STUDENTS' ATTITUDE TOWARD E- LEARNING DURING COVID 19 PANDEMIC AT STKIP PGRI SUMATERA BARAT

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Abstract

This research investigated students' attitude toward E- Learning during Covid 19 Pandemic at Sosiology Departement of STKIP PGRI Sumatera Barat. Attitude can influence students' way of thinking, feeling, or making sense of the learning process. Thus, teachers need to know about students' attitude. In this study, researcher investigated students' attitude involve students' thinking, feeling and behavior using empirical data. The purpose was to find how are the students' attitude of thinking, feeling and behavior on the use of E-learning during Covid 19 Pandemic at Sosiology Departement of STKIP PGRI Sumatera Barat. The method of research is quantitative method with the design was descriptive or survey research. The type of survey was Cross-sectional research. This study examines all students at Sosiology Departement session 2020 A of STKIP PGRI Sumatera Barat which totally twentythree students. The data were taken form a questionnaire. The findings of the research showed that students have a positive thinking and feeling toward e- learning with mean average 3,5 (N=23, st.d= 0.9). In contrast, they have a negative behavior toward e- learning with mean average 2,9 (N=23, st.d =1,0). Thus, it is sugested for teacher to change their students from negative attitude into positive attitude.

Keywords: Attitude, Covid 19, E- Learning, Students

Abstract

Penelitian ini menginvestigasi sikap siswa terhadap E – learning selama pandemi covid 19 pada jurusan Sosiologi STKIP PGRI Sumatera Barat. Sikap dapat mempengaruhi cara berfikir, perasaan, dan cara berperilaku siswa di dalam proses belajar mengajar. Jadi, guru harus mengetahui sikap siswa. Dalam studi ini, peneliti menginvestigasi sikap siswa yaitu cara berfikir, perasaan siswa dan cara berperilaku dengan menggunakan data empiris. Metode penelitian ini adalah metode kuantitatif dengan desain deskriptif atau penelitian survey. Tipe suvey adalah Cross-sectional. Studi ini meneliti semua siswa pada jurusan sosiologi STKIP PGRI Sumatera Barat sesi 2020 A yang berjumlah dua puluh tiga siswa. Data di ambil dari kuisioner. Temuan dari penelitian ini menunjukkan bahwa siswa memiliki pikiran dan perasaan yang positif terhadap penggunaan e-learning dengan rata- rata nilai 3,5 5 (N=23, st.d= 0.9). Namun sebaliknya, mereka memilki perilaku yang negative terhadap penggunaan e-learning dengan rata- rata nilai 2,9 (N=23, st.d =1,0). Jadi, di sarankan kepada guru untuk mengubah siswa dari yang memiliki sikap negative terhadap penggunaan e-learning menjadi sikap positif.

Kata Kunci: Covid 19, E- Learning, Sikap, Siswa

INTRODUCTION

COVID-19 has dramatically reshaped the way global education is delivered. Millions of learners were affected by educational institution closures due to the pandemic, which resulted in the largest online movement in the history of education (El Said, 2021). This situation encouraged teachers to adopt online educational technologies, such as Google Classroom, zoom meeting, and Google meet in executing teaching and learning processes during the pandemic. However, the sudden transition of the nature of education required teachers to prepare themselves to carry out online education in an instant (Wen & Hua, 2020). Online education, which is developed from traditional distance learning, aims to provide educational opportunities for students who are geographically distant via online technology(Wen & Hua, 2020).

E-learning as a tool for distance learning have many definitions across available literature. E-learning define as utilization of Internet and related tools and technologies to provide a broad range of solutions that improves performance and knowledge. E-learning is the term widely used to refer to instructional material or learning practice disseminated or supported by electronic tools and technologies (Thakkar et al., 2017). Further, E-learning is a teaching process that integrates any form of technology, it describes an educational setting in which teaching and learning takes place within an internet-based environment (Sabah, 2013). In addition, e-learning makes the process of learning interactive and collaborative by linking each learner with physically apart experts, time and location flexibility, time and cost effective for students (Sabah, 2013).

