STUDENTS' PERCEPTION ABOUT E-LEARNING: A CASE RESEARCH

AT SMAN 4 PALU

A THESIS

Presented as Fulfillment of the Requirements for obtaining a bachelor's degree at the Department of English Tadris Study, Teacher Training and Tarbiyah Faculty, State Islamic University (UIN) Datokarama Palu

By

MUHAMMAD NABIL
NIM. 16.1.16.0043

STATE ISLAMIC UNIVERSITY (UIN) DATOKARAMA PALU

TEACHER TRAINING AND TARBIYAH FACULTY

ENGLISH TADRIS DEPARTMENT

2023

STATEMENT OF AUTHENTICITY

I hereby declare that this thesis entitled: "*Students' Perception About E-learning: A Case Study at SMAN 4 Palu*" has been officially approved as my work. It has not been and will not be submitted in whole or part to another University/Institute for the award of any other degree. Suppose later if this thesis is fabricated either in whole or in part. In that case, I declare that I must comply with the university's rules and regulations and abide by the university's laws and regulations. I must be ready for all the consequences after that due to this misconduct.

<div align="right">

Palu, 07 March 2023 M
14 Sya'ban 1444 H

Yours Sincerely

Muhammad Nabil
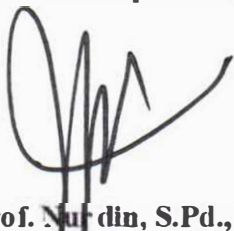
NIM. 16.1.10043

</div>

i

APPROVAL PAGE

A thesis entitled "Students Perception Of E-learning: A Case Study of Students at SMAN 4 Palu" written by **Muhammad Nabil** NIM: 161160043, student of English Study Program, Faculty of Tarbiyah and Teacher Training. after having thorough observation and careful correction, each supervisor and examiner decides that the thesis has met all the requirements needed and therefore it can be submitted as a thesis.

<div align="right">
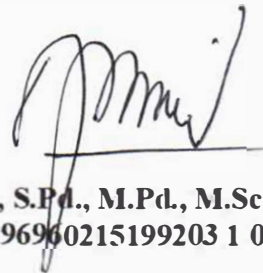
Palu, 07 March 2023 M
14 Sya'ban 1444 H

</div>

Approved by:

Supervisor I.

Prof. Nurdin, S.Pd., S.Sos., Com, Ph.D
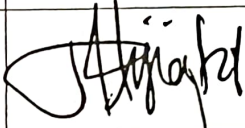NIP. 19690301199903 1 005

Supervisor II.

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196960215199203 1 013

ii

LEGALIZATION

A thesis by **MUHAMMAD NABIL**, NIM. 16.1.16.0043 entitled **"STUDENTS' PERCEPTION ABOUT E-LEARNING: A CASE RESEARCH AT SMAN 4 PALU"** which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 17th April 2023 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.
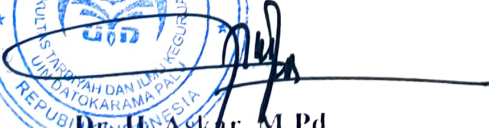
BOARD OF EXAMINERS

Position	Name	Signature
The Chairman	Hijrah Syam, S.Pd., M.Pd.	
The 1st Examiner	Dr. Hj. Nur Asmawati, S.Ag., M.Hum.	
The 2nd Examiner	Zulfikri, M.A	
The 1st Supervisor	Prof. H. Nurdin, S.Pd., S.Sos., Com, Ph.D.	
The 2nd Supervisor	Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.	

Approved by:

Faculty of Tarbiyah and Teacher Training
Dean,

Dr. H. Askar, M.Pd.
NIP. 19670521199303 1 005

English Tadris Study Program
Head,
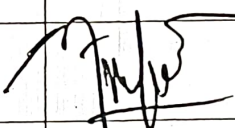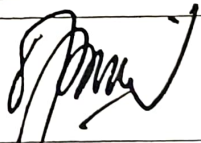
Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196960215199203 1 013

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

This thesis is entitled "*Students' Perception About E-learning: A Case Research at SMAN 4 Palu*". This thesis presented as partial fulfillment of the requirements for the bachelor's degree of English Tadris Department faculty of Tarbiyah and Teacher Training at State Islamic University Datokarama Palu.

Thank you for the support and guidance from some people both morally and materially, that made the researcher finally faced and overcome the difficulties and obstacles in order for this thesis could be completed, and may Allah SWT always protect and bless you. In this section the researcher would to like express her deepest appreciation to the following people:
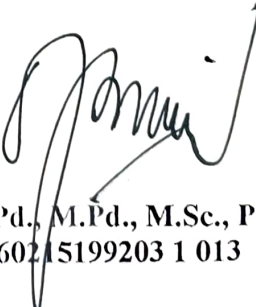
1. The researcher's parents, Nadir and Nazli, his sister, his brothers, his cousins and his relatives' family. Who have given support and prayers for the researcher's success in this research.

2. Prof. Dr. H. Saggaf S. Pettalongi, M.Pd, as the rector of State Islamic University (UIN) Datokarama Palu, along with the element of leadership, who have encouraged the researcher in various ways.

3. Dr. H. Askar, M.Pd, as the dean of Faculty of Tarbiyah and Teacher Training for approving this thesis. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D, as dean of English Tadris Program, and Hijrah Syam S.Pd., M.Pd, as secretary of English Tadris Program and staff. Who give great and valuable advice, support, and direction to the researcher

during his research in UIN Datokarama Palu.

4. Prof. H. Nurdin, S.Pd., S.Sos., M.Com., Ph.D, as the first advisor, and Ruslin, S.Pd., M.Pd., M.Sc., Ph.D, as the second advisor. Thank you for the guidance, dedication, correction and support in completing this thesis.

5. Thank you to both of my examiners Dr. Hj. Nur Asmawati, S.Ag., M.Hum. and Zulfikri, M.A that have given pointers to fix this thesis, especially mam Asmawati that have given me a new outlook on life.

6. Syam Zaini S.Pd., M.Si as the headmaster of SMAN 4 Palu for facilitating the researcher in collecting data.

7. T4/HO as the teacher of the twelfth grade for helping the researcher in conducting the research.

8. The twelve grade students of SMAN 4 Palu (XII. IPA and XII. IPS) for their participation during research.

9. All of lecturers of the English Tadris Program, who gave support, motivation, and background knowledge during the researcher research at UIN Palu.

10. The researchers' beloved friends Who always give support, care, and helping the researcher in the process of completing this thesis.

11. The researcher classmates at TBI 2 Batch 2016, who always given support and motivation in completing this thesis.

The researcher realizes this thesis still has many imperfections. Therefore, constructive criticisms and suggestions be highly appreciated.

Hopefully, this thesis can be used as a stepping stone for E-learning improvement. Especially for researcher and students/researcher who carry out the thesis as well as teachers and students that needed references and info about E-learning.

Palu, 31st May 2023 M
12 Dzulqa'dah, 1444 H

Yours Sincerely

Muhammad Nabil
NIM. 16.1.10043

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDIXES

ABSTRACT

Writer   : Muhammad Nabil
NIM   : 16.1.16.0043
Thesis   : STUDENTS' PERCEPTION ABOUT E-LEARNING: A CASE RESEARCH AT SMAN 4 PALU

E-learning has developed significantly as an educational tool in Indonesia back in 2020 because of the forced implementation due to Covid-19. Since then, E-learning has become the basis of all long-distance learning in Indonesia, and every student that received it has different perception of it.

To understand their perception, the main question of this research is What is the student's perception about E-learning? and What factors are affecting Students' perception towards E-learning?

This research used qualitative approach, data collection methods were interview, document analysis and observation. data analysis used were data Reduction, data display, data triangulation, and drawing conclusions.

Research results shows that Students' perception towards E-learning in SMAN 4 Palu is heavily affected by their previous experience in 2020, and now their perceptions about E-learning, is negative. They think that E-learning is an inferior learning that is fully dependent on the internet, while the factors affecting E-learning perception is learning preferences, academic level, access to technology, teacher involvement, social interaction, and personal circumstances.

In conclusion, to improve E-learning it is recommended for SMAN 4 Palu to add basic education of using a smartphone or at least how to operate a computer, and for the government to aid low-income students.

CHAPTER I

INTRODUCTION

A. Background

The current state of living is getting rapid change. People are restricted from moving outside or leaving their houses for work cause of the pandemic. This reason has forced a new type of adaptation, called Work from Home (WFH). by this logic. Schools are also affected. So, they must adapt to this long-distance age with new learning and teaching methods.

Some say using Web-based learning is the best way to adapt to this problem. This method is used nowadays as another option for face-to-face education outside of Indonesia. Its use is directly proportional to the increase in the number of students. That has made educators exert much effort to help learners get interactive multimedia content, which has been proven to affect the learning process significantly. It had a positive impact, but this information is considered in other places with higher education and superior Internet. India has lesser accomplishments, according to recent reports.[1] So, Indonesia needs to use different types of long-distance learning.

---

[1] Mohammed Arshad Khan et al., "Students' Perception towards E-learning during Covid-19 Pandemic in India: An Empirical Research," *Sustainability (Switzerland)* 13, no. 1 (January 1, 2021): 1–14.

KEMENDIKBUD authorized or forced teachers and educators to work from home in search of a solution. KEMENDIKBUD also created a mandate for all students to have schooling from home. That includes every school and university to comply.[2] Faced with this obstacle, many educators (Preferably old ones) ask for a solution to teaching from KEMENDIKBUD, and their answer is E-learning, better known as Dalam Jaringan (Daring).

E-learning was introduced as a tool in the learning process in most international schools and universities worldwide in the 1990s, and the term "E-learning" is defined by Albert Sangra as "any learning that involves using the internet or intranet."[3] To make the definition more generalized by indicating that it is anything delivered, enabled, or meditated by electronic technology for the explicit purpose of learning. Many E-learning journals and books have used this term. Also, E-learning can be used everywhere and anywhere, with the only limiting factors being reliable internet connection and stable resources.[4]

[2] Kementerian Pendidikan dan Kebudayaan, *Surat Edaran Nomor 1 Tahun 2021 Tentang Pemberlakuan Kembali, Jangka Waktu Dan Pembatasan Aktivitas Luar Rumah Di Kementerian Pendidikan Dan Kebudayaan*, *Http://Kemdikbud.Go.Id/*, vol. 1969010819 (Jalan Jenderal Sudirman, Senayan, Jakarta 10270, 2021), www. kemdikbud. go.id.

[3] Albert Sangra, Dimitrios Vlachopoulos, and Nati Cabrera, "Building an Inclusive Definition of E-learning: An Approach to the Conceptual Framework," *International Review of Research in Open and Distance Learning* 13 (2012): 145–159.

