

CHAPTER II

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Online learning technology begins with an overview of learning and technology from a 'theoretical perspective, exploring the role of learning theory in advancing knowledge. Learning has also historically been associated with technology in human development. Understanding historical changes in learning and technology as well as advances in learning theory during the 20th century provide valuable frameworks and contexts for identifying new learning theories related to online technology and social communication.

A. Understanding Perception

The word 'perception' is often used in everyday life. According to the understanding of some experts, the author concludes simply that each individual in daily life will receive stimuli or stimuli in the form of information, events, objects, ect. Coming from the surrounding environment, the stimuli will be shaped. Given the meaning or meaning ny the individual, the proses of naming a name is the perception of. As in Triato and The Quarterly Point, T (2006:53) Perception is a process of identifying or something using the five senses. The impression an individual receives depends heavily on the overall experience gained through learning process and is influenced by the factors that come from within the individual.

As Walgito (2010: 102) says, the process of perception begins with an object that generates stimuli, then the stimuli hit sensory devices or receptors. This process

is called a physical process. Then comes the process in the brain as a center of consciousness so that the individual is aware of what is seen, heard, or processed. This process that occurs in the brain is referred to as a psychological process. This process is the process of perception and actual perception. Responses as a result of perception can be taken individually in various forms. Harvey and Smith's response in Ahmadi (1999: 35 164) is a form of readiness in determining attitudes, both in the form of positive and negative to an object or situation. Whereas according to Ahmadi (1999: 164) a positive response is a form of response, action, or attitude that shows or diverts, accepts, acknowledges, approves, and implements the prevailing norms in which the individual is located.

A negative response is a form of response, action, or attitude that indicates or indicates disapproval or disapproval of the prevailing norms in which the individual is located. Then according to Azwar (1988: 15), a person's response can be in good or bad form, positive or negative. If the response is positive, then the individual in question tends to like or approach the object, while the negative response tends to stay away from the object. or attitudes that indicate or indicate disapproval or disapproval of the prevailing norms in which the individual resides.

B. Types of perceptions

According to Irwanto (2002: 71), after the individual interacts with the perceived object, the result of his perception is distinguished into 2:

a. Positive Perception

Perception that describes all knowledge (know not know) and responses that are continued by efforts to use it. It shows the student's activeness or accepts and supports the perceived object.

b. Negative perception

That perception describes all the knowledge they know or not, but the responses are not aligned with the perceived object. This is demonstrated by the student's passive attitude or rejecting and opposing the object he sees.

Therefore, it can be concluded that perceptions both positive and negative will always affect a person in performing actions. Then the emergence of positive perception or negative perception all depends on how the individual describes all his knowledge of an object.

C. Principles of Perception

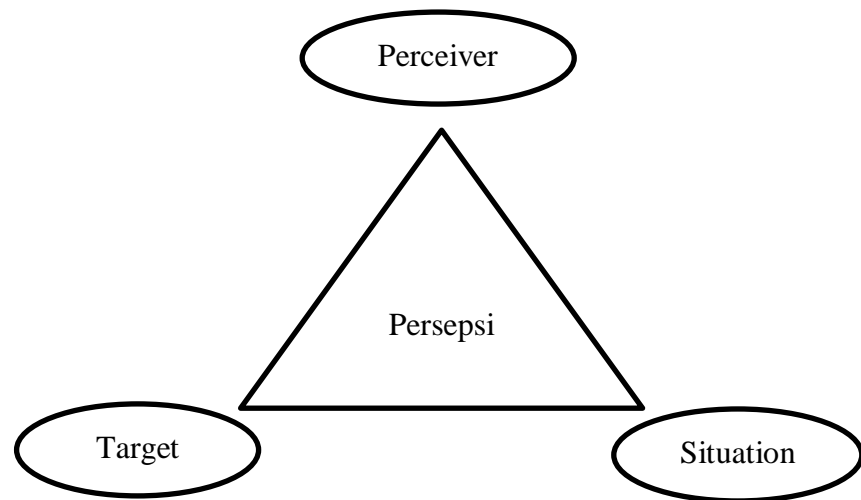
Perception is basically the process of assessing a particular object. Quoting from Muthia Corawettoeng's thesis (Unhas and PNUP Students: 2013) in her thesis she writes that according to Ikhsan (2010: 93) "Perception is how people see or interpret events, objects, and people". People act on the basis of their perception by ignoring whether it reflects their true beliefs. In fact, everyone has their own perception of an event.

With perception one can interact with the surrounding world, especially between humans. In social life in the classroom can not be separated from the interaction between students and students, between students and teachers. Interaction between components in the classroom makes each component (students and teachers)

give each other their responses, assessments and perceptions. This perception is important to foster active communication, so as to increase the learning capacity in the classroom. Perception is also a psychological process as a result of sensing as well as the last process of consciousness, thus forming a thought process. One's perception will influence the learning process (interests) and encourage students to carry out something (motivation) learning. Therefore, perception is the first impression to achieve success.

During covid-19, learning will be conducted online, depending on their school's policies or policies. But the school that will be the author of this study is still online. The use of online media is one reason not to miss out in the learning process of teaching students with teachers. In this study, the authors wanted to examine how students perceive online learning or what is often called learning from home. With the help of learning tools or tools in the form of e-Learning. The use of this media is what makes the author wonder and want to know the perception of students to MTsN 2 Kota Kediri.

As quoted by Robbin (in Fatah Hanurawan, 2010: 37-40) suggests that some of the main factors that influence the formation of one's social perception and those factors are sensing, situation, and target. However, what a person receives can fundamentally differ from objective reality. Although there should be no need, such differences often arise. Each student has different opinions, so the author wants to analyze how their learning process uses e-Learning. The pictures. *According to Robbins' theory:*



Factors That Affect Perception according to Sarlito W. Sarwono (2010: 103-106) Factors that affect perception are: Attention, usually does not capture all the stimuli that are around us at once, but rather focuses attention on one or two objects only. Differences in focus attention between each other will lead to differences in perception. a) person's mental readiness for the stimuli that will arise, b) Necessity is a momentary need and completion in the individual will affect the person's perception. Different needs give rise to perceptions in each individual. c) Value system, which is a value system that applies in society also affects perception. d) Personality type, where the personality pattern owned by the individual will produce different perceptions. Therefore, one's perception process is influenced by one person's perception of one person with another that is different or also between one group and another.

Quoting from According to Gerungan (2009: 114) desire is lust directed at a particular object, or concrete. An internal factor in perception is the learning process, where learning media such as e-Learning plays an important role in influencing one's

learning process. Media influences one's learning process because learning media becomes human needs today with the rapid development of technology. Motivation is a motivation that includes the impulse of reason and ability that arises in a person that results in the user doing something that responds to social media. Motivation is defined as the user's passion for achieving their desired goals based on what they see.

As Piaget Theory in Sardy (2013) it is mentioned that one tends to build his knowledge from information obtained from the media, friends, and parents. A person combines his or her experience and observations to form knowledge and incorporate new thinking that they gain from a source of information because additional information will develop their understanding of a knowledge. The next external factor that affects perception is intensity. That Horrigan and Riyanti (2016) explained that in the intensity of internet use there are two basic things that need to be observed, namely the frequency of the internet that is often used and used every time internet users access the internet.

D. Media Definitions

Curtis (2011) states, "Social media is an Internet site where people interact freely, share and discuss information about each other and their lives, using a multimedia mix of personal words, images, video and audio". Although the researchers have different definitions of social media sites, all definitions reveal the same meaningful functions: Social media sites are web-based sites for social communication where Internet users can create online communities to share information with each other. Social media sites are two-way communication, so

interactions between teachers and students, between students, and between students and materials are effective for online courses.

Content Community is the third type of social media. The main function of the Content Community is to share media content (for example, videos, images, audio clips, and PowerPoint presentations) among users. Internet users can create accounts for each Content Community, upload media content to sites, and share media content with each other. The easiest way to share media content is to send a link to someone else or post a link to a personal blog. Internet users can access media content by clicking on a link that points to a content page. Common types of Content Communities are Youtube (for videos), Flickr (for photos), and Slideshare (for PowerPoint Presentations). The fourth type of social media is Social Networking. Facebook, and MySpace are considered the most common social networking sites. They are called Social Networking Sites because they are sites for social communication. The site app allows Internet users to create personal profiles, invite others to join the site, access other users' profiles, share information (text, images, videos, and other links from other sites), and send emails and instant messages to each other.

Site owners control access to online site and group discussions. Specifically, Facebook can be used as a class discussion forum. Virtual Game Worlds is the fifth type of social media. They are an online platform where users can participate virtually in-game through personalized avatars in a virtual world. World of Warcraft is a world of famous virtual games. The last type of social media site is Virtual Social

World. This type allows Internet users to choose personalized avatars, their behavior, their lives, and their actions in virtual lives similar to their real life. Users can meet each other in certain places in the virtual world to do certain things together as they do in real life.

E. Definition of e-Learning

In terms of terms, e-learning has a very broad definition and is relatively new in Indonesia. To explain this, Munir (2009: 168) mentions that there are two basic perceptions that can describe the breadth of understanding: first, Electronic based learning is learning that utilizes ICT, especially devices in the form of electronics, not only the internet but all electronic devices used such as movie / video players, radios, HP, LCD projectors, tape, computers and others. Second, internet based, which is learning that uses internet facilities that are online as the main instrument. This understanding assumes that learners can access learning materials with unlimited distance, space and time. As long as it is connected to the internet, students can access the material anywhere and anytime.

There is also another concept of e-learning, more specifically by Conrad & TrainingLinks (2000: 11) referred to as Web-Based Training (WBT) because it is more function-oriented training. WBT is an integrated learning practice through the internet so that learning can directly access any competencies that will be specifically learned according to the level of learning.

Simply put, the term e-learning is a combination of 'e' which stands for electronic and 'learning'. E-learning means learning that is supported by technology

services such as telephone, audio, videotape, satellite transmission or computer devices. Although it shows clearly about the presence of technology equipment used, but the most important focus in e-learning remains on the learning process because 'e' or electronic in this case serves as a tool only. E-learning is also often called online learning or online course. E-learning can also be interpreted as the process of transforming learning from teacher centered to student centered. With supporting ICT facilities, e-learning provides the possibility for students to be able to learn anywhere and anytime (Munir, 2009: 169; Soekartawi, 2003: 6). From the many definitions of e-learning, Yuan (2007: 416) defines e-learning as follows:

E-learning is a general term covering many different approaches such as distance learning, classroom-based online learning and self-access learning that have in common the use of information and communication technology as media in learning.

From these various understandings, it can be asserted that e-learning is a learning that uses ict sophistication facilities that provide convenience for users to learn independently, anywhere, anytime, thus encouraging them to enjoy learning and strive to improve their learning competence. This motivation shows that learners are highly motivated in learning learning materials in e-learning.

F. E-learning Principles

In conducting e-learning-based learning there are several important principles to note. Munir (2009: 201) mentioned the principle, among others: first, e-learning as a learning process tool, is expected to solve problems, generate creativity, make the

learning process easier, directed and meaningful. Secondly, e-learning is also an alternative in the education system that has the principle of hightech-high-touch which is that the process depends more on advanced technology and more importantly the high-touch aspect of 'teachers and students'. Therefore, the use of e-learning requires the readiness of teachers and students, facilities and culture of the learning system to be the third principle that requires further analysis.