The impact of e-learning as an educational system on students can be evaluated in the light of students' characteristics. The factors of students' characteristics have a direct impact on students' attitude towards e-learning and affect the adopting of e-learning (Sabah, 2013). There is a strong connection between attitude and behavior. Hence, measuring the attitudes has an important role in analyzing students' behavior. Experts have discovered that attitude indicates in a certain degree the possibility of adopting certain behavior. Therefore, students with positive attitude show a greater probability of accepting e-learning system (Sabah, 2013). Learners who have positive attitudes and realistic language-related beliefs are more likely to behave in a more productive way in learning than those who have negative attitudes and mistaken beliefs (MANTLE-BROMLEY, 1995).

Similarly, (Mori, 1999) claimed that positive beliefs can compensate for learners limited abilities. In contrast, (Horwitz, 1985) was concerned that some misconceptions or erroneous beliefs may undermine learners success in language learning. Extensive list of words like the one below can be found in the literature as a reference of belief: "attitude, values, judgments, axioms, opinions, ideology, perceptions, conceptions conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertories of understanding, and social strategy (Pajares, 1992). A confusion researchers have in defining the term beliefs is the distinction between beliefs and knowledge; some argue that they are the same whereas others perceive that they are different. Pajares concluded that a distinction used commonly in most definitions is that belief is based on evaluation and judgment; knowledge is based on objective fact (Pajares, 1992).

The aim of this study is, therefore, to investigate the most common attitude among sociology department students. The following research question guides the design of this study. How are the students' attitude of thinking, feeling and behavior on the use of E-learning during Covid 19 Pandemic at Sosiology Departement of STKIP PGRI Sumatera Barat?

Covid-19 has prompted higher institutions around the globe to relocate traditional classes to online classes. The study about students' attitude toward online classes during covid 19 pandemic become focused of many researchers around the world. In Hungary (Ismaili, 2020) has done a research entitled "Evaluation of students' attitude toward distance learning during the pandemic (Covid-19): a case study of ELTE university". This study evaluate the initial experience of students in using Microsoft teams and zoom platforms. It also explores the effects distance learning has on students' satisfaction and attitudes toward their education. The results of this study show that distance learning is still in the development stage, and although traditional classrooms appeared to be indispensable, the positive attitudes and willingness of the majority of students to engage in distance learning classes in the post-COVID19 pandemic indicate that there is an immense potential future fore-learning platforms in higher education institutions.

Then, (Hamid et al., 2020) from Indonesia has done a research entitled "Online learning and its problems in the Covid-19 emergency period". This research aims to obtain an in-depth description about: (1) distribution of the students of PGSD FKIP UHO based on domicile in implementing online learning in the Covid-19 period; (2) infrastructure support for the effectiveness of online learning in the Covid-19 period; and (3) students' perceptions about online learning conducted by PGSD FKIP lecturers at UHO during the Covid-19 period. The results of the study showed that: (1) PGSD FKIP UHO students in the online learning process concentrated on 3 main regencies/cities, namely Kendari City, Muna Regency and Konawe Selatan Regency; (2) The main supporting factors for the effectiveness of online learning in the Covid-19 period were the carrying capacity of network access and the ability of devices to access the internet; (3) Students perceived that the implementation of online learning during the Covid-19 period has not been fully effective.

Further, (Wen & Hua, 2020) from Malaysia has done a research entitled "ESL teachers' intention in adopting online educational technologies during covid-19 pandemic". This study examined the relationship among ICT competence, infrastructure and online resources and working environment and teachers' intention to adopt online educational technologies. This study also identified the most significant factor that affects teachers' behavioral intentions. Findings revealed that although the working environment was moderately correlated with teachers' behavioral intentions, the other two factors were strongly correlated with teachers' behavioral intentions. This study found accessibility to infrastructure and online resources to be the most significant factors that affected teachers' behavioral intentions.

Additionally, (El Said, 2021) from Egypt has done a research entitled "How Did the COVID-19 Pandemic Affect Higher Education Learning Experience? An Empirical Investigation of Learners' Academic Performance at a University in a Developing Country". This study investigate the effect of the sudden shift from face-to-face to online distance learning due to COVID-19 lockdown at one of the universities in Egypt.The results of this

study provide specific recommendations for universities, instructors, and higher education portal designers about future application of online distance learning.