[4] Husam Yaseen et al., "The Effects of Online Learning on Students' Performance: A Comparison between UK and Jordanian Universities," *International Journal of Emerging Technologies in Learning* 16, no. 20 (2021): 4–18.

Although the E-learning term and tools have existed for over a decade, the educational research field needs to give more attention to researching student motivation under the effect of E-learning.

E-learning has developed significantly as an educational tool along with advancing communication and information technology (IT). Interestingly, there have been more efforts to advance technology than to understand individual learners' needs, learning styles, and instructional design. The 21st century has seen rapid progress with the Internet and online learning. The increased use of E-learning among educational institutions has led to a change in higher education. According to findings, there has been a rise of about 12-14 percent annually in online learning enrollment over five years: 2004-2009 after secondary education. One of the main reasons for this is that it gives students greater access to education in comparison to traditional methods of teaching, as students can undertake their studies from anywhere, and this does not break any pandemic rules. Therefore, the question is, is Indonesia E-learning used for Palu even enough to offer good incentives to improve students Learning? Some research in other schools in Indonesia proved otherwise.[5] But what about students' perception of this?

---

[5] Reza Pustika, Future English Teachers' Perspective towards the Implementation of E-learning in Covid-19 Pandemic Era, *Journal of English Language Teaching and Linguistics) e-ISSN*, vol. 5, n.d., www.jeltl.org.

B. Problem Statement

1. What is the student's perception about E-learning?

2. What factors are affecting Students' perception towards E-learning?

C. Significance of Research

1. Research Objective

The research objectives are elaborated in the following ways based on the research problems. First, it aims to understand the student's perception of E-learning and second, how E-learning affects their perception.

2. Significance of the research

a. The resulting research is expected to help students find their problems when facing E-learning and how to express those problems to their teacher.

b. For teachers, the results of this research are expected to assist teachers in understanding better ways to entice and capture student needs. Furthermore, this research is expected to stimulate teachers to develop and explore interesting strategies for teaching using E-learning creatively.

c. The institution can use this research as an example to gauge its E-learning to improve the quality of E-learning (If it is not good enough) itself.

D. Scope of the Research and Limitations

1. Scope

   The researcher researched some SMA 4 Negeri Kota Palu students, teachers, and parents. Thus, the Researcher analyzed every piece of information and data received thoroughly.

2. Limitations

   There are some limitations in this research, those are:

   a. This research requires participants' consent. Therefore, if an interviewee refused to be interviewed, the researcher is forced to find another suitable interviewee.

   b. This research uses eleven students four teachers and four parents. this research is limited by the small sample and also personal biases of the persons that are interviewed.

   c. The research is conducted only on XII grade students in SMAN 4 Palu, so other research that are conducted in different schools in the same region, may vary.

   d. The researcher limited time on school, the researcher is only allowed to research in school premises in 1 month time frame, due to concern from the school staff about student safety and privacy.

E. Definition of Key Terms

1. Perception: Many people often hold a belief or opinion based on how things seem. Perception is people's opinions of what they see, feel, and interact with.[6]

2. E-learning: the definition of E-learning is Teaching using any form of technology, Mostly Internet dependent.[7] It is known in other countries as Long-Distance education. While in Indonesia, it is better known as Daring. In this research, E-learning mentioned in this research is only teaching using an intranet or the internet.

---

[6] Simon Grondin, "Perception and Attention," in *Psychology of Perception* (Cham: Springer International Publishing, 2016), 123–135, https://doi.org/10.1007/978-3-319-31791-5_8.

[7] Albert Sangra, Dimitrios Vlachopoulos, and Nati Cabrera, "Building an Inclusive Definition of E-learning: An Approach to the Conceptual Framework."

CHAPTER II

LITERATURE REVIEW

A. Previous Research

One of the studies by Putu Wahyu Sudewi was conducted at the Sulawesi Barat University.

The research's objective was to establish students' perceptions of E-learning at UNSULBAR using E-learning Unsulbar.ac.id. The research concluded that the use of E-learning significantly improved the learning and training activities of the students. According to the research, E-learning can improve teaching and learning activities during this pandemic.[8] Here, it was proved to have encouraged lecturers and students to adapt to the demand of technology in teaching E-learning.

In this context, the student's perception was found to be positive. [9] It was identified that learning listening subjects while at home is good. They argue that this method was arguably quite effective because it was the only way to keep learning online as long as the Covid-19 pandemic was still occurring in Indonesia, so they could still learn even if not directly on campus.

---

[8] Putu Wahyu Sudewi, "Students Perception of E-learning: A Case Research on the English Students at Sulawesi Barat University," *Linguisticseol/index* 15, no. 1 (2021): 75–82.

[9] Sudewi, "Students Perception of E-learning: A Case Research on the English Students at Sulawesi Barat University."

Moreover, it was evident that some students were very efficient in operating the E-learning tools because of the informative content. Students were perceived to be optimistic about E-learning and the content available on E-learning as it enables autonomous learning. In this context, students benefited from E-learning because of their support when accessing resources. The conclusion from Sudewi's research is that technology and E-learning are good enablers in information access, and E-learning provides a suitable type of learning for offline teaching replacement.

According Putu Wahyu Sudewi, she observed that E-learning positively affected students' perceptions and created a suitable replacement for offline teaching.[10] Meanwhile, the research conducted by Mohammad Mahyoob at Taibah University in Madinah, Arab Saudi, identified that E-learning prior to the pandemic was quite valuable and efficient. He mentioned that the E-learning context resulted in different problems, which caused multiple students to have issues received during the actual classes.[11] This problem resulted from technical issues such as internet connection in remote areas and lack of experience in using E-learning. Also, lecturers' adaptation to technology worsened the flow of teaching with E-leaning.

---

[10] Sudewi, "Students Perception of E-learning: A Case Research on the English Students at Sulawesi Barat University."

[11] Mohammad Mahyoob, "Challenges of E-learning during the COVID-19 Pandemic Experienced by EFL Learners," *Arab World English Journal* 11, no. 4 (December 15, 2020): 351–362.

According to Mohammad Mahyoob, less than 50% of students were satisfied with E-learning; 14% were unsatisfied, and 43% did not fully support E-learning as a fully-fledged teaching method.[12]

By reading both of these researches, the research questioned the legitimacy of Sudewi's research conducted on Sulawesi Barat. The Researcher asked why Sudewi's analysis does not have problems like slow internet, boredom, and adaptability problems. The research by M. Mahyoob mentions difficulties in using E-learning as the primary teaching method and proclaimed that E-learning has a negative perception during the pandemic because of boredom, slow Internet, and adaptability issues.

For comparison, the average Internet speed in Sulawesi Barat is 17.45 Mbps,[13] While the Average internet speed In Saudi Arabia is 91.81 Mbps, and the slowest internet speed is 41.3 Mbps in remote areas.[14] That shows the problem of Sudewi's research because it does not even factor in connection issues and student adaptability to assignment bombardment.

Based on the premises, the research investigates and tests the similar implementation of the previous research in the local context of High School in Palu. To see if the problems mentioned in the survey research heavily on students in Kota

---

[12] Mahyoob, "Challenges of E-learning during the COVID-19 Pandemic Experienced by EFL Learners."

[13] "As Indonesia's Mobile Speeds Accelerate, Access Remains a Barrier to Many," accessed September 22, 2022, https://www.ookla.com/articles/indonesia-mobile-speeds-q1-q2-2021.

[14] "Saudi Arabia's Mobile and Broadband Internet Speeds - Speedtest Global Index," accessed September 22, 2022, https://www.speedtest.net/global-index/saudi-arabia.

Palu with an average internet speed of 22.43 Mbps and barely accommodating tools for E-learning itself, to see the perception of high school students toward E-learning (Daring).

B. Perception

1. The Nature of Perception

Perception is defined as psychological processes through the experience gained by the five senses; individuals can process responses into positive or negative perceptions. Obtaining answers is received through selection, interpretation, and reaction stages. Other psychologists described perception as a process of actions for acquiring information. That acquisition can stem from the environments to which students are exposed. Another definition from other experts is that perception is a process that starts by using the five senses to receive a stimulus. It is organized and interpreted so that it has an understanding of what is sensed.[15]

Simon Grondin stated that perception is a constructive process by which we go beyond the stimuli presented to us and attempt to construct a meaningful situation; that perception refers to how we work, sound, feel, taste, or smell.[16] In other words, perception can be defined as whatever is experienced by a person. It

---

[15] Maria Teresa Riviello and Anna Esposito, *On the Perception of Dynamic Emotional Expressions: A Cross-Cultural Comparison*, 2016. : 35-42

[16] Grondin, "Perception and Attention."

can also be inferred as someone's opinion and experience about a subject and its information.

From the definition above, it can be concluded that perception arises based on the experience and feelings of each individual. Perception is a response owned by each individual through sensing and experiencing.

2. Types of Perceptions

According to Simon Grondin, perception is divided into two; those are positive and negative perceptions.

a. Positive perception describes all knowledge and responses that continue with the effort to use it, which continued by activating or accepting and supporting the perceived object.

b. A negative perception is a perception that describes all knowledge and responses that are not in harmony with the object in perception. It must proceed with passivity or reject and oppose the perceived thing.[17]

Thus, perception is both positive and negative and always affect someone in doing something. Positive or negative perception depends on how individuals describe all their knowledge about an object that is perceived.

---

[17] Grondin, "Perception and Attention."

3. **The Process of Perception**

The process of perception occurs in the following stages:

a. The first stage, which is known as the natural process or physical process, is the process of capturing a stimulus by the human senses.

b. The second stage is a physiological stimulus by receptors (sensory organs) through sensory nerves.

c. The third stage, known as the psychological process, is raising individual awareness about the stimulus received by the receptor.

d. The fourth stage is the results obtained from the process of perception, which is in the form of responses and behavior.

All these stages were admitted as the basic process of how humans perceive and receive perception.[18]

4. **Factors Affecting Perception**

Perception is determined by personal perception and situational factors; the explanation is as follows:

a. Functional Factors: functional factors come from needs, experience, and other things that are included in personal aspects.

---

[18] Anna Bergqvist and Robert Cowan, Evaluative Perception, First Edit. (the United States of America, 198 Madison Avenue, New York, NY 10016, United States of America: Oxford University Press, 2018).

b. Structural Factors: Structural factors originate from the nature of physical stimuli and the neurological effects they cause on the individual nervous system.

The factors that influence perception can be grouped into two main factors:

a. Internal Factors, including experience, needs, rating, and expectations

b. External factors, including outward appearance, the nature of the stimulus, and the environmental situation

According to Barbara Dosher and Zhong-Lin,[19] Some factors influence someone's perception as follows:

a. Internal Factors: feelings, attitudes, desires or hopes, attention (focus), learning process, physical state, psychiatric disorders, values, and needs are also interests and motivation.

b. External Factors: family background, information obtained, knowledge, intensity, size, resistance, repetition and motion, new and familiar things, or alienation of an object. In addition, two external factors influence someone's perception: perceived usefulness and perceived ease of use. Perceived usefulness is the degree to which a person believes using a particular system would enhance their job performance. Whereas perceived ease of use refers to the degree to which a person believes using a specific approach would be free of effort.

