STUDENTS' PERCEPTION ON DIGITAL BASED LEARNING IN ICT CLASS OF UNM

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Abstract

This research is a descriptive quantitative analysis research that aims to determine students' perceptions of digital- based learning in the ICT class at Universitas Negeri Makassar. The population in this study were 150 students of the English education program who programmed ICT courses which were divided into four classes of Class of 2019 with a total of 38 students as a sample. Research data obtained by questionnaire. The technique of analyzing data used in this research is descriptive analysis using Microsoft Excel. Based on data that has been processed, students' perceptions of digital-based learning are divided into five indicator categories, namely: Digital Material, Discussion, Exercise, Quiz, and General with the overall average value of perception of 100.58 being in the positive category (92 - 149) which support the claim that using e-learning to supplement Face-to face teaching improves the learning experience in general and that the online learning has the potential to facilitate students with more alternatives, versatility, assets, and opportunities while also allowing educators to teach using different delivery and evaluation methods.

Keywords— *Digital Learning, ICT, Perception, E-Learning.*

INTRODUCTION

With updates of technologies, theoretical and practical applications of learning design are resulting in new learning and teaching innovations. as a result of technological advancements, as well as a path to training digitally trained professionals for the twenty first century. The media, government, school officials, colleagues, parents, and students all urge teachers throughout the world to incorporate new technologies into their classrooms. In fact, it is true that technology has improved the effectiveness of teaching and instructors' learning styles and students' metacognitive talents (Edmunds, 2012).

The efficiency of teaching using newest technology can offer benefit with many ways. It will not be achievable, however, until instructors and students acquire good judgment in using

technology into their teaching and learning processes. The growth of technology is profoundly affecting the use of learning media.

Learning media is used as a tool in learning so that it helps teachers in teaching and helps students to understand the subject more effectively. According to Kustandi (2013) the media is a communication tool used in the learning process to convey material from the teacher to the students. The use of learning concept influences the process of changing conventional education into digital form both in terms of content and systems.

A state policy system that facilitates full and part-time access to online learning is known as digital learning. It also reduces the need for seat time and facilitates the expansion of broadband connectivity. Students access to devices such as smartphones and tablets is often aided by digital learning. It promotes the transition to digital educational Materials (Bailey, 2013). In several cases, digital learning can be used in language classes. Course websites and online interactions can be used to complement on-campus language classes. Courses that mix classroom instruction with online modules and activities are also available (blended learning course). Courses can be delivered entirely online, eliminating the need for students to attend a physical classroom (online courses).

Lecture teaching and learning interactions should include students in learning activities, which implies that both students and teachers should participate actively in the learning process. The use of Digital- Based learning methodologies in classroom must, of course, be accompanied by active participations and positive responses from students. As a result, identifying perspectives and determining the extent to which students comprehend the usage of digital learning in the classroom is critical.

This research wanted to show how the students' view the digital learning method in their classes. Thus, this research could be useful in realizing that students' perception could affect the implementation of digital learning in the classroom.

LITERATURE REVIEW

1. Definition of Perception

Perception is a response after the observation process occur against an object that is done by individuals giving rise to interpretation of object or events, the give reactions by showing behavior towards object or the events. According to Mar'at (1981) the meaning of perception is the process of observing someone that comes from cognition. According to Bimo Walgito

(1997) states that perception is the tangible process of receiving Input by individuals is organized then taken in order that individual realize, understand something that is felt with these senses. Furthermore Slameto (1987) stated that Perception can be defined involving ideas or information getting constantly processed into the human brain. Humans are continuously in interaction with their surroundings through perception. This link is established through the senses of seeing, hearing, tasting, touching, and smelling.

2. Definition of Digital Learning

A web-based or digital learning system is used in digital learning. Digital learning starts with proper planning, followed by how the learning content is presented to the student, which goes back to the planning.

Meanwhile, email lists, discussion groups, newsgroups, and bulletin boards can provide non-real- time (asynchronous) contact. There is an engagement between instructor and learner in both real time and synchronous interactions that can partially replace possible to do by using various kinds of learning media so that it is easily accessible to learners in getting learning materials or other information, such as computer media technology with the internet. It is consisted of Adaptive Learning and Blended Learning.

Adaptive learning is an instructional approach that utilizes computational algorithms to orchestrate the learner's engagement and provide personalized tools and learning opportunities to suit each learner's individual needs. According to Peter Brusilovsky (2003) the recognition that personalized learning cannot be accomplished on a wide scale using conventional, non-adaptive methods has fueled adaptive learning. Adaptive learning programs aim to change the learner's role from that of a passive receiver of knowledge to that of a participant in the educational process.

According to Norm Friesen (2012) Blended Learning is a method of teaching that combines traditional classroom-based education with online instructional materials and engagement platforms. The teacher and the student must both be present physically, and the student must have some control over time, location, direction, or speed.

METHODS

1. Research Design

Each study has its unique research methodology, which is dictated by the study's objectives. The sort of research employed in this study is quantitative research in terms of research design. Quantitative research is defined as the systematic study of phenomena by using measurable and statistical or mathematical or computational technique approaches. The research design is descriptive quantitative research, and the type of research employed in this study is quantitative research, with the data processed using Microsoft Excel.

2. Research Instrument

The instrument for this research is questionnaire for the students' class B from the 5th semester of year 2019 in the interest in eagerness of digital learning. The aim for this questionnaire is to measure perspectives and attitudes of students from class B 5th semester students of year 2019th about Digital Learning. The questionnaire chosen by the researchers are adapted from study by Nicole A. Buzzetto-More (2008) about Student Perceptions of Various E-Learning Components. The questionnaire contains 46 items which consist of 31 positive questions and 15 negative questions.

3. Data Analysis

The research instrument will be used in this study used a likert scale measurement technique. The data analysis was carried out in this research by using Likert scale. The Likert scale used to measure perspective and attitudes of someone or groups about social phenomenon Riduwan (2009: 89). In this research Likert scale purposes is measure students' perspectives about Digital Learning.

Table 1. Likert Scale

Category	Scale (+)	Scale (-)
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

RESULT

Based on the data from the answers from the questionnaire, it shows that the average score is 100 and for all the five indicators, such as digital material indicator score of 99 Discussion score 103, Exercise score 94, Quiz score 99, and General score 104 in total value. From the results above, it can be concluded that the attitude/perceptions of the respondents toward digital learning is POSITIVE. This result is relevant with theory by Nicole A. Buzzetto-More (2004) suggest students viewed course Websites to be valuable tools, indicating that the utilization of hybrid and digital learning approaches in higher education boosts students' course satisfaction. While the majority of students stated they want to see technology used in their classes, the majority said they only want it used to a moderate extent.

DISCUSSION

Based on the result of questionnaire, the five categories of digital learning were perceived by the students with different results. First category, E-learning materials, also known as digital learning materials, are study resources that have been published in a digital format. E-tests, E-textbooks, e-workbooks, and instructional films, are examples of it. The results showed that from 38 respondents 1.54% strongly disagree, 19.96% disagree, 67.76 agree and 10.75% strongly agree. Based on these results it can be concluded that roughly 20% has negative view because digital materials were only available exclusively for those that can have access to this means that the students can only get the material if they can access it online and this is one of the limitations for accessing digital material. All of the five except general categories will be discussed further.

Online Discussion method is a learning strategy in which the teacher provides problems/issues of the material presented to students. Then students are given the opportunity to solve the problem with their friends accompanied by a strong argument. The results showed that from 38 respondents 3.20% strongly disagree, 36.47% disagree, 52.26 agree and 8.08% strongly agree. Based on these results it can be concluded that 39% of the participants has negative views. The internet network is constrained causing the interaction of students and teachers to be cut off or broken some students were also observed as being passive in partaking the discussion.

Online Exercise or assessment is a repetition activity in the learning process that aims to motivate students to better understand the subject matter in order to get better results the only difference is it is conducted online. The results showed that from 38 respondents 1.75%

strongly disagree, 35.96% disagree, 54.39 agree and 7.89% strongly agree. Based on these results it can be concluded that 37% have negative views. Because of the numerous tasks and other obstacles that students might encounter, online lectures are less than ideal in terms of absorbing the information.

A quiz is a form of game or mental sport in which participants attempt to correctly answer questions on a single or several themes. Quizzes may be used in education and other businesses to track the advancement of knowledge, abilities, and skills. The results showed that from 38 respondents 5.26% strongly disagree, 36.84% disagree, 56.58 agree and 1.32% agree. Around 40% of people dislike quizzes, mostly because a quiz given at the wrong time might penalize a student who has otherwise excelled.

CONCLUSION

Based on the research findings and discussion in the previous chapter, it can be concluded that the final result of this research showed that students' perception on digital based-learning receive a positive review from most of the participants that partake this research The findings of this study further enforce the assertion that the E-learning as a supplement to face to face instruction enhances the learning expertise which Online Learning has the ability to provide learners with more choices, bigger flexibility, expanded resources, and increased opportunities, while offering faculty a chance and opportunity to teach using assessment methods and various delivery.

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