Furthermore, (El Firdoussi et al., 2020) from Morocco has done a research entitled "Assessing Distance Learning in Higher Education during the COVID-19 Pandemic". This study investigate the limitations of e-learning platforms and how these activities take place at public and private Moroccan universities during the coronavirus confinement. In this study, both professors and students stated that online learning is not more interesting than ordinary learning and professors need to provide at least 50% of their teaching in face- to-face mode.

Moreover, (Huei et al., 2021) from Malaysia has done a research entitled "Strategy to improve English vocabulary achievement during COVID-19 epidemic. Does quizzes help?" The intent of this study is to utilize Quizizz to enhance the vocabulary achievement among primary English as Second Language (ESL) pupils in rural schools. The results of this study Quizizz could enhance vocabulary achievement among primary English as Secondary Language (ESL) pupils in rural schools.

Students' attitude toward E–learning also become the focused of many researcher before Covid 19 Pandemic. (Thakkar et al., 2017) from India has done a research entitled "Students Attitude Towards E-Learning" This study tries to learn attitude of diploma engineering students towards adaption of e-learning. Results show that there is a highly positive incline of diploma engineering students towards the usage of E-learning. Also this attitude is not affected by differences in gender, locality or social category of students.

Besides, (Sabah, 2013) from Palestine has done a research entitled "Students'

attitude and motivation towards e-learning". This study investigates the impact of four learning approaches: face-to-face learning, blending learning, virtual classrooms and video streaming by students at Alquds Open University. He also explores the students' attitudes, motivations and expectations towards e-learning. The collected results show that students appreciate and favor the blending of e-learning and face-to-face learning. E-learning is more efficient when the whole learning and teaching approach is applied.

In addition, (Paris, 2004) from South Australia has done a research entitled "E-learning: A study on secondary students' attitudes towards Online Web Assisted Learning" This research study examined the affective, behavioral and cognitive attitudes of 52 Year 10 students from an Adelaide Public Secondary School towards a specific type of online e-learning, that of Online Web-Assisted Learning (OWAL). The collected results show that Rank OWAL activities positively in preference to PAL activities.

Next, (Adewole-Odeshi, 2014) from Nigeria has done a research entitled "Attitude of students towards e-learning in south-west Nigerian universities: An application of technology acceptance model". The study examined the attitude of students towards e-learning in selected south-west Nigerian universities. Findings showed that students have a positive attitude towards e-learning because they find the system easy to use and useful for their course work. Also, attitude influences the intention to use an e-learning system.

Finally, (Odit-Dookhan, 2018) from Mauritius has done a research entitled "Attitude Towards E-Learning: the Case of Mauritian Students in Public Teis". This paper tries to bridge the gap by investigating students' attitudes and patterns of use of a typical e-learning system. The results reveal

that students are adopting technologies in their studies and wish to use it in a more progressive way.

RESEARCH METHOD

Students' attitude of thinking, feeling and behavior on the use of E-learning can affect the ways learners interact with different learning activities.

This study was conducted at college of teacher training and education, STKIP PGRI West Sumatera, where Indonesian is spoken as the official language. The majority of students in this college, however, come from some provinces and regencies in Sumatra Island. The participants of this study were 23 students of Sociology Department of STKIP PGRI Sumatera Barat who studied English subject for one semester. That is, the participants were all first-year college students and they were native speakers of Indonesian.

The questionnaire was adapted from (Thakkar et al., 2017), (Sabah, 2013), (Ismaili, 2020), (Paris, 2004), (Adewole-Odeshi, 2014), (Odit-Dookhan, 2018). This survey consists of 15 items measuring in three major components: (1) Students' Attitude of Thinking on the Use of E-learning during Covid 19 Pandemic, (2) Students' Attitude of Feeling on the Use of E-learning during Covid 19 Pandemic, (3) Students' Attitude of Behaviour on the Use of E-learning during Covid 19 Pandemic. The scores of each response are 5 = strongly agree (SA), 4 = agree (A), 3 = undecided (U), 2 = disagree (D), and 1 = strongly disagree (SD). SPSS was used to analyze the students' responses to different items on this survey.