---

[19] Barbara Dosher and Zhong-Lin Lu, *Perceptual Learning: How Experience Shapes Visual Perception* (The MIT Press, 2020).

C. E-learning

1. The Nature of Electronic Learning (E-learning)

Electronic learning (E-learning) is an experience using electronic devices with internet access in a synchronous or asynchronous environment.[20] In this environment, students can be anywhere (independently) to learn and interact with instructors and other students; this learning model utilizes technology, especially in helping lecturers and students manage learning activities. Another theory states that E-learning is one of the forms of education that encompasses the use of the World Wide Web (www) to support instruction and to deliver the course content; the Internet and technologies facilitate it. E-learning is a learning process that is achieved using ICT and a computer. On the other hand, E-learning is defined as "the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services, as well as remote exchange and collaboration."[21]

From those definitions, The Researcher concluded that E-learning is a learning system facilitated by technologies, multimedia, and internet connection. Through this learning system, students can interact and learn with their instructor

---

[20] Jackson Pasini Mairing et al., "Synchronous and Asynchronous Online Learning of Advanced Statistics during Covid-19 Pandemic," *JRAMathEdu (Journal of Research and Advances in Mathematics Education)* 6, no. 3 (2021): 191–205.

[21] Jon Chao Hong et al., "Intrinsic Motivation of Chinese Learning in Predicting Online Learning Self-Efficacy and Flow Experience Relevant to Students' Learning Progress," *Computer Assisted Language Learning* 30, no. 6 (2017): 552–574, https://doi.org/10.1080/09588221.2017.1329215.

or friends without being in the exact location or needing to attend the class directly, hence the nickname Daring (Online Learning).

2. **Types of E-learning**

    a. Depending on the use of the source or the delivery medium According to experts, E-learning comes in three types: fully online, mixed mode (hybrid or blended learning), and web-assisted.[22] There is no physical contact between students and instructors in fully online learning. Every teaching and learning process is done online through the Internet and technologies. Blended learning is the type of E-learning that combines face-to-face meetings and online learning. For example, teaching and exams are done during a face-to-face meeting, while assignments and presentations are done online.[23] Web-assisted where course websites and tools enhance teaching and learning. Web-assisted learning is much like a fully online class, except that it includes online discussions and interactions between the learners and the instructors. Web-assisted education is by searching the Internet through search engines or social media groups. Learning can be achieved by reading blogs, participating in online forums, threaded email

---

[22] Albert Sangra, Dimitrios Vlachopoulos, and Nati Cabrera, "Building an Inclusive Definition of E-learning: An Approach to the Conceptual Framework."

[23] Albert Sangra, Dimitrios Vlachopoulos, and Nati Cabrera, "Building an Inclusive Definition of E-learning: An Approach to the Conceptual Framework."

discussions, social media, or online training platforms like the code academy.[24]

The main difference between fully online and web-assisted learning is that web-assisted learning allows for live interaction. In contrast, fully online learning does not allow live interaction. Furthermore, the difference between web-assisted and blended learning is that both enable participants and instructors to interact. Blended learning allows for physical contact, while with web-assisted, there is no physical meeting. The type of E-learning, blended learning, is better.[25] Because it combines fully online and web-assisted learning with traditional classroom meetings, from all the previous explanations, it can conclude that various types of E-learning depend on the Internet and technologies used for teaching and learning.

b. Depending on the use of technological advancement and interactive capabilities of the learning system, E-learning can be divided into three different types[26]:

1) E-learning systems with low interactive capabilities mainly contain texts or multimedia materials. Examples of this type of system mainly

---

[24] Albert Sangra, Dimitrios Vlachopoulos, and Nati Cabrera, "Building an Inclusive Definition of E-learning: An Approach to the Conceptual Framework."

[25] Wei Bao, "A Literature Review of E-learning and E-Teaching in the Era of Covid-19 Pandemic," International Journal of Innovative Science and Research Technology 5, no. 10 (2020): 588–597.

[26] Albert Sangra, Dimitrios Vlachopoulos, and Nati Cabrera, "Building an Inclusive Definition of E-learning: An Approach to the Conceptual Framework."

consist of PowerPoint presentations, learning from an E-book, or learning from watching videos or audio podcasts.

2) E-learning systems with moderate interactive capabilities. Examples of this type of system mainly consist of quizzes with feedback, interactive resources, reflective learning, and learning by using simulators or demonstrations.

3) E-learning systems with high interactive capabilities are either student-to-student, student-to-teacher, or both. This system mainly consists of modern blended E-learning systems such as virtual classrooms, video conferencing, streaming media, online group games, blogs, Wikipedia, or social media groups.

3. Forms of E-learning

E-learning is further classified into two forms, synchronous and asynchronous learning.[27] Further explanations are below:

a. Synchronous learning

Synchronous learning refers to teaching and learning that happen at the same time, both of which are conducted through technologies such as the Internet.[28] This form of learning is done in real-time, with an instructor

---

[27] Mairing et al., "Synchronous and Asynchronous Online Learning of Advanced Statistics during Covid-19 Pandemic."

[28] Mairing et al., "Synchronous and Asynchronous Online Learning of Advanced Statistics during Covid-19 Pandemic."

facilitating live discussions and lectures with students in the learning process. Participants log in at a set time and interact directly with the instructor and the other class participants; this form of learning is facilitated by electronic media capable of simultaneously handling many people in different places. Synchronous learning is a more structured learning strategy where the courses are scheduled at specific times and in live virtual classroom settings. In this way, students benefit from real-time interactions, hence get instant messaging and feedback when needed.

b. Asynchronous Learning

Asynchronous learning is teaching and learning that do not happen simultaneously. In asynchronous learning, the students cannot get instant feedback and message.[29] Additionally, the learning content is not provided in live classes but on different learning management systems or forums. This form enables students from different time zone can participate in the "class." This form of learning links participants to referenced materials instead of living, real-time instructors. This form of learning is more flexible than synchronous learning. This flexibility gives participants various options, allowing them to learn at their own pace and in their own time. From the definition above, it can be concluded that synchronous and asynchronous are

---

[29] Mairing et al., "Synchronous and Asynchronous Online Learning of Advanced Statistics during Covid-19 Pandemic."

forms of learning facilitated using technologies and internet connection without physical presence.

Furthermore, the students can choose the form of learning that suits them. Students who want to interact directly with instructors or other students could choose synchronous learning. The students who do not need to interact directly but only wish to acquire knowledge; can choose asynchronous learning.

4. Factors affecting E-Learning

There are a few factors affecting E-learning effectiveness, those factors are described by experts below:

1) Pedagogical considerations: The effectiveness of E-learning depends largely on the design and delivery of instruction. Pedagogical considerations such as learning outcomes, instructional strategies, and assessment methods can affect the quality of E-learning.[30]

2) Learner characteristics: Learner characteristics such as age, learning style, prior knowledge, and motivation can affect their ability to engage with E-learning materials.[31]

---

[30] Karina M. Amirkhanova, Anastasia V. Ageeva, and Rustam M. Fakhretdinov, "Enhancing Students' Learning Motivation through Reflective Journal Writing" (2016): 14–18.

[31] Florence Martin and Doris U. Bolliger, "Engagement Matters: Student Perceptions on the Importance of Engagement Strategies in the Online Learning Environment," *Online Learning Journal* 22, no. 1 (2018): 205–222.

3) Technology infrastructure: The availability and quality of technology infrastructure, such as internet connectivity and devices, can significantly impact the ability of learners to access E-learning materials.[32]

4) Institutional support: Institutional support, including administrative support, funding, and policies, can affect the quality and sustainability of E-learning initiatives.[33]

5) Instructor support: Instructor support, such as availability, responsiveness, and feedback, can play a crucial role in the success of E-learning programs.[34]

6) Learning management systems: The design, functionality, and ease of use of learning management systems can affect the learners' ability to access and engage with e-learning materials.[35]

7) Social interaction and collaboration: The ability to interact and collaborate with peers and instructors can enhance the learning experience and improve outcomes in E-learning environments.[36]

---

[32] Wunong Zhang et al., "Suspending Classes Without Stopping Learning: China's Education Emergency Management Policy in the COVID-19 Outbreak," *Journal of Risk and Financial Management* 13, no. 3 (2020): 55.

[33] Mustafa Malik and Sarfaraz Javed, "Perceived Stress among University Students in Oman during COVID-19-Induced e-Learning," *Middle East Current Psychiatry* 28, no. 1 (December 1, 2021).

[34] Martin and Bolliger, "Engagement Matters: Student Perceptions on the Importance of Engagement Strategies in the Online Learning Environment."

[35] Dilrukshi Gamage, Shantha Fernando, and Indika Perera, "Factors Affecting to Effective ELearning," *Scientific Research Journal* II (2014): 42–48.

[36] Richard E Mayer, *The Cambridge Handbook of Multimedia Learning* (Cambridge University Press, 2014).

8) Accessibility: Ensuring that e-learning materials are accessible to learners with disabilities can promote inclusivity and equity in education.[37]

These factors were collected from many experts of E-learning. They have agreed that these 8 factors, are affecting E-learning's performance.

D. Theoretical Framework

This research is conducted on the Perceptions of E-learning according to students of SMAN 4 Palu. Whether their perceptions are positive or negative toward E-learning is the goal of this research.
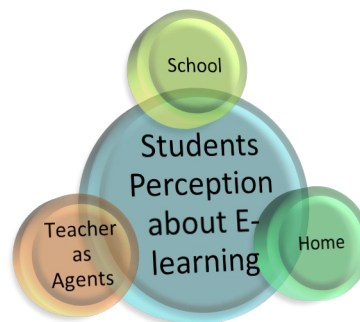
The theoretical framework is a Venn diagram showing the relationship between three factors affecting students' perception of E-learning. The first one on top of the chart is the school itself involving students by its E-learning policy; the second one on the left of the diagrams is the teacher affecting the students'

---

[37] Leili Yekefallah et al., "Factors Related to Students' Satisfaction with Holding e-Learning during the Covid-19 Pandemic Based on the Dimensions of e-Learning," *Heliyon* 7, no. 7 (2021).

perception by how they teach using E-learning; Third is on the right of the graph shows a home, which where the students mostly attend the E-learning, this place affects student via distractions like tv, social media, and their parents. The primary purpose of this framework is to show that students' perception of E-learning is affected by multiple reasons. This research wants to know those reasons to understand their perception of E-learning better.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research uses the qualitative research method with a case research approach. Qualitative research explores and understands the meaning individuals or groups ascribe to a human social problem. The research process involves emerging questions and procedures; collecting data in the participant's setting; analyzing the data inductively, building from particulars to general themes; and interpreting the meaning of data. The final written report has a flexible writing structure.[38]

Qualitative research is an interpretative approach that seeks to better understand the specific meanings and behaviors of specific social phenomena through participants' subjective experiences. Phenomena about what the experienced by research subjects such as behavior, perception, action, motivation, and other things.[39] By this definition, the Researcher deems that using the qualitative research method is suitable for this research since qualitative research can explain and better understand a general notion like human perception.

---

[38] Creswell, John W. and J. David, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Fifth Edit. (Thousand Oaks, California: SAGE Publications, Inc., 2018).

[39] Andre and Fernando Almedia Queiros, "European Journal of Education Studies Strengths and Limitation of Qualitative and Quantitative Research Method" (2017): 369–387.

Creswell principally emphasizes the definition of the case research approach to scientific research and characterizes case studies as intrinsic, instrumental, and collective.[40] In his book, he explains that an intrinsic case research is done to know about a distinctive phenomenon. He further explains that whereas an instrumental case research uses a specific case to appreciate a wonder comprehensively, a collective case research involves researching multiple subjects concurrently or chronologically to generate a comprehensive appreciation of a particular phenomenon. The Researcher uses this approach because it has a specific technique to compile an interview.

B. Research Subject

1. Sample of the research

The research population is those who appeal to The Researcher's interest in summarizing the findings. The population comprises a well-defined class of people, events, or things. By definition, every entity, group, or collection that makes up an array must have at least one minute that is common to all. Thus, the research population is the research subject, determined by the goals and objectives of the research.[41] Therefore, in this research, The Researcher needs to take the sample from grade XII students, its teacher, and the parents of respective students at SMAN 4 Palu. The model is five students minimum and eleven maximum. Also, two more

---

[40] Creswell, John W. and J. David, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.

[41] Queiros, "European Journal of Education Studies Strengths and Limitation of Qualitative and Quantitative Research Method."

groups were added to validate the data using data triangulation. Four teachers and four Parents their statements only be used as validation for students claims.

There are multiple classes of XII-grade students in SMAN 4 Palu, and below are the chosen students from different groups:

Table 1.1

Students chosen by a teacher from each class

No.	Students	Year/Grade	Class
01.	Student 1	3/XII	IPS 1
02.	Student 2	3/XII	IPA 3
03.	Student 3	3/XII	IPS 1
04.	Student 4	3/XII	IPA 2
05.	Student 5	3/XII	IPS 1
06.	Student 6	3/XII	IPA 3
07.	Student 7	3/XII	IPA 1
08.	Student 8	3/XII	IPA 4
09.	Student 9	3/XII	IPA 1
10.	Student 10	3/XII	IPA 4
11.	Student 11	3/XII	IPS 1

There are 11 students total. In this research, The Research has interviewed students that have been chosen randomly by a teacher to interview.

C. Data Collection

The data collecting techniques used in this research are two the following techniques are:

1. Interview

Interview is divided into three categories, which are, structured interview, unstructured interview, and semi-structured interview. In this study, the researcher used semi-structured interview. interview requires a question, and there are three types of questions, according to Creswell[42]:

    a. Close-ended question is the researcher poses a question and provides pre-set response options for the participant.

    b. Open-ended questions are questions for which researchers do not provide response options; the participants offer their responses to questions.

    c. Semi-closed-ended questions: This type of question has all the advantages of open- and closed-ended questions. The technique is to ask a closed-ended question and then ask for additional responses in an open-ended question.

Interviews are primarily done in qualitative research and occur when researchers ask one or more participants using open-ended questions and record their answers. Often audiotapes are utilized to allow for more consistent transcription. [43] Reasonable questions should be open-ended in a qualitative interview (require quite a yes/no response), neutral sensitive, and perceivable. To

---

[42] Creswell, John W. and J. David, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.

[43] Creswell, John W. and J. David, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.

get honest answers from students, the Researcher used open-ended interviews and gave the same questions to some respondents at different times.

The interviews are conducted by meeting students, teachers, and parents individually by asking questions and recording voices or videos with unlimited time frame. After the interview data, The Researcher transferred the voice recording or videos into written form and then conclude the answers to know students' perceptions and difficulties when learning via E-learning. The interview can take 5-40 minutes for each student. So, the estimated total time to interview the students is 1-5 hours if the interviews go smoothly with no problems or more than a few days if the students were uncooperative or even outright refused to be interviewed.

The Researcher uses open-ended questions by creating a semi-structured interview using Creswell guidelines about designing a research instrument.[44] The blueprint of tools used for the interview is below:

Table 1.2

The Blueprint of Interview 1

Item No.	Open-ended questions for students
1.	First question asked the person about their understanding of E-learning.
2.	Second question asked the first time they experience E-learning.
3.	Third question asked info about what type of E-learning they receive.
4.	Fourth question asked what factors affect their perception during E-learning.
5.	Fifth question asked about their researching preference (either face-to-

---

[44] Creswell, John W. and J. David, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.

face or E-learning)

| 6. | Sixth question asked about their opinion about E-learning, whether they consider it as the future of learning or an obstacle. |

Table 1.3

The Blueprint of Interview 2

Item No.	Open-ended questions for teachers
1.	First question asked the person about their understanding of E-learning.
2.	Second question asked about their teaching preference (either face-to-face or E-learning)
3.	Third question asked about their student's enjoyment (whether the students liked E-learning or not)
4.	Fourth question asked about their opinion about E-learning, whether they consider it as the future of learning or an obstacle.

Table 1.4

The Blueprint of Interview 3

Item No.	Open-ended questions for parents
1.	First question asked the person about their understanding of E-learning.
2.	Second question asked about their preference (face-to-face or E-learning)
3.	Third question asked about their children's enjoyment (whether the child liked E-learning or not)
4.	Fourth question asked about their opinion about E-learning, whether they consider it as the future of learning or an obstacle.

2. Document analysis

Pre-existing data are often used with other types of data for triangulation, a strategy designed to increase the trustworthiness of a research. Triangulation helps to determine if the findings of a research are consistent and to develop a deeper understanding of the topic being investigated. In addition to analyzing pre-existing documents, researchers sometimes use data from interviews and observations. By using different methods to collect information, they can confirm their findings across data sets, thereby minimizing the possibilities for biases.[45]

For instance, participant observation permits researchers to observe circumstances mentioned in interviews and situations informants may be reluctant to divulge. This method allows them to gain new insights and awareness of any descriptions their informants may have provided during an interview. Electronic databases at school websites also allow researchers to access a wide range of databases. Thus, SMAN 4 Palu website data and interview results are analyzed via document analysis using bowen method of document analysis.

3. Observation

One of the most common methods used in qualitative research is observation. Creswell defines observation as the process of gathering open-ended, firsthand information by observing people and places at a research site.[46] This

---

[45] Glenn A Bowen, "Document Analysis as a Qualitative Research Method," *Qualitative Research Journal* 9, no. 2 (January 1, 2009): 27–40, https://doi.org/10.3316/QRJ0902027.

[46] Creswell, John W. and J. David, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.

observation aimed to investigate the implementation of E-learning by seeing firsthand reports of the previously mention interview. Furthermore, the researcher also investigated factors affecting E-learning implementation during interview by listening to their intonation and observing their body language during the interview.

For answering what is the perception of students and factors affecting that perception. The researcher used Fetterman reflexivity[47] in observation research. Reflexivity involves the researcher reflecting on their own biases and assumptions that may influence their observations and interpretations. By acknowledging their own positionality, the researcher can avoid making inaccurate or biased conclusions based on their own preconceptions. Also, the research used Grondin[48] definition of perception to observe students' behaviors and responds during the aforementioned interview

D. Data Analysis

Data analysis means a process of organizing data to achieve regularity in the structure of a type of research.

1. Reduction of the Data

Reduction refers to summarizing data, selecting points, focusing on what is essential, and finding research topics. The next step in the three activities is to determine, focus, and simplify the collected resource data and to abstract and

---

[47] David M Fetterman, *Empowerment Evaluation: Knowledge and Tools for Self-Assessment, Evaluation Capacity Building, and Accountability*, 3rd ed. (Sage Publications, 2019).

[48] Simon Grondin, *Psychology of Perception, Second Edition*, 2016.

transform the data to be collected.[49] The scale-down phases of this research are summaries of results from data collected by the research tool.

2. Display the Data

A data representation is organized information to draw conclusions and action. It is expressed as follows so that the data can be easily understood.[50] Data from interviews were arranged and displayed in the text, and data among the collected data was displayed.

The Researcher displayed the number of students with favorable and unfavorable opinions by using each question with results to calculate the student's positive or negative perceptions of E-learning.

3. Drawing Conclusions and Verification

Verification refers to the process of answering the research question, research purpose, and research purpose and significance. In this research, The Researcher must be able to conclude by comparing interview data across multiple students.

After calculating the results, The Researcher classified students' perception as negative or positive.

---

[49] Bailey Ajay Hennink Monique, Hutter Inge, *Qualitative Research Methods*, ed. Owens Alysha, Second Edi. (1 Oliver's Yard, 55 City Road,London: Sage Publications Ltd, 2020), https://research.sagepub.com/hennink2e.

[50] Hennink Monique, Hutter Inge, *Qualitative Research Methods*.

4. Data Triangulation as Data Verification

According to Creswell, triangulation is a corroborated evidence process by different individuals.[51] Moreover, triangulation is needed in qualitative research to increase the results' validity and reliability. The approach has been used in many sectors to strengthen conclusions about findings and to reduce the risk of false interpretations.

According to Creswell, four popular types of triangulation are used in research methodology. First is data triangulation; second is investigator triangulation; third is theory triangulation; fourth is methodological or method triangulation.[52] The research uses data triangulation. Data triangulation uses various data sources in a research, including time, space, and persons. In this research, the Researcher interviewed different people, meaning the research uses three focus groups: students, teachers, and parents.

---

[51] Creswell, John W. and J. David, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.

[52] Creswell, John W. and J. David, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.

CHAPTER IV

RESEARCH FINDINGS

A. Research Location Overview

1. A Brief Overview of SMAN 4 PALU

Sekolah Menengah Atas/High School (SMA) Negeri 4 Palu was established on the basis of the decree of the Minister of Education and Culture Number: SK. D 353/O/1985 dated August 9, 1985. This school is located in a strategic area of the western part of the Palu district and is one of the many public state high schools in the area. Since the change of its status from SMPP (Sekolah Menengah Persiapan Pembangunan) to SMA Negeri 4 Palu, it has continued to develop in accordance with the demands of the times. Similarly, the curriculum is aligned with the curriculum developed by the Ministry of education and Culture.

After the change of its name, SMA Negeri 4 Palu continues to develop from which to meet the needs of the community. The whole point for the development of the school is to educate the youth of the school and to promote education for all in an attempt to increase the intelligence of the nation's generation, which is in line with the demands of a rapidly developing society.[53] Since its establishment in 1976 under the name SMPP then changed to SMA in the present time, SMA Negeri 4 Palu has been led by 9 Principals, and the current principal is Syam Zaini, S.Pd., M.Si. He has been appointed to be the principal since 2012.

---

[53] "Tentang Sekolah | SMAN 4 PALU," n.d., https://sman4palu.sch.id/tentang-sekolah.

The principal whose views have been strongly based on E-Learning, these views were then translated into practices by implementing the E-learning while maintaining a number of traditional ways of teaching the beginning of the pandemic (from 2020 to late 2021) and is still used today as a supplementary addition to traditional teaching (classroom, and direct contact) the ninth principal Syam Zaini, S.Pd.,M.Si[54] enables the school to establish a proper choice for the research, entitled "Students' Perception About E-Learning: A Case Research at SMAN 4 Palu".

Since 2020, the school has implemented the policy of zonation system based on the Decree of the local research and Education of the province Sulawesi Tengah Number: 061/01.SEK/DIKBUD regarding the policy of Zoning Areas for New Student Admission for Central Sulawesi Senior High Schools (SMA) for the 2020/2021 Academic Year, the areas included in the Zoning Area of SMA Negeri 4 Palu are West Palu Sub-district area. This area consists of six urban villages, namely Sub-district Lere, Kampung Baru, Siranindi, Kamonji, Ujuna, and Balaroa[55]

The impact of the policy brought forward new changes in terms of student admission, the school was no longer allowed or is simply prohibited from accepting student's admission outside the aforementioned areas. Moreover, the school tagline is *"The Big The Best The Beautiful"*[56] this symbolizes the massive size and its ability

---

[54] T2/AR, *Interview*, Teacher's Room. (January 17th 2023)

[55] "JALUR ZONASI SMAN 4 PALU | SMAN 4 PALU," n.d., https://sman4palu.sch.id/berita/jalur-zonasi-sman-4-palu.

[56] "Tentang Sekolah | SMAN 4 PALU."

to create a conducive environment where students can learn to improve, which in the long run could bring harmony both physically and spiritually.

The condition of the infrastructure and the hard work of all school stakeholders enables SMAN 4 Palu to remain one of the most dreamed schools in the city of Palu. This can be seen from the number of admissions in each new student's enrollment. Due to this, not all applicants can be accommodated during enrollment.

B. Students' Perception About E-Learning in SMAN 4 Palu

1. E-Learning (Concept and Their Understanding)

E-learning is a system facilitated by technologies, multimedia, and internet connection. According to experts, E-learning comes in three types: fully online, mixed mode (hybrid or blended learning), and web-assisted.[57] There is no physical contact between students and instructors in fully online learning, while mixed-mode uses online and traditional learning simultaneously. Web-assisted education is much like a fully online class, except that it includes online discussions and interactions between the learners and the instructors.

E-learning used in observation in SMAN 4 Palu is the "fully online" version. This is proven after the researcher has transcribed multiple interview results. To discuss the results more clearly, below are the gathered results.

---

[57] Albert Sangra, Dimitrios Vlachopoulos, and Nati Cabrera, "Building an Inclusive Definition of E-Learning: An Approach to the Conceptual Framework." See chapter II page 15 of this thesis

Seven out of eleven students interviewed about E-Learning during the interview think that E-Learning is only used exclusively with Zoom, Whatsapp, and other social media apps. According to S3/MH/IPS1, during the interview, He said, *"E-Learning is, eh.. learning using internet? That is all there is to it, right?"*[58] this statement didn't show any semblances of confidence towards the question "What is E-learning?" almost all of the students said it similarly.

Even though E-Learning is a learning tool that uses more than just the internet, the statement above shows that E-learning used on SMAN 4 Palu is exclusively online. T2/AR also confirmed the statement. He said:

> E-learning that the students received, which we used back in early 2020 till the 2022 semester, is still used as a secondary teaching method that uses long distances when the students can't attend a class directly. For example, when a student is sick or is unable to go to school physically.[59]

This means that the E-Learning used in SMAN 4 Palu has solely relied on the "fully online"[60] method. While the parents of student like P4/JK also thinks that *"E-learning is just online learning from home, right*?"[61] So, the parents also have the same idea as their children.

All the info above shows that the student's definition of E-learning as "Learning using online" is correct. Then again, their enthusiasm in describing it is

---

[58] S3/MH/IPS1, *Interview*, School Lobby. (January 16th 2023)

[59] T2/AR, *Interview*, Teacher's Room. (January 17th 2023)

[60] Albert Sangra, Dimitrios Vlachopoulos, and Nati Cabrera, "Building an Inclusive Definition of E-Learning: An Approach to the Conceptual Framework." See chapter II page 15 of this thesis

[61] P4/JK, *Interview*, Interviewee Home. (January 17th 2023)

almost non-existent. Like S7/Mar/IPA1 said, "*E-learning is learning online by yourself.*"[62] She said it somberly, indicating that some students perceive E-learning as unfavorable.

2. The Experiences of Students with E-learning

All of the students in SMAN 4 Palu received "fully online" E-learning from early 2020 till late 2022. All eleven students said that they received E-learning as early as the beginning of tenth grade (The first year of their high school life began) until finally, in late 2022, fully online E-learning became a secondary method alongside traditional learning, S8/AA/IPA4 shared some notable info She said:

> We began our high school life with E-learning the moment the pandemic started. For the first year of school, around March or April, maybe? I did not know the face of my teacher and even my own classmates for one year and a half. Setting up a group for homework (assignments) was extremely annoying, and sometimes only some students were present. They just read messages from the teacher or outright ignore them (assignments and instruction from teachers) but, to be honest. I don't blame them. Sometimes it's so easy to be distracted by other things while you're at home.[63]

Add another statement by S11/MF/IPS1 which mentions His own experience "*We begin to use E-learning since the beginning of my school life, in this school (SMAN 4 Palu) since I am from village living on my own in Palu (he is a Nomad) I have no Wi-Fi, and no, 4G data from government isn't Enough*"[64] that shows similar lousy experience, but for different reasons. For S8/AA/IPA4, the lonely and cold feeling of the teaching method (not meeting face-to-face, only

---

[62] S7/Mar/IPA1, *Interview*, School Lobby. (January 18th 2023)

[63] S8/AA/IPA4, *Interview*, School Lobby. (January 18th 2023)

[64] S11/MF/IPS1, *Interview*, Classroom. (January 20th 2023)

online) gives Her a horrible experience with E-learning. While S11/MF/IPS1 doesn't like E-learning because He doesn't receive enough help, even the data package from the government isn't enough. The only similarities are that they are neither used to E-learning because of the forced implementation. For them, E-learning is an annoying method of teaching.

The Researcher thinks this happens because students used to traditional teaching struggle to adapt to E-learning. Especially if the E-learning received is "Fully Online," not "Hybrid" learning. If hybrid learning were used, the time to adapt to E-learning would be far more painless. But since this happened during the first year of the pandemic, the Researcher understands why SMAN 4 Palu did not use it.

To further prove the students' statements, other statements in an interview from parents and teachers were taken. The teacher T4/HO said:

> The factor that affects my student is that some students don't have smartphones because some students (in SMAN 4 Palu) come from the lower middle class (those who can't afford Wi-Fi or buy their children a new smartphone), and some students have limited data packages. Imagine one day. All teachers use google meet from the first hour to the last hour. Even if there is a data package from the government, one Gb per meeting is enough to cause students to run out of data packages (government aid data packages are not enough), especially for those that use a 4G connection. Add in their disinterest and low attention spans (because of TikTok and other social media) we can see these factors causes problems.[65]

Add in another statement from one of the parents, P4/JK, who mentioned 4G problems:

---

[65] T4/HO, *Interview*, Teacher's Room. (January 19th 2023)

>Since the 4G data package given by the government is insufficient, I needed to buy package data for my son to top off the required data. But since streaming google meet and other zoom meetings consume much data, I paid 500.000 RP each month. Because of that, I bought Wi-Fi (Indihome Fiber), which cost less than 4G. It also has unlimited data and can be used for the whole family. So yeah, if they use 4G for E-learning, they are bound to have a bad time, especially those that don't have Wi-Fi service in their area, like my cousin in tatanga (back in 2020).[66]

After witnessing these statements, one could assume that almost everyone who experiences E-learning always has a bad experience with it. While true, some say it was the best day of their life, like S6/CG/IPA3 and S10/AKP/IPA4. They similarly said, "*E-learning that we received is good enough because we can laze around the house without going to school*"[67] even though there are more students who have a bad experience in dealing with E-learning, there is always a tiny percentage of students who doesn't have any problems at all. For example, S6/CG/IPA3 and S10/AKP/IPA4 have good smartphones and Wi-Fi and don't like to go outside (introvert).[68] So, they both have no problems like other students in this research. In fact, they prefer to use E-learning rather than Traditional learning (Face-to-face) since the previously mentioned problems did not affect them whatsoever.

All of the interviews show that most (8 out of 11) students have bad experiences using E-learning, and only a tiny minority (3 out of 11) have good experiences. So, this research confirmed that most students have a bad perception

---

[66] P4/JK, *Interview*, Interviewee Home. (January 26th 2023)

[67] S6/CG/IPA3 and S10/AKP/IPA4, *Interview*, School Lobby. (January 17th and 19th 2023)

[68] S6/CG/IPA3 and S10/AKP/IPA4, *Interview*, School Lobby. (January 17th and 19th 2023)

of E-learning, and multiple interviews, including teachers and parents alike, also back this statement up.

In this part of the research, all of the interview results show that 8 out of 11 students prefer face-to-face rather than E-learning. Because some students may not have enough time for themselves. also, most times, they spend their time using technology rather than doing other activities. To top it off, it may not be effective for some students because they may not have the necessary skills to use said technology.

3. **Students' Perception about E-learning and Factors that affect their perception towards E-learning**

It's important to note that student views and perceptions towards E-learning can vary depending on various factors, such as academic level and personal learning preferences. Nonetheless, E-learning has become an increasingly popular method of education, especially in the wake of the COVID-19 pandemic, and it is likely to continue to play a significant role in education in the future. The students in SMAN 4 Palu unanimously agree so as well. But while in their interview, all of them believe that E-learning is the future of education. Almost all of them prefer Traditional learning (Face-to-face). That said, many factors affected students' views and perceptions towards E-learning in SMAN 4 Palu. Some of the most important factors include the following:

a. Learning preferences: Different students have different learning preferences, and some may prefer more interactive and hands-on learning experiences, while others may prefer more self-directed learning.

b. Academic level: Students at different academic levels may have different needs and expectations for E-learning. For example, college students may be more self-directed and require less hand-holding. In SMAN 4 Palu, younger students may require more structure and guidance, which causes feelings of boredom or abandonment since the students are always directed to seek answers themselves. This happens because of the K13 curriculum integrated into SMAN 4 Palu E-learning. Also, some students are illiterate because they don't have the necessary technology.

c. Access to technology: Access to technology, such as high-speed internet and reliable devices, can greatly impact students' ability to participate in E-learning and their overall experience with it, and in SMAN 4 Palu exists a problem with students such as no smartphones, slow speed (using 4G) and insufficient package data.

d. Teacher involvement and support: Teachers' level of involvement and support can greatly impact students' engagement and motivation in E-learning. Teachers who are actively involved and provide regular feedback and support can enhance students' experience and satisfaction with E-learning. At the same time, those who just gave assignments without input resulted in bad experiences.

e. Social interaction: Social interaction with peers and instructors is an important aspect of traditional classroom-based learning. Students who value social interaction have shown more negative views toward E-learning.

f. Personal circumstances: Personal circumstances, such as work and family responsibilities, can impact students' ability to participate in E-learning and their overall experience with it. For example, S4/MR/IPA2 [69] is distracted from his school learning because of chores from their parent.

In this part of the research, the Researcher asked students about their learning preferences (E-learning or Face-to-face)[70] and their own perception of E-learning itself. In this part, 8 out of 11 students prefer face-to-face learning rather than E-learning. A few notable answers from one of the students, namely S4/MR/IPA2 He said:

> I prefer face-to-face rather than E-learning because E-learning isn't engaging enough for me. After all, half of the time, I need to find answers myself while teachers just send the assignments, and also, it (E-learning) feels boring without direct contact with friends.[71]

The majority of students share similar remarks. Therefore, after multiple interviews from all the different groups, it is clear that students' perception of E-learning is clearly negative. Meaning the majority of students in SMAN 4 Palu prefer something other than E-learning as their primary learning method, even

---

[69] S4/MR/IPA2, *Interview*, School lobby. (January 16th 2023)

[70] See chapter III in page 27, or see instrument examples 1 Appendix 2-1a.

[71] S4/MR/IPA2, Interview, School lobby. (January 16th 2023)

though all of them say E-learning is the future of learning. S10/AKP/IPA4 said it best *"E-learning is maybe the future of learning. But I hope I don't encounter it in the future. 2 years of E-learning is enough for me, thank you."*[72] After all, it is said than done. This shows that the bad taste the students received from E-learning is damaging their perception of it.

To put the nail in the coffin, some teachers and most parents also prefer traditional learning. From the teacher side, prominently from T3/S and T1/U saying their teaching subject isn't suited for E-learning. T3/S is a Physical Education (PE) teacher. He said:

> Since I am teaching PE using E-learning, many students are unenthusiastic towards my learning since the central fun part during PE is the interactions between students and teachers. Without direct student interaction, my teaching subject (PE) becomes boring according to students. Also, add students who don't have a phone, have a bad signal or no 4g data, and are distracted by social media apps. It really shows how bad E-learning is for my teaching (PE). So yeah, I prefer face-to-face.[73]

Add another teacher T1/U who expressed His opinions and preferences. He said:

> Trying to teach using E-learning is pretty hard since my subject (History) is one of the hardest subjects to teach, especially for the youth. Because even face-to-face, it's hard to grab their attention. For them, history is boring and not necessary. Adding E-learning to the mix, where students learn with their smartphones and get distracted easily by social media, it's easy to understand why they have a short attention span to things that disinterest them. If I have to choose, I pick face-to-face. Maybe in the future, if E-learning is advanced enough, then I will consider it.[74]

---

[72] S10/AKP/IPA4, *Interview*, classroom. (January 19th 2023)

[73] T3/S, *Interview*, Teacher's Room. (January 19th 2023)

[74] T1/U, *Interview*, Teacher's Room. (January 17th 2023)

With parents also voicing their opinion about E-learning. All of them prefer traditional learning (face-to-face) because they think if their children stay home, they could be undisciplined, lack social skills, and cost a lot of money (if they use 4G). To show a better explanation, P1/I stated:

> I always hated E-learning because I used 4G data with my son after the split from my husband (divorced). I never expected the price would be this expensive. Even the package data from the government isn't enough. While E-learning is still going on (back in 2020 till late 2020), in the morning, he rarely bathes and becomes as lazy as ever. He is deprived of social interactions, and I was so afraid back then to see him fall into a depressing moment where He always hoped to just go to school because, for himself, Home feels like a jail. I hope E-learning improves in the future.. but for now. I wished he would never have to go through that again.[75]

After reviewing all of the interview data that is collected. The research concluded that students' perception toward E-learning is negative with the added interview from teachers and parents. This research can confidently prove that E-learning received by Students of SMAN 4 Palu is inadequate because of the lacking technologies and students' unpreparedness or inability to adapt quickly to a new method of learning named E-learning. Especially the "Fully Online" version.

C. Discussion

Simon Grondin stated that perception is a constructive process by which we go beyond the stimuli presented to us and attempt to construct a meaningful situation; that perception refers to how we work, sound, feel, taste, or smell.[76] In

---

[75] P1/I, *Interview*, Teacher's Room. (January 22nd 2023)

[76] Grondin, "Perception and Attention."

other words, perception can be defined as whatever is experienced by a person. It can also be inferred as someone's opinion and experience about a subject and its information.

While E-learning is defined as "the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services, as well as remote exchange and collaboration."[77] To put it simply, E-learning is a teaching method using the internet and other technologies for better teaching. In SMAN 4 Palu, they use the "Fully Online" version.

While some previous studies from different sources prove that students have a positive perception towards E-learning.[78] The research conducted in SMAN 4 Palu has proven otherwise, 8 out of 11 students choose Face to face rather than E-learning. Even though all the students approve that E-learning is the future of learning, most of them still choose not to experience it again. The majority of the teacher (3 out of 4) prefers face-to-face rather than E-learning, especially if their research subject is either Physical education or a boring subject like history. This happens because capturing students' attention is two times harder if the students are distracted by their daily activities or smartphones.

Adding the pain of buying expensive internet packages with the cost of buying new hardware and equipment for their children. No wonder All of the

---

[77] Hong et al., "Intrinsic Motivation of Chinese Learning in Predicting Online Learning Self-Efficacy and Flow Experience Relevant to Students' Learning Progress."

[78] Sudewi, "Students Perception of E-Learning: A Case Research on the English Students at Sulawesi Barat University." See chapter II for further info

students' parents (4 out of 4) preferred that E-learning would just be yesterday's news. Even though they also acknowledge the potential of E-learning as the future of learning.

After all, is said than done, this research has uncovered the pains and struggles of E-learning early adopters (early because Indonesia didn't lean on E-learning until early 2020) and after interviewing both their teachers and parents, this research has proven students' statements in the interview were honest since the interview from both teacher and parents also mentioned similar and sometimes identical problems that students stated beforehand.

After further processing the data collected from the interviewee, this research has concluded that students' perception of E-learning in SMAN 4 Palu is indeed negative. Also, multiple factors affect their perception. This statement is validated by parents' and teachers' statements.

CHAPTER V

CONCLUSION

A. Conclusion

This research has reached its conclusion. Those conclusions were as follows:

1. Students' perception towards E-learning in SMAN 4 Palu is currently negative. They think that E-learning is inferior and infuriating learning that is fully dependent on the internet. While they do agree that E-learning is the future of learning. But due to their bad experiences in receiving E-learning. Almost all of them wish not to encounter E-learning ever again.

2. There are multiple factors affecting students' perceptions. Those factors are

    a) Learning preferences: if they prefer face-to-face, it's hard to encourage E-learning. Since E-learning is completely different from conventional learning.

    b) Academic level: the amount of knowledge they have of using technology is adamant for their learning. If they are illiterate in using technology, it is harder for them to use E-learning.

    c) Access to technology: by having accommodating hardware, such as Smartphones, good Wi-Fi (not cellular kind) and a competent laptop.

    d) Teacher involvement and support: E-learning may work if the teacher is engaging enough. But if the subject is boring or unsuited

for E-learning, then the teacher involvement becomes more or less a chore to deal with.

e) Social interaction: social deprivation is a real problem in E-learning. Especially if the students were used to meeting each other and not being separated. Nothing can replace physical contact.

f) Personal circumstances: problem in the house. Such as doing chores while learning and getting distracted by social media (this happens because supervision of teachers is limited in E-learning) that causes low grades or hard learning.

B. Research Implication

1. The researcher found out that in order to improve E-learning perception. SMAN 4 Palu or even all of the schools in Palu city needs to give basic education on using smartphones or at least how to operate a computer. Because in this globalization 4.0 era. Students must adapt to improving technologies, so they don't get left behind. Because if they don't learn it, E-learning, as the future of learning, will never happen.

2. In order for teachers to adapt to E-learning technologies. KEMENDIKBUD need to increase funding for E-learning facilities, so that teacher without competent hardware and signal can take advantage of better equipment. Because at the end of the day. Without competent hardware, E-learning would never improve

REFERENCES

Albert Sangra, Dimitrios Vlachopoulos, and Nati Cabrera. "Building an Inclusive Definition of E-Learning: An Approach to the Conceptual Framework." *International Review of Research in Open and Distance Learning* 13 (2012): 145–159.

Amirkhanova, Karina M., Anastasia V. Ageeva, and Rustam M. Fakhretdinov. "Enhancing Students' Learning Motivation through Reflective Journal Writing" (2016): 14–18.

Anna Bergqvist and Robert Cowan. *Evaluative Percepion*. First Edit. United States of America, 198 Madison Avenue, New York, NY 10016, United States of America: Oxford University Press, 2018.

Barbara Dosher and Zhong-Lin Lu. *Perceptual Learning: How Experience Shapes Visual Perception*. The MIT Press, 2020.

Bowen, Glenn A. "Document Analysis as a Qualitative Research Method." *Qualitative Research Journal* 9, no. 2 (January 1, 2009): 27–40. https://doi.org/10.3316/QRJ0902027.

Creswell, John W. and J. David. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Fifth Edit. Thousand Oaks California: SAGE Publications, Inc., 2018.

Fetterman, David M. *Empowerment Evaluation: Knowledge and Tools for Self-Assessment, Evaluation Capacity Building, and Accountability*. 3rd ed. Sage Publications, 2019.

Gamage, Dilrukshi, Shantha Fernando, and Indika Perera. "Factors Affecting to Effective ELearning." *Scientific Research Journal* II (2014): 42–48.

Grondin, Simon. "Perception and Attention." In *Psychology of Perception*, 123–135. Cham: Springer International Publishing, 2016. https://doi.org/10.1007/978-3-319-31791-5_8.

Hennink Monique, Hutter Inge, Bailey Ajay. *Qualitative Research Methods*. Edited by Owens Alysha. Second Edi. 1 Oliver's Yard, 55 City Road,London: Sage Publications Ltd, 2020. https://study.sagepub.com/hennink2e.

Hong, Jon Chao, Ming Yueh Hwang, Kai Hsin Tai, and Pei Hsin Lin. "Intrinsic Motivation of Chinese Learning in Predicting Online Learning Self-Efficacy and Flow Experience Relevant to Students' Learning Progress." *Computer Assisted Language Learning* 30, no. 6 (2017): 552–574. https://doi.org/10.1080/09588221.2017.1329215.

Kementerian Pendidikan dan Kebudayaan. *Surat Edaran Nomor 1 Tahun 2021 Tentang Pemberlakuan Kembali, Jangka Waktu Dan Pembatasan Aktivitas Luar Rumah Di Kementerian Pendidikan Dan Kebudayaan.*

Http://Kemdikbud.Go.Id/. Vol. 1969010819. Jalan Jenderal Sudirman, Senayan, Jakarta 10270, 2021. www. kemdikbud. go.id.

Khan, Mohammed Arshad, Vivek, Mohammed Kamalun Nabi, Maysoon Khojah, and Muhammad Tahir. "Students' Perception towards e-Learning during Covid-19 Pandemic in India: An Empirical Study." *Sustainability (Switzerland)* 13, no. 1 (January 1, 2021): 1–14.

Mahyoob, Mohammad. "Challenges of E-Learning during the COVID-19 Pandemic Experienced by EFL Learners." *Arab World English Journal* 11, no. 4 (December 15, 2020): 351–362.

Mairing, Jackson Pasini, Rhodinus Sidabutar, Elyasib Yunas Lada, and Henry Aritonang. "Synchronous and Asynchronous Online Learning of Advanced Statistics during Covid-19 Pandemic." *JRAMathEdu (Journal of Research and Advances in Mathematics Education)* 6, no. 3 (2021): 191–205.

Malik, Mustafa, and Sarfaraz Javed. "Perceived Stress among University Students in Oman during COVID-19-Induced e-Learning." *Middle East Current Psychiatry* 28, no. 1 (December 1, 2021).

Martin, Florence, and Doris U. Bolliger. "Engagement Matters: Student Perceptions on the Importance of Engagement Strategies in the Online Learning Environment." *Online Learning Journal* 22, no. 1 (2018): 205–222.

Mayer, Richard E. *The Cambridge Handbook of Multimedia Learning*. Cambridge University Press, 2014.

Pustika, Reza. *Future English Teachers' Perspective towards the Implementation of E-Learning in Covid-19 Pandemic Era. Journal of English Language Teaching and Linguistics) e-ISSN*. Vol. 5, n.d. www.jeltl.org.

Queiros, Andre and Fernando Almedia. "European Journal of Education Studies Strengths and Limitation of Qualitative and Quantitative Research Method" (2017): 369–387.

Riviello, Maria Teresa, and Anna Esposito. *On the Perception of Dynamic Emotional Expressions: A Cross-Cultural Comparison*, 2016.

Ruslin, Ruslin. "The Learning Experience of Automotive Students at a Vocational School in Indonesia: Perspectives of School Stakeholders Ruslin Department of Education School of Education and Social Work," 2017.

Simon Grondin. *Psychology of Perception, Second Edition*, 2016.

Sudewi, Putu Wahyu. "Students Perception of E-Learning: A Case Study on the English Students at Sulawesi Barat University." *Linguisticseol/index* 15, no. 1 (2021): 75–82.

wei bao. "A Literature Review of E-Learning and E-Teaching in the Era of Covid-19 Pandemic." *International Journal of Innovative Science and Research Technology* 5, no. 10 (2020): 588–597.

Yaseen, Husam, Anas Ratib Alsoud, Muhmmad Nofal, Omar Abdeljaber, and Ahmad Samed Al-Adwan. "The Effects of Online Learning on Students' Performance: A Comparison between UK and Jordanian Universities." *International Journal of Emerging Technologies in Learning* 16, no. 20 (2021): 4–18.

Yekefallah, Leili, Peyman Namdar, Rahman Panahi, and Leila Dehghankar. "Factors Related to Students' Satisfaction with Holding e-Learning during the Covid-19 Pandemic Based on the Dimensions of e-Learning." *Heliyon* 7, no. 7 (2021).

Zhang, Wunong, Yuxin Wang, Lili Yang, and Chuanyi Wang. "Suspending Classes Without Stopping Learning: China's Education Emergency Management Policy in the COVID-19 Outbreak." *Journal of Risk and Financial Management* 13, no. 3 (2020): 55.

"As Indonesia's Mobile Speeds Accelerate, Access Remains a Barrier to Many." Accessed September 22, 2022. https://www.ookla.com/articles/indonesia-mobile-speeds-q1-q2-2021.

"JALUR ZONASI SMAN 4 PALU | SMAN 4 PALU," n.d. https://sman4palu.sch.id/berita/jalur-zonasi-sman-4-palu.

"Saudi Arabia's Mobile and Broadband Internet Speeds - Speedtest Global Index." Accessed September 22, 2022. https://www.speedtest.net/global-index/saudi-arabia.

"Tentang Sekolah | SMAN 4 PALU," n.d. https://sman4palu.sch.id/tentang-sekolah.

Appendix 1-1: Interview info and Reference Codes

Appendix 1-1a Interviewee Reference codes

SMAN 4 PALU	List of participants interviewed	Reference Code
Teachers	History Teacher	T1/U
	Islamic Religious Education Teacher	T2/AR
	Physical Education (PE) Teacher	T3/S
	English Teacher	T4/HO
Parents	Parent 1	P1/I
	Parent 2	P2/FB
	Parent 3	P3/NN
	Parent 4	P4/JK
Students	Student 1 from IPS 1	S1/BA/IPS1
	Student 2 from IPA 3	S2/IKS/IPA3
	Student 3 from IPS 1	S3/MH/IPS1
	Student 4 from IPA 2	S4/MR/IPA2
	Student 5 from IPS 1	S5/Ml/IPS1
	Student 6 from IPA 3	S6/CG/IPA3
	Student 7 from IPA 1	S7/Mar/IPA1
	Student 8 from IPA 4	S8/AA/IPA4
	Student 9 from IPA 1	S9/Hm/IPA1
	Student 10 from IPA 4	S10/AKP/IPA4
	Student 11 from IPS 1	S11/MF/IPS1

Appendix 1-1b

Profiles of Students of SMAN 4 Palu

No.	Students	Year/Grade	Class	Date of Interview
01.	S1/BA/IPS1	3/XII	IPS 1	16 January 2023
02.	S2/IKS/IPA3	3/XII	IPA 3	16 January 2023
03.	S3/MH/IPS1	3/XII	IPS 1	16 January 2023
04.	S4/MR/IPA2	3/XII	IPA 2	16 January 2023
05.	S5/Ml/IPS1	3/XII	IPS 1	17 January 2023
06.	S6/CG/IPA3	3/XII	IPA 3	17 January 2023
07.	S7/Mar/IPA1	3/XII	IPA 1	18 January 2023
08.	S8/AA/IPA4	3/XII	IPA 4	18 January 2023
09.	S9/Hm/IPA1	3/XII	IPA 1	18 January 2023
10.	S10/AKP/IPA4	3/XII	IPA 4	19 January 2023
11.	S11/MF/IPS1	3/XII	IPS 1	20 January 2023

Appendix 1-1c

Profiles of Selected parents of students at SMAN 4 Palu

No.	Parents	Jobs	Status	Date of Interview
01.	P1/I	Civil Servant	Divorced	22 January 2023
02.	P2/FB	Housewife	Married	24 January 2023
03.	P3/NN	Florist	Married	25 January 2023
04.	P4/JK	Carpenter	Married	26 January 2023

Appendix 1-1d

Profiles of Selected Teachers of SMAN 4 Palu

No.	Teachers	Teaching Subject	Teaching Experience	Date of Interview
01.	T1/U	History	18 Years	17 January 2023
02.	T2/AR	Islamic Religious Education	14 Years	17 January 2023
03.	T3/S	Physical Education (PE)	20 Years	19 January 2023
04.	T4/HO	English Teacher	around 10 Years or more	19 January 2023

Appendix 2-1 Interview form example and its brief transcription

Appendix 2-1a Interview form for students

INSTRUMENT EXAMPLES 1
RESEARCH CONSENT FORM[79]

STUDENTS' PERCEPTION ABOUT E-LEARNING: A CASE RESEARCH AT SMAN 4 PALU

NAMA/NAME   : ....

ALAMAT/ADDRESS : ....

....

....

NOMOR HP/PHONE NUMBER : ....

	Silahkan di tik (V) opsi di bawah untuk konfirmasi **(**please tick (V) the options below for confirmation**)**	
1	Saya konfirmasi bahwa saya telah membaca dan memahami informasi penelitian ini. (I confirmed that I have read and understand this research information)	
2	Saya telah diberikan informasi yang lengkap berkaitan dengan tujuan penelitian dan nama peneliti, nomor kontak, dan alamatnya telah diberikan kepada saya bila saya membutuhkan informasi lebih lanjut. (I have been given complete information related to the Researcher's name, contact number, address, and research info if I need further info or have questions)	
3	Saya paham bahwa partisipasi saya bersifat sukarela dan saya berhak untuk menarik diri dari penelitian tersebut kapan saja tanpa perlu memberikan alasan.	

[79] Ruslin Ruslin, "The Learning Experience of Automotive Students at a Vocational School in Indonesia: Perspectives of School Stakeholders Ruslin Department of Education School of Education and Social Work," 2017.

	(I understand that my participation is voluntary, and I have the right to opt out of this research anytime I want. Without further explanation)	
4	Semua informasi pribadi yang saya berikan tetap terjaga dan tidak satupun informasi yang berkenaan dengan saya akan dipublikasikan. (Every private information that I have given is always protected, and not a single statement that was related to me be published)	
5	Saya setuju untuk berpartisipasi dalam penelitian ini berdasarkan keininginan sendiri tanpa paksaan atau tekanan orang lain. (I agree to participate in this research based on my desire, no one coerced or forced me)	
Tanda Tangan (Oleh Partisipan)	**Name lengkap**	**Tanggal :**

OPEN-ENDED INTERVIEW QUESTIONS

Penelitian ini berjudul "STUDENTS' PERCEPTION ABOUT E-LEARNING: A CASE RESEARCH AT SMAN 4 PALU." Jadi inti dari penelitian ini adalah untuk memahami persepsi mahasiswa terhadap E-learning dari awal tahun 2020 hingga sekarang. Pandemi telah memaksa banyak siswa untuk mengadopsi E-learning atau Daring sebagai metode pengajaran utama. Penulis berharap para peserta menjawab pertanyaan di bawah ini dengan jujur.

This research is titled "STUDENTS' PERCEPTION ABOUT E-LEARNING: A CASE RESEARCH AT SMAN 4 PALU." So, the main point of this research is to understand students'

perception of E-learning from early 2020 to present day. The pandemic has forced many students to adopt E-learning or Daring as the default teaching method. The Researcher wishes that the participants would answer the question below sincerely.

A. Pertanyaan untuk Murid (questions for students)

1. Apa yang anda tahu tentang E-learning?

   (What do you know about E-learning?)

2. Kapankah sekolah kalian memulai pembelajaran E-learning atau Daring?

   (When did your school begin to use E-learning?)

3. Pembelajaran E-learning yang anda dapatkan apakah menggunakan video call atau hanya dibagikan tugas lewat chat online?

   (Does the E-learning you receive use video calls or only assignments via online chat?)

4. Apakah perangkat elektronik dan jaringan rumah anda sudah memadai? Jelaskan apa saja faktor-faktor yang menyebabkan permasalahan dalam pembelajaranmu!

   (Does your Hardware and connection at home suffice? Explain the factors that affect your learning experience)

5. Jika anda diberikan pilihan antara E-learning atau Tatap Muka, yang mana yang kalian pilih? Jelaskan!

   (If you have been given a choice to either use E-learning or Face to Face, which do you choose? Elaborate!)

6. Menurut anda, apakah E-learning atau Daring adalah masa depan Pendidikan?

   (In your opinion, is E-learning the future of education?)

B. Pertanyaan untuk orang tua murid (Questions for students' parents)

1. Apa yang anda tahu tentang E-learning?

(What do you know about E-learning?)

2. Apakah anak anda antusias dalam mengikuti pembelajaran E-learning?

   (Is your children entusiastic in receiving E-learning?)

3. Jika anda diberikan pilihan antara E-learning atau Tatap Muka, yang mana yang kalian

   pilih?

   (If you have been given a choice to either use E-learning or Face to Face, which do you

   choose?)

4. Menurut anda, apakah E-learning atau Daring adalah masa depan Pendidikan?

   (In your opinion, is E-learning the future of education?

C. Pertanyaan untuk guru (Questions for teachers)

1. Apa yang anda tahu tentang E-learning?

   (What do you know about E-learning?)

2. Apakah murid anda antusias dalam mengikuti pembelajaran E-learning?

   (Is your student entusiastic in receiving E-learning?)

3. Jika anda diberikan pilihan antara E-learning atau Tatap Muka, yang mana yang kalian

   pilih?

   (If you have been given a choice to either use E-learning or Face to Face, which do you

   choose?)

4. Menurut anda, apakah E-learning atau Daring adalah masa depan Pendidikan?

   (In your opinion, is E-learning the future of education?)

Appendix 2-1b Brief interview transcription that was directly quoted in chapter iv

This is some notable answers that are received from either students, teachers and parents. This quotes is inputted directly in chapter iv. Also some emotion shown in chapter iv were the result of observation.

1. What is E-learning?
   a. E-Learning is, eh.. learning using internet? That is all there is to it, right?
   b. E-learning is just online learning from home, right?
   c. E-learning is learning online by yourself.

2. When did you use E-learning?
   a. E-learning that the students received, which we used back in early 2020 till the 2022 semester, is still used as a secondary teaching method that uses long distances when the students can't attend a class directly. For example, when a student is sick or is unable to go to school physically.
   b. We began our high school life with E-learning the moment the pandemic started. For the first year of school, around March or April, maybe? I did not know the face of my teacher and even my own classmates for one year and a half. Setting up a group for homework (assignments) was extremely annoying, and sometimes only some students were present. They just read messages from the teacher or outright ignore them (assignments and instruction from teachers) but, to be honest. I don't blame them. Sometimes it's so easy to be distracted by other things while you're at home.
   c. We begin to use E-learning since the beginning of my school life, in this school (SMAN 4 Palu) since I am from village living on my own in Palu (he is a Nomad) I have no Wi-Fi, and no, 4G data from government isn't Enough

3. What are the factors affecting students during E-learning?
   a. The factor that affects my student is that some students don't have smartphones because some students (in SMAN 4 Palu) come from the lower middle class (those who can't afford Wi-Fi or buy their children a new smartphone), and some students have limited data packages. Imagine one day. All teachers use google meet from the first hour to the last hour. Even if there is a data package from the government, one Gb per meeting is enough to cause students to run out of data packages (government aid data packages are

not enough), especially for those that use a 4G connection. Add in their disinterest and low attention spans (because of TikTok and other social media) we can see these factors causes problems.

b. Since the 4G data package given by the government is insufficient, I needed to buy package data for my son to top off the required data. But since streaming google meet and other zoom meetings consume much data, I paid 500.000 RP each month. Because of that, I bought Wi-Fi (Indihome Fiber), which cost less than 4G. It also has unlimited data and can be used for the whole family. So yeah, if they use 4G for E-learning, they are bound to have a bad time, especially those that don't have Wi-Fi service in their area, like my cousin in tatanga (back in 2020).

4. Which one do you prefer? E-learning or Face to Face (Traditional Learning)?
   a. E-learning that we received is good enough because we can laze around the house without going to school
   b. I prefer face-to-face rather than E-learning because E-learning isn't engaging enough for me. After all, half of the time, I need to find answers myself while teachers just send the assignments, and also, it (E-learning) feels boring without direct contact with friends.
   c. E-learning is maybe the future of learning. But I hope I don't encounter it in the future. 2 years of E-learning is enough for me, thank you
   d. Since I am teaching PE using E-learning, many students are unenthusiastic towards my learning since the central fun part during PE is the interactions between students and teachers. Without direct student interaction, my teaching subject (PE) becomes boring according to students. Also, add students who don't have a phone, have a bad signal or no 4g data, and are distracted by social media apps. It really shows how bad E-learning is for my teaching (PE). So yeah, I prefer face-to-face
   e. Trying to teach using E-learning is pretty hard since my subject (History) is one of the hardest subjects to teach, especially for the youth. Because even face-to-face, it's hard to grab their attention. For them, history is boring and not necessary. Adding E-learning to the mix, where students learn with their smartphones and get distracted easily by social media, it's easy to understand why they have a short attention span to things that disinterest them. If I have to choose, I pick face-to-face. Maybe in the future, if E-learning is advanced enough, then I will consider it.

5. Do you think E-learning is the future?

    a. I always hated E-learning because I used 4G data with my son after the split from my husband (divorced). I never expected the price would be this expensive. Even the package data from the government isn't enough. While E-learning is still going on (back in 2020 till late 2020), in the morning, he rarely bathes and becomes as lazy as ever. He is deprived of social interactions, and I was so afraid back then to see him fall into a depressing moment where He always hoped to just go to school because, for himself, home feels like a jail. I hope E-learning improves in the future.. but for now. I wished he would never have to go through that again.

Appendix 2-1c Brief transcription of interview that were mentioned in chapter iv but not inputted directly.

Notable answers from students that were not quoted directly

1. S5 : the more time I have in home, the more time I can spend playing games or getting busy with my hobbies.
2. S6 : ya I liked it. It's really suitable for an introvert like me.
3. S7 : I believed that E-learning is waste of time, it doesn't interest me at all.
4. S8 : I miss building relationships with classmates, collaborating on projects, and simply having face-to-face interactions with teachers. The funny thing is, there were other classmates that don't have a smartphone. How will they receive E-learning then?
5. S9 : .It's so easy to get distracted at home with the comforts of home around me. I find myself procrastinating or losing focus.
6. S10 : With e-learning, I often have to rely on digital versions or online data, which may not always be as comprehensive or inform of a physical book.
7. S11 : rather choose other method of learning, but that is pushing it huh?
8. S12 : I hope it improves, but to use it in this state? No please.

Notable answers from teachers that were not quoted directly

1. T1 : if there is a choice I would just directly use traditional learning. If learning has improved, then I would consider it. If there is a better choice of course. For now E-learning has no place in my teaching method.
2. T2 : if there is a choice between E-learning and face to face I will always choose face to face. but if there is no other choice. then I would always choose E-learning for the safety of my students. But only regarding their safety.

3. T3 : I cant promise a good learning experience with E-learning, but if there is no other method available. Then I as a teacher had to adapt, no? I prefer traditional learning if its available.

4. T4 : its more comfortable to use traditional learning. Because all my years as teacher, E-learning still feels knew to me, and even if I do adapt to it. Do my students adapt to it as fast as I can? Of course not.

Notable answers from parents that were not quoted directly

1. P1 : I find that E-learning can be isolating for my child. The absence of social interactions and the sense of community that comes from being in a physical classroom can take a toll on their emotional well-being.

2. P2 : the concerning thing about E-learning is the moment they spend with smartphones and laptops are going to increase right? Isn't that bad for their eyes? That's why if I have a choice, traditional would be better. I don't want my son to use glasses in such a young age.

3. P3 : my son would always choose this E-learning. But I wont, seeing him laze around home waiting for another assignment that he will or maybe not is really annoying. I as a parent felt this E-learning isn't good enough yet to took my son attention and make him more intelligent. Maybe in the future will be better, but now? Not yet.

4. P4 : I am concerned about the added burden on parents. Many parents, including myself, have had to take on the role of tech support, troubleshoot technical issues, and assist with assignments or projects. It can be overwhelming, especially for me who is a carpenter, that sometimes doesn't have a free time while I'm still working. Sadly I couldn't not split myself in two, haha..

Appendix 2-1d result of observation an excerpt of the field notes

1. Students appear to disdain E-learning, except a select few (2 to be exact)
2. Parents hates E-learning because of the internet bill, buy accommodating hardware, and finally their annoyances because of their children disturbing their work. (I thought that parents like their children at home, turns out it was quite the opposite. Learn something new every day)
3. Teachers seems to have trouble communicating with students via online. They seem to be convinced that some students don't even have a smartphone. (Which were true according to some students that have been interview)

Appendix 3-1 School photos and other important documents

Appendix 3-1a Picture of the research location (School)

Picture 1. School symbol.

Picture 2. Research permission letter.

Picture 3. Teacher gathering students that were chosen randomly, and students filling out interview form.

Picture 4. The place for researcher to ask permission to interview students' parents.
Note: Direct photos (faces) of students, teachers and parents is not taken, because of the consideration of their privacy also pictures of their house was removed by request.

APPENDIX 3-1B

Legal documents and other formalities

Nomor   : ʃ626/Un.24/F.I/PP.00.9/11/2022   Palu, 09 November 2022
Sifat   : Penting
Lamp   : -
Hal   : **Undangan Menghadiri Seminar Proposal Skripsi**

Kepada Yth.

1. Prof. Nurdin, S.Pd., S.Sos., M.Com, Ph.D.   (Pembimbing I)
2. Ruslin, S.Pd., M.Pd., M.Sc.Ph.D.   (Pembimbing II)
3. Dr. Hj. Nur Asