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Conference Paper

The Effect of E-Learning on Students' Learning at the Varsity Level

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Abstract

The COVID-19 pandemic has spread worldwide, including Indonesia. The Indonesian government recommends all citizens to stay at home and to work and study from home. Therefore, most universities have implemented e-learning in their teaching and learning process. This research focused on the effect of e-learning on students' interest and learning at the varsity level. Quantitative research methods were used. The data were collected from 176 students from two private universities in Medan, Sumatera Utara. The findings were that e-learning enabled the students to access the global world and distribute learning materials through WhatsApp. Assignments were marked promptly and e-learning helped students to set their own schedule. E-learning motivated the students to do their own work without others' help, but the students did not agree that e-learning enhanced the quality of the teaching-learning process.

Keywords: E-learning, teaching learning process, Varsity level, COVID-19

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1. Introduction

Covid-19 viruses spread widely to all nations. The Indonesian government asks all society to stay at home and this causes all the universities to start implementing e-learning in teaching process. Arkorful and Abaidoo (2015) states that e-learning uses data and communication technologies for enabling admission to online teaching and gaining erudite resources. It means, e-learning has a sizable amount of users across all sectors of society and the accessible examples of e-learning being used successfully are plentiful.

Clark and Mayer (2016) describes that E-learning as a directions is delivered by digital devices with the intent of aiding learning. For adults, online studying regularly manages to resolve the several challenges. Online mastering approves them to the development at their own pace, posting assignments and taking assessments at times exceptionally ideal for them. This type of flexibility is mainly useful for adult beginners due to the

fact that they are often pressured to balance employment, household obligations and online learning at the same time.

The problem of the study focuses on the effect of e-learning on students' learning at varsity level. The scope of this study focuses on the moment where the COVID-19 occurs in Indonesia. The results of this study are expected to be useful theoretically and practically for all layers of citizens, starting from the teachers until the students.

2. Literature Review

E-learning provides possibility to shop dialog and hear it later when they have time as it is a flexible device of education. There is no boundary of time agenda and building. E-learning affords opportunity to contact any teacher or organization from any part of the world. They can additionally watch relevant movies or pay attention audio lectures of exclusive teachers from any different phase of the world. This means that they have extra range of chances to beautify their knowledge. Social interactive training and e-learning are used as modes of education. Social interactive education is recognized as ordinary method of mastering the place of scholars and instructors have face to face interplay whereas e-learning or open mastering is opposite to typical schooling as it has some distance between learner and teacher. Students who belong to far areas or have jobs can get education at their door step through e-learning education and enhance their qualification at any time and at any stage of age.

Alismail (2015) states that in e-learning is a powerful tool, which affords direct admission to get statistics by the students themselves. E-learning refers to independent learning. Teachers have the responsibility to guide students as they acquire information in order to enhance the skills. In fact, besides understanding, students "learn how to learn" developing their own gaining knowledge by techniques that can finalize a lifestyles time. The evolution of technology is extensively changing the social norms. Educated and uneducated masses use technological know-how frequently for enjoyment and benefits. It is found that extraordinary social media like face book, whatsapp and twitter play an essential role in education. These applications strongly attract college students and connect them with special parts of the world. These functions introduce them a range of new phrases of education, one of them is e-learning. E-learners desire to undertake new applied sciences to examine and to join with peoples related to their field (Anshari, Alas, & Guan, 2016).

However, on-line educating is complex and demanding, which can lead to burnout, in accordance to Hogan and McKnight (2007). Many international locations of the world

are merchandising education through e-learning due to the outbreak of the COVID-19. But all of us desire to decorate our training at any value and through mean. So, one of these feasible means is e-learning, which makes schooling flexible for newcomers because there is no boundaries of time and building. Now we are going to know the next era of education, technology of e-learning in education. In modern-day world of science and technology, modes of schooling are molded from non-formal to informal. The study targets on addressing whether or not educational structures can use technological know-how to optimize college students getting to know and interest. Many countries of the world are promoting training through e-learning to give up the spread of the virus.