FINDING AND DICUSSION

1. How are the students' attitude of thinking on the use of E-learning during Covid 19 Pandemic at Sosiology Departement of STKIP PGRI Sumatera Barat.

The analysis of students' responses to the adapted questionnaire was carried out and the results were grouped and reported under different categories. Table 1 shows the results of students' opinions on the students' attitude of thinking on the use of E-learning during Covid 19 Pandemic. More than a half of students agreed "E- learning allows me to share knowledge faster" (item 1) and "E-learning allows me to discuss lesson easily" (item 2). When a half of students neutral about statement "My interaction by using E-learning is understandable" (item 4). However, only one third agreed "E- learning allows me to interact with the teachers and friends clearly" (item 3) and "Using E-learning allows me to improve my skills in English " (item 5).

2. How are the students' attitude of feeling on the use of E-learning during Covid 19 Pandemic at Sosiology Departement of STKIP PGRI Sumatera Barat.

Table 2 illustrates the results of students' responses to items on Students' Attitude of Feeling on the Use of E-learning during Covid 19 Pandemic. The results indicated a majority of students agreed "Learning language using E-learning is a pleasant idea"(item 6), "Learning how to use E-learning is easy" (item 7), "I like to collect assigments at E-learning rather than traditional method" (item 9) and "Using E-learning helps me to improve my grades" (item 11). However, a half of students neutral about the statement "Learning language using E -elarning is convenient" (item 8). While on third of students agreed "I like to do quiz at

E-learning rather than traditional method"(item 10).

3. How are the students' attitude of behavior on the use of E-learning during Covid 19 Pandemic at Sosiology Departement of STKIP PGRI Sumatera Barat.

Table 3 presents the results of students' responses to the Students' Attitude of Behaviour on the Use of E-learning during Covid 19 Pandemic. The results revealed that almost a half of students agreed "E-learning allows me to become skill full in discovering information from teachers and friends" (item 12) and "E-learning allows me to engage with teachers and friends anytime and anywhere" (item 14). When more than a half of students disagreed with the statement "Using E-learning is more pleasant rather than face to face learning" (item 13). Additionnaly, one third students disagreed with the statement "I hope teacher continue to use E-learning in teaching learning process" (item 15).

Table 1. Students' Attitude of Thinking on the Use of E-learning during Covid 19 Pandemic

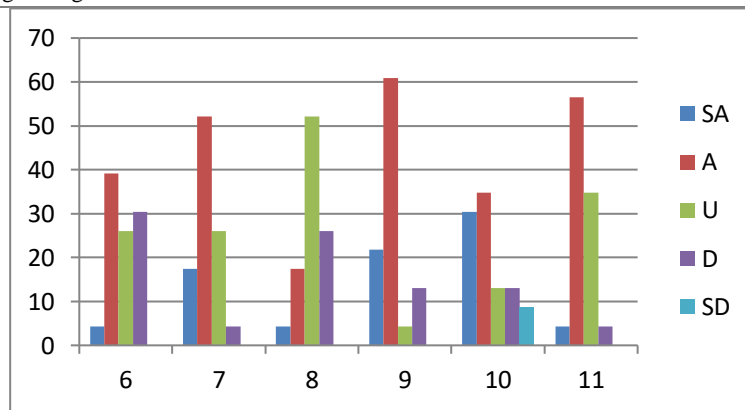| No	Items	Percentage in a five-point Likert scale					Means And SD	
		SA	A	N	D	SD	M	SD
1	E- learning allows me to share knowledge faster	22%	52%	26%	-	-	4.0	0.7
2	E- learning allows me to discuss lesson easily	9%	52%	30%	9%	-	3.6	0.8
3	E- learning allows me to interact with the teachers and friends clearly	9%	39%	30%	17%	4%	3.3	1.0
4	My interaction by using E-learning is understandable	9%	35%	52%	4%	-	3.5	0.7
5	Using E-learning allows me to improve my skills in English	4%	35%	17%	35%	9%	2.9	1.1
	Students' Attitude of Thinking on the Use of E-learning during Covid 19 Pandemic						3.5	0.9