In these principles, researchers implement that the purpose of learning conducted with e-Learning has not started learning. These three principles become guidelines in developing learning by using e-learning. The principles show that to encourage the achievement of learning objectives to the maximum, learning made by e-learning should not be arranged carelessly. There are ethics that must be adhered to, such as the ethics of writing scientific works in terms of inclusion of references or sources used in developing such learning, there is responsibility for the material and anything uploaded on e-learning.

Considerations of the use of e-learning should also pay attention to some characteristics of e-learning as expressed by Munir (2009: 170- 171) and Soekartawi (2003: 8):

- a. Utilizing electronic technology services so that it can obtain information and communicate easily and quickly, either between teachers and students or between students with each other.
- b. Utilizing computer media, such as computer networks
- c. Using learning materials to be studied independently (self learning materials)

- d. Learning materials can be stored on the computer, so that it can be accessed by teachers and students or anyone is not limited to time and place anytime and anywhere according to their needs.
- e. Utilizing computers for the learning process and also to know the results of learning progress, or education administration, as well as to obtain a lot of information from various sources of information.

G. Advantages and Disadvantages of E-learning

a. Advantages of E-learning

E-learning has considerable potential to support the success of achieving learning goals. Here are the benefits of e-learning as sudarwan Danim &Khairil (2010: 117-118), Soekartawi, (2003: 11-12), Uwes A. Chaeruman (2008: 29) and Made Wena (2010: 213-214):

- a)** Addressing the issue of distance and E-learning time helps create connections that allow learners to enter and explore new learning environments, overcoming distance and time barriers. This allows learning to be accessed with a wider reach or can be accessed anywhere and without time constraints or can be accessed at any time.
- b)** Encourage active learning attitude E-learning facilitates learning together by allowing learners to join or create a learning community that extends learning activities better outside the classroom both individually and in groups. This situation can make learning more

constructive, collaborative, and there is dialogue between teachers and students and between students.

- c) Building a new learning atmosphere: By learning online, students find an environment that supports learning by offering a new atmosphere so that students are more enthusiastic in learning.
- d) Improving learning opportunities over E-learning increases the opportunity to learn for learners by offering virtual experiences and tools that save them time, thus enabling them to learn more.
- e) Controlling the learning process Both teachers and students can use structured and scheduled learning materials or learning instructions through the internet, so that both can assess each other how teaching materials are learned. E-learning also offers teachers the convenience of checking if students are learning uploaded materials, working on training questions and tasks online.
- f) Making it easier to update teaching materials for E-learning teachers makes it easy for teachers to update, improve teaching materials uploaded with e-learning. Teachers can also choose more actual and contextual teaching materials.
- g) Encourage the growth of cooperation attitudes Communication relationships and online interactions between teachers, teachers with students and between learners encourage the growth of cooperation attitudes in solving learning problems.

h) Accommodating various styles of E-learning can present learning with a variety of learning modalities (multisensory) both audio, visual and kinesthetic, so as to facilitate students who have different learning styles.

b. Disadvantages of e-Learning

The shortcomings of e-learning as summarized from Munir's opinion (2009: 176-177) include:

- a) The use of e-learning as distance learning, making students and teachers / teachers physically separated, as well as between learners with each other. This physical separation can reduce or even eliminate direct interaction between teachers and students. The condition can result in teachers and students being less close so that it can interfere with the success of the learning process. This lack of interaction is also feared to hinder the formation of attitudes, values, morals, or social in the learning process so that it cannot be applied in daily life.
- b) Technology is an important part of education, but if it is more focused on the technological aspect and not on the educational aspect then there is a tendency to pay more attention to the technical aspect or business/commercial aspect and ignore the educational aspect to change the academic ability, behavior, attitude, social or skills of learners.
- c) The learning process tends towards training and education that emphasizes the knowledge or psychomotor aspects and pays less attention to affective

aspects. d. Teachers are required to know and master ICT-based learning strategies, methods or techniques. If unable to master, then the process of transferring knowledge or information becomes hampered and can even frustrate the learning process.

- d) The learning process through e-learning uses internet services that require students to learn independently without relying on teachers. If the student is not able to learn independently and the motivation of learning is low, then it will be difficult to achieve the learning objectives.
- e) Technically, not all students can take advantage of internet facilities because of the lack of internet-connected computers. Not all educational institutions can provide electricity facilities and infrastructure that supports learning with e-learning. If students try to provide their own facilities or rent at the internet café can be constrained by cost problems.
- f) If you do not use open source software, you can get problems with the availability of software that costs relatively much.
- g) Lack of skills to operate computers and the internet more optimally

The latest learning media involves the sophistication of information and communication technology (ICT). Teachers cannot ignore the development of this era. Precisely creativity and innovation are expected to continue to emerge. ICT-based media offers advantages that are able to overcome some learning problems such as lack of meeting hours, limited printed material resources and being able to

overcome long distances. Uwes A. Chaeruman (2008: 26) mentions that learning that uses or applies ICT is known as e-learning.

E-learning is a learning process that is done through a network (computer network), usually through the Internet or intranet. Elearning brings about changes in the learning process, from teacher-centered to learner-centered. This is a learning strategy that allows students to access learning materials anywhere and anytime (Munir, 2009: 170). Another problem in the learning process is learning motivation.

Motivation and learning are two things that affect each other. Learning motivation can arise due to intrinsic or extrinsic factors that are both caused by certain stimuli, so that one wants to learn more vigorously and vigorously. Intrinsic factors in the form of desire and desire succeed and encouragement of learning needs, expectations of ideals. While the extrinsic factor is the existence of awards, a conducive learning environment and interesting learning activities (Hamzah B.Uno, 2011: 23). The advantages offered by e-learning should be utilized by teachers to motivate the learning of learners who have mastered basic computers and internet. This paper intends to examine how to use e-learning so that it can be utilized to the maximum by teachers to motivate students' learning.

c. Previous Of Study

In this study, researchers listed the results related to the study to be conducted, then made a summary. This previous study refers to previous research to facilitate data collection, analysis methods used and data processing conducted by these researchers are as follows:

1. The work of Muhammad Sirril Asror, with the title "Student Perception about Online Learning (E-Learning) During the Covid-19 Pandemic In Smpit Ash-Shibgoh" the study in this study focused on, How are students' perceptions about online learning during the covid-19 pandemic at SMPIT Ash-Shibgoh?. The approach used in this study is descriptive qualitative. The focus of this research is to know the interests, attention, objects and environment.
2. Hasnidar's work, titled "Students' Perception Of Using Online Learning Materials" this research study focused on, What are the students' perceptions of using online learning consisting of three forms which are: Web-Course (using Google meet application), Web-Centric Course (using Google classroom application), and Web-Enhanced Course (using Edx application) at the seventh semester which has been learned using online learning in Muhammadiyah University of Makassar?". The approach used in this study is qualitative descriptive. The results of this study concluded that Students' perception of using online learning in the seventh semester of BG 7J English Education Department in Muhammadiyah University Makassar have a perception that online learning can be said to be an effective learning resource when supported by adequate infrastructure such as good networks. Then online learning can motivate students to improve their learning using online learning and generate new experiences for students themselves.

3. Antonius Setyawan Sugeng Nur Agung¹ , Monika Widyastuti Surtikanti² , and Charito A. Quinones Work's (2020) the tittle "Students' Perception of Online Learning during COVID-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino". The results of this study Another issue that emergsin the current study, which may be relevant for further research on e-learning during pandemic COVID-19 in Indonesia, is that it is hard to find other resources and literature with comparable focus and situation, especially regarding online learning in rural areas. Furthermore, previous literature commonly deals with classroom practice on the internet, the students' understanding of authentic materials in a CALL environment, software practices, and aid in online assessment.