to the statement from student NHY:

“Alhamdulillah, there are very few problems, because parents are able to buy internet packages. Only the problem is that the network is disconnected because of the village, blackouts, etc.”

Supported by a statement from an ML student: *“Yes sis, the network is slow or the signal is lost.”*

Then the students PA: *“In my opinion, signals and quotas are the most important in learning. But the problem is when the signal is lost.”*

students JR also stated: *“There are problems that occur more frequently. Those problems are the network.”*

From the statement above, it can be concluded that the barriers for students in using the first E-learning Madrasah are limited access because not all places have a good internet network, this causes students to experience delays in the learning process and can result in not maximizing the learning process they follow online.

b. Interactivity

The new online learning process takes place during the Covid-19 pandemic. In terms of preparation of many learning materials that have not

been prepared, both in terms of the material to be taught and also in terms of students themselves who are less responsive when online learning takes place (students are not active). In terms of understanding, sometimes because the explanation given during online learning is different from face-to-face learning if with a direct learning system students can easily listen and interact with teacher regarding the material presented, while online learning is sometimes not delivered optimally. because of the difficulty in asking questions, according to the statement from student MB:

“In my opinion, learning English is not easy, because I cannot distinguish the functions of tenses, and English is not everyday language. Moreover, online, they can't directly ask questions, don't understand how to deepen the material, often misunderstand and it's hard to ask questions.”

Supported by the statement from student JR: *“For online learning about English lessons, it is more difficult to understand because do not directly listen to the teacher's explanation. Besides, it's hard to interact.”*

Followed by the statement from student NA: *“Honestly, I prefer face-to-face learning, because I understand what the teacher explains better. While online learning is more difficult to understand.”*

Then student HS also stated: *“Learning English online using E-learning Madrasah, in my opinion, is a little difficul. Besides the teacher has limitations in explaining learning materials because learning is done online, students also have difficulty understanding learning. materials, videos, video assignments, and related information, because of the limited interaction between students and teacher.”*

Supported by student NHY stated: *“Lack of supervision in learning will lead to other problems. In addition, the lack of interaction with the teacher.”*

And then Student MA stated: *“English lessons using E-learning Madrasah in my opinion are more difficult than face-to-face learning because more material is in the form of files so it is more difficult for me to understand the content of the material presented.”*

From the findings above, it can be concluded that the second obstacle to using E-learning Madrasah in learning English is the lack of interaction between students and teachers because students have difficulty understanding the lesson. Therefore, students have difficulty ask question.

c. Server

From the results of observation research, E-learning Madrasah have Online Class features which include Lesson Plan (RPP), learning materials, teacher journals, processing daily assessments, computer-based exams (CBT) and managing report cards. Another feature is Teacher Sharing, this sharing teacher feature is a platform that will accommodate the creativity of madrasah teacher throughout Indonesia to share any useful information, how teachers should easily post this information in columns. In addition, anyone can provide input and comment, and can even like the posted information. Furthermore, the Madrasa Communication Forum feature, in E-learning Madrasah, teacher and students can easily share ideas and open discussion forums because there are social media for teachers and students to communicate with each other. Users can also share ideas and comments on the chat feature. And for the formats or types of files that students download as teaching materials for learning English in E-learning Madrasah, namely, pdf/word file, ppt, jpg, document, video, files, youtube link.

When learning to begin, the teacher first greets the students, asks how the students are in English first, then asks students to fill in the absences, after that the teacher distributes video, word or pdf links for the material to be taught at

that time, students were asked to watch the video until it was finished, after that the teacher gave assignments to the students. Sometimes students are asked to do assignments in CBT E-learning Madrasah or to do them outside of CBT, the teacher will give a deadline for submitting assignments.

Then the results of the interviews that the researcher did, another barriers factor when learning online by utilizing E-learning Madrasah was that there were still many students who had server error or down problems, so sometimes it couldn't be hampered to access E-learning Madrasah, because the server was down or error made It takes a lot of time for students to access teaching materials, submit assignments, and so on becomes late, according to the statement from student HT:

"The network is slow, the attendance is slow when other openings (teaching materials, etc.) are running smoothly, assignments do not reach the teacher even though the notification is 'sent'. Opening timelines, teaching materials, etc., such as errors, must be refreshed before the page appears. There seems to be more but I forgot."

Because the server was down or an error resulted in the E-learning Madrasah being unable to be opened by students which would hinder the learning process, according to the statement from student MA:

"My problem is when accessing E-learning Madrasah. Sometimes I can't log in because the E-learning Madrasah server is down."

Supported by the statement from student MB: *"E-learning madrasah sometimes cannot log in. Maybe because many students are logging in at the same time because they are running out of time."*

And the student's AF stated: *"Sometimes the material can't be downloaded. In addition, the submitted material is lost or deleted by itself."*

HS students also stated: *"Sometimes there are barriers in E-learning Madrasah. Like server errors."*

Then AM students: *“interference in E-learning Madrasah. E-learning Madrasah sometimes have problems, there are problems that occur in the application”*

The student's PA also stated: *“There was a problem with the E-learning Madrasah application. The issue is like the material can't be saved or downloaded, maybe a server issue.”*

From the findings above, it can be concluded that implementing online learning is not as easy as expected. Students face various barriers in the online learning process such as server down or errors, this hinders learning when logging in, saving student information, and students need more time to participate in learning.

B. Discussion

The Covid-19 pandemic has changed all sectors, including the education sector, from which face-to-face learning turned into online learning. With online learning, there must be a connection between students and teachers, and E-learning Madrasah application is used by MAN 3 Tapin so that learning continues.

In this section, the researcher will present the interpretation and discussion after obtaining the research results. The results of the study are known after analyzing the data. By analyzing the data, the researcher can find out the perception and barriers of class XI grades E-learning Madrasah which is used as a medium in online English learning at MAN 3 Tapin. What is meant by online learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various learning interactions. According to Kuantarto, E. (2017) Online learning is learning that

is able to bring together students and teachers to carry out learning interactions with the help of the internet.

The use of E-learning Madrasah for online learning is appropriate because it is in accordance with the needs of MAN 3 Tapin, with the use of this application during the pandemic. However, there are various student perceptions, namely positive and negative perceptions

1. Students' Perceptions to use E-learning Madrasah in Learning English during the Covid-19 pandemic at MAN 3 Tapin

The results of this study indicate that each student has a different perception. According to Simo & Pekka (2008), all humans are created differently. Every individual has a different perception. However, everyone has the same feeling, namely likes and dislikes towards the object in question. Different responses from individuals who like or dislike an object depending on how they perceive the object (Simo & Pekka, 2008, p. 1).

Based on students' perception when researcher asked some questions, students thought that online learning using E-learning Madrasah was easy to use because it could be flexible anywhere and anytime and made it easier for students to do other activities while learning. However, students also have negative perceptions, because the length of online learning makes students bored and motivation decreases, because they are bored at home and miss school, friends, etc. Their motivation also decreases because it is difficult to understand the lesson.

The results of the research students have positive perception and negative perception about the use of E-learning Madrasah in learning English online. In line with the statement of Catherine et al. (2009), after the individual interacts with the object being perceived, the perception results can be divided into two, namely positive perception and negative perception of (Catherine et al. 2009, p. 304). According to Robbins (2002), that positive perception is an individual's assessment of an object or information with a positive view or as expected from the perceived object or from existing rules. (Robbins, 2002, p. 14). While negative perception, according to Robbins (2002), negative perception is an individual's perception of certain objects or information with a negative view, contrary to what is expected from the perceived object or from existing rules. The cause of the emergence of a person's negative perception can arise because of the individual's dissatisfaction with the object that is the source of his perception, the existence of individual ignorance and the absence of individual experience of the perceived object and vice versa. (Robbins, 2002, p. 14).

The reason students gave positive perception on the topic of this research, that they liked to do web-based learning using E-learning Madrasah because it was very flexible to use. In line with the statement from Smedley (2010), the application of e-learning gives institutions and students or learning a lot of flexibility in the place and time of acceptance or delivery according to learning information. They can access E-learning Madrasah anytime and anywhere.

The negative perception of students in learning English using E-learning Madrasah has reduced motivation due to boredom studying at home.

According to Loh et al, (2016). Learning that is done online for a long time can cause students to get bored because they have to access the same website almost every day. According to Soekartawi (2003), Students who do not have high learning motivation tend to fail.

Another student's perception of the features contained in E-learning Madrasah. With the features in E-learning Madrasah, making it easier for students in the learning process, it is hoped that students can be comfortable with participating in English learning using Madrasah E-learning. According to a statement from Tajudin & Zuhri (2020), E-learning Madrasah will allow students to get various features that can make it easier for them to get information and learn quickly to communicate with each other. Users can also share ideas and comment on the chat feature (Tajudin & Zuhri, 2020, p. 143).

2. Barriers faced in implementing E-learning Madrasah in Learning English

There are several things that barriers the use of E-learning Madrasah in online English learning, one of which is signal constraints by students. There are some students who do not have a good signal network, so they are late in collecting assignments.

a. Limited Access

In following the learning process with E-learning Madrasah, students need high-quality signals. As stated by Vitoria et al (2018), not all places have a good internet connection, so students will get into trouble if the signal is low. The research also shows the same results as the opinion of Mehandi and

Kalpana (2018), not all students have adequate software and hardware to access E-learning Madrasah. When they do not have it, they will be confused because they can not follow the learning process. When students do not have a good signal in their place, they are forced to look for a place with a better internet network, such as renting a house near a school that has a good internet network. Sometimes a power failure also affects the quality of the network, when a power failure occurs, students are forced not to take lessons and ask permission from the teacher via WhatsApp. Signals are important in the learning process, without a good signal, students will have difficulty following the lesson. Therefore, supporting devices and internet connections are needed in the use of online learning activities through E-learning Madrasah. This is so that students can follow the learning process and complete work easily without difficulty.

b. Interactivity

Face-to-face learning is different from online learning, In face-to-face learning, teacher can freely explain to students, the teacher can also directly supervise students, and ask what cannot be understood or repeat previous explanations. But all that changes as the learning process changes, which is done online. With online learning where there is a distance between teacher and students, teacher cannot supervise students directly. Two-way communication is important so that both of them understand the meaning conveyed, because online and at home sometimes the focus of students is divided, not fully focused on existing learning.

Students find it difficult to communicate online with the teacher and their friends by using E-learning Madrasah, because of that sometimes students misunderstand the teacher's explanations and task instructions they must answer. According to Susanto (2017), understanding can be interpreted as the ability to absorb the meaning of the material or material being studied, this understanding is how much students are able to understand, and absorb the lessons given by the teacher to students, or the extent to which students can understand what is read. and seen. Soekartawi (2003) states internet problems in learning include a lack of interaction between students, and will slow down the formation of values in the learning process.

The lack of interaction between students and teacher make it difficult for students to understand the lessons or instructions that the teacher gives do assignments, when the teacher only sends a video link from YouTube, students have difficulty understanding what it means.

c. Server

The students complained that there was a server failure or something unwanted happened to the server, such as not being able to log in, having trouble accessing one of the features, and even being deleted by itself. when there is a server down, students use the WhatsApp application to contact the teacher in question to ask for permission first.

A server is a computer system that provides types of services in a computer network. The server also runs software that controls the network on it and gives workstations access to network members. If experience failure or

other problems when accessing, the server is said to be down. Server down is a system failure, where the server experiences a failure that causes the server to be inaccessible. According to Nurmukhametov et al., (2015) The use of E-learning or internet media has considerable barriers, network connections and technical errors such as server downs and errors will that hinder the learning process.