Notes: A five-point Likert scale are shortened as: SA (strongly agree), A (agree), N (neutral), D (disagree), SD (strongly disagree).
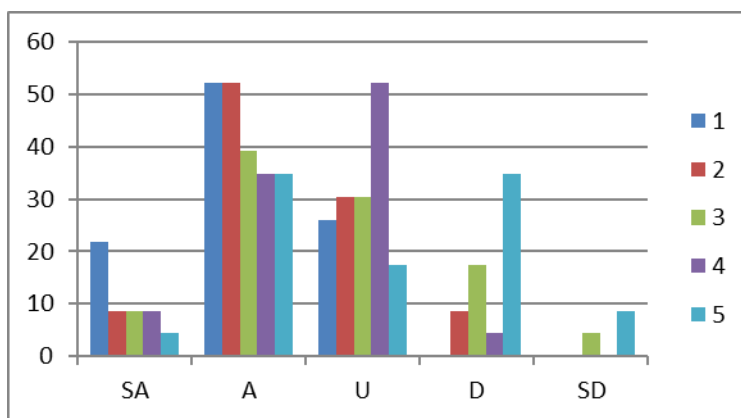
Chart 1. Students' Attitude of Thinking on the Use of E-learning

Table 2. Students' Attitude of Feeling on the Use of E-learning during Covid 19 Pandemic

No	Items	Percentage in a five-point Likert scale					Means and SD	
		SA	A	N	D	SD	M	SD
6	Learning language using E-learning is a pleasant idea	4%	39%	26%	30%	-	3.2	0.9
7	Learning how to use E-learning is easy	17%	52%	26%	4%	-	3.8	0.8
8	Learning language using E -elarning is convenient	4%	17%	52%	26%	-	3.0	0.8
9	I like to collect assigments at E-learning rather than traditional method	22%	61%	4%	13%	-	3.9	0.9
10	I like to do quiz at E-learning rather than traditional method	30%	35%	13%	13%	9%	3.7	1.3
11	Using E-learning helps me to improve my grades	4%	57%	35%	4%	-	3.6	0.6
	Students' Attitude of Feeling on the Use of E-learning during Covid 19 Pandemic						3.5	0.9

Chart 2. Students' Attitude of Feeling on the Use of E-learning

Table 3. Students' Attitude of Behaviour on the Use of E-learning during Covid 19 Pandemic

No	Items	Percentage in a five-point Likert scale					Means and SD	
		SA	A	N	D	SD	M	SD
12	E-learning allows me to become skill full in discovering information from teachers and friends	9%	48%	30%	13%	-	3.5	0.8
13	Using E-learning is more pleasant rather than face to face learning	-	4%	17%	57%	22%	2.0	0.8
14	E-learning allows me to engage with teachers and friends anytime and anywhere	22%	39%	22%	17%	-	3.7	1.0
15	I hope teacher continue to use E-learning in teaching learning process	4%	26%	13%	30%	26%	2.5	1.2
	Students' Attitude of Behaviour on the Use of E-learning during Covid 19 Pandemic						2.9	1.0
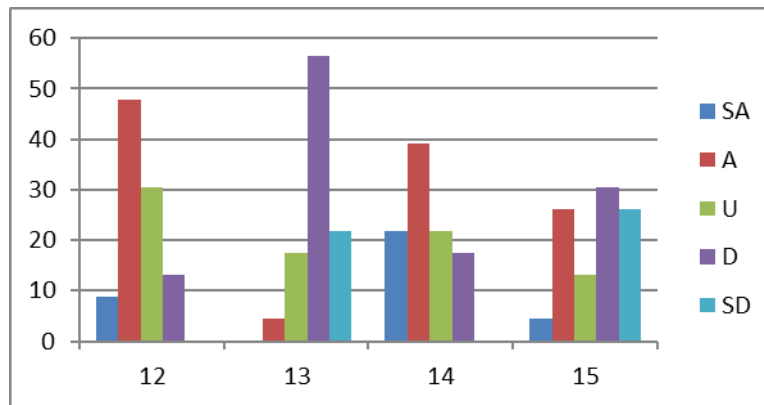
Chart 3. Students' Attitude of Behavior on the Use of E-learning

The present study aimed to investigate the students' attitude of thinking, feeling and behavior on the use of E-learning during Covid 19 Pandemic at Sosiology Departement of STKIP PGRI Sumatera Barat, especially for the firstyear students who studied English subject. The prime data-collection instrument used for researching learner was adapted from (Thakkar et al., 2017), (Sabah, 2013), (Ismaili, 2020), (Paris, 2004), (Adewole-Odeshi, 2014), (Odit-Dookhan, 2018). Those items measuring learners' Attitude on the Use of E-learning during Covid 19 Pandemic in three major components: (1) Students' Attitude of Thinking on the Use of E-learning during Covid 19 Pandemic, (2) Students' Attitude of Feeling on the Use of E-learning during Covid 19 Pandemic, (3) Students' Attitude of Behaviour on the Use of E-learning during Covid 19 Pandemic. In this research, according to the statistical analysis, the findings from the questionnaire revealed that item 1 component 1 received the mean average 4,0 (N=23, st.d=0,7). This indicate that E- learning allows students to share knowledge faster. Then, for item 2 in component 1 the mean average 3,6 (N=23, st.d= 0,8). This indicate that E- learning allows students to discuss lesson easily. Further, item 4 component 1 showed the mean average 3,5 (N=23, st.d=0,7). This showed that students' interaction by using

E-learning is understandable. Furthermore, for item 7 component 2 the mean average 3,8 (N=23, st.d= 0,8). This indicate that learning how to use E-learning is easy for students. Moreover, for item 9 component 2 the mean score 3,9 (N=23, st.d=0,9). This indicate that students like to collect assigments at E-learning rather than traditional method. In addition, for item 10 component 2 the mean score 3,7 (N=23, st.d= 1,3). This indicate that students like to do quiz at E-learning rather than traditional method. In addition, for item 11 component 2 the mean score 3,6 (N=23, st.d=0.6). This finding showed using E-learning helps them to improve their grades. Further, for item 12 component 3 the mean score 3,5 (N=23, st.d=0.8). This revealed E-learning allows students to become skill full in discovering information from teachers and friends. Then, for item 14 component 3 the mean score 3,7 (N=23, st.d=1,0). It means E-learning allows students to engage with teachers and friends anytime and anywhere. These findings are consistent with previous research (Wen & Hua, 2020),(Yen & Mohamad, 2021), (Huei et al., 2021), (Hamid et al., 2020), (Moliner et al., 2021),(El Said, 2021), (El Firdoussi et al., 2020), (Ismaili, 2020).

CONCLUSION

The results of this study which questionnaire as the instrument indicated that (1) Students' Attitude of Thinking on the Use of E-learning during Covid 19 Pandemic are E- learning allows students to share knowledge faster, E- learning allows students to discuss lesson easily and students' interaction by using E-learning is understandable; (2) Students' Attitude of Feeling on the Use of E-learning during Covid 19 Pandemic are learning how to use E-learning is easy for students, students like to collect assigments at E-learning rather than traditional method, students like to do quiz at E-learning rather than traditional method and using E-learning helps them to improve their grades; (3) Students' Attitude of Behaviour on the Use of E-learning during Covid 19 Pandemic are E-learning allows students to become skill full in discovering information from teachers and friends and E-learning allows students to engage with teachers and friends anytime and anywhere. Additionally, the findings of the research showed that students have a positive thinking and feeling toward e- learning with mean average 3,5 (N=23, st.d= 0.9). In contrast, they have a negative behavior toward e- learning with mean average 2,9 (N=23, st.d =1,0). Learners who have positive attitudes and realistic language-related beliefs are more likely to behave in a more productive way in learning than those who have negative attitudes and mistaken beliefs (MANTLE-BROMLEY, 1995). So, it is a teacher' role to change their students from negative attitude into positive attitude because learner attitude have the potential to influence both their experiences and actions in learning (Inozu, 2011)

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