3. Research Method

This study uses quantitative method. Ary (2010) states that a quantitative research design is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variables. The data were collected from 176 students from two Private Universities in Medan, Sumatera Utara. This research used simple random sampling technique for the data collection from the students. Questionnaire was used as a research tool for data collection. Questionnaire was developed on Likert scale from agree to disagree and undecided; there were 21 items. Questionnaire was distributed among graduates. The data were collected raw and analyzed through SPSS and most frequently used statistical techniques of frequency and percentage score.

4. Result and Discussion

The data obtain and analyzed from item 1 until item 21. The data were taken from the questionnaires obtained from the respondents.

TABLE 1: The data of e-learning in teaching and learning process from the respondents

No.	Statements	A	UD	DA
1	E-Learning gives time flexibility.	107	56	13
		60.7	31.8	7.5
2	E-Learning makes students able to access global world widely.	134	38	4
		76.1	21.5	2.4
3	Online experiences learning helps students engage actively in learning.	102	56	18

No.	Statements	A	UD	DA
		57.9	31.8	10.3
4	Teachers respond promptly to any request.	100	68	8
		56.8	38.6	4.6
5	The Feedback provided by the teachers was useful.	119	51	6
		67.6	28.9	3.5
6	E-Learning tools enhance students' learning.	93	59	24
		52.8	33.6	13.6
7	The students have difficulties using the online material.	70	85	21
		39.7	48.2	12.1
8	E- Learning makes studying easier for students.	72	74	30
		40.9	42.1	17
9	E- Learning enables students to join social media groups.	120	47	9
		68.1	26.7	5.2
10	E-Learning faces difficulties in understanding objectives of courses outlined.	84	72	20
		47.7	40.1	12.2
11	Students' distribute learning material through WhatsApp.	130	39	7
		73.8	22.1	4.1
12	Task marks promptly.	129	43	5
		73.2	24.2	2.6
13	Tasks help me to learn the course material.	122	43	11
		69.3	24.4	6.3
14	Teachers could be contacted easily.	100	72	4
		56.8	40.9	2.3
15	Leaning materials are shipped to students promptly.	122	46	8
		69.3	26.1	4.6
16	Required technical assistance to access online materials is available.	107	53	16
		60.7	30.1	9.2
17	E-learning enhances the quality of teaching-learning process.	75	72	29
		42.6	40.9	16.5
18	E-Learning motivates students to do their own work without others' help.	121	46	9
		68.7	26.1	5.2

No.	Statements	A	UD	DA
19	E-Learning helps to set students' schedule.	123	44	9
		69.8	25	5.2
20	Students feel comfortable when using internet.	103	59	14
		58.5	33.5	8
21	E-learning helps students consult relevant materials from other libraries.	73	80	23
		41.4	45.4	13.2

The table above shows 176 respondents of e-learning in teaching and learning process. The table described descriptive statistics (frequency score and percentage score) of the data collected from varsity students. Item 1 described the responses of students that they (107, 60.7%) & (13, 7.5%) agreed and disagreed towards the statement, "E-learning give time flexibility" whereas (56, 31.8%) perceptions were undecided. Item 2 described the responses of students that they (134, 76.1%) & (4, 72.4%) agreed and disagreed towards the statement, "E-Learning makes students able to access global world widely" whereas (38, 21.5%) perceptions were undecided. Item 3 described the responses of students that they (102, 57.9%) & (18, 10.3%) agreed and disagreed towards the statement, "Online experiences learning help students engage actively in learning" whereas (56, 31.8%) perceptions were undecided. Item 4 described the responses of students that they (100, 56.8%) & (8, 4.6%) agreed and disagreed towards the statement, "Teacher responded promptly to any request" whereas (68, 38.6%) perceptions were undecided. Item 5 described the responses of students that they (119, 67.6%) & (6, 3.5%) agreed and disagreed towards the statement, "The Feedback provided by the teachers was useful" whereas (51, 28.9%) perceptions were undecided. Item 6 described the responses of students that they (93, 52.8%) & (24, 13.6%) agreed and disagreed towards the statement, "E-Learning tools enhance students learning" whereas (59, 33.6%) perceptions were undecided. Item 7 described the responses of students that they (70, 39.7%) & (21, 12.1%) agreed and disagreed towards the statement, "The Students have difficulties using the online material" whereas (85, 48.2%) perceptions were undecided. Item 8 described the responses of students that they (72, 40.9%) & (30, 17%) agreed and disagreed towards the statement, "E- Learning makes studying easier for students" whereas (74, 42.1%) perceptions were undecided. Item 9 described the responses of students that they (120, 68.1%) & (9, 5.2%) agreed and disagreed towards the statement, "E- Learning enables students to join social media groups" whereas (47, 26.7%) perceptions were undecided. Item 10 described the responses of students

that they (84, 47.7%) & (20, 12.2%) agreed and disagreed towards the statement, "E-Learning face difficulties in understanding objectives of course outline" whereas (72, 40.1%) perceptions were undecided. Item 11 described the responses of students that they (130, 73.2%) & (7, 4.1%) agreed and disagreed towards the statement, "Students' distribute learning material through WhatsApp" whereas (39, 22.1%) perceptions were undecided. Item 12 described the responses of students that they (129, 73.2%) & (5, 2.6%) agreed and disagreed towards the statement, "Task mark promptly" whereas (43, 24.2%) perceptions were undecided. Item 13 described the responses of students that they (122, 69.3%) & (11, 6.3%) agreed and disagreed towards the statement, "Tasks help me to learn the course material" whereas (43, 24.4%) perceptions were undecided. Item 14 described the responses of students that they (100, 56.8%) & (4, 2.3%) agreed and disagreed towards the statement, "Teachers contacted easily" whereas (72, 40.9%) perceptions were undecided. Item 15 described the responses of students that they (122, 69.3%) & (8, 4.6%) agreed and disagreed towards the statement, "To learn material were shipped to students promptly" whereas (46, 26.1%) perceptions were undecided. Item 16 described the responses of students that they (107, 60.7%) & (16, 9.2%) agreed and disagreed towards the statement, "Require technical assistance to access online materials" whereas (53, 30.1%) perceptions were undecided. Item 17 described the responses of students that they (75, 42.6%) & (29, 16.5%) agreed and disagreed towards the statement, "E-learning enhance the quality of teaching-learning process" whereas (72, 40.9%) perceptions were undecided. Item 18 described the responses of students that they (121, 68.7%) & (9, 5.2%) agreed and disagreed towards the statement, "E-Learning motivates students to do their own work without others help" whereas (46, 26.1%) perceptions were undecided. Item 19 described the responses of students that they (123, 73.2%) & (9, 5.2%) agreed and disagreed towards the statement, "E-Learning help to set students' schedule" whereas (44, 25%) perceptions were undecided. Item 20 described the responses of students that they (103, 58.5%) & (14, 8%) agreed and disagreed towards the statement, "Students feel comfortable when using internet" whereas (59, 33.5%) perceptions were undecided. Item 21 described the responses of students that they (73, 41.4%) & (23, 13.2%) agreed and disagreed towards the statement, "E-learning helps students consult relevant material from other library" whereas (80, 45.4%) perceptions were undecided.

5. Conclusion

The conclusion is that e-learning makes the students able to access global world and students distribute learning material through WhatsApp. It also shows that assignments are marked promptly and e-learning helps to set their own schedule. The research is concluded that e-Learning motivates the students to do their own work without others' help yet the students do not agree that e-learning enhances the quality of teaching-learning process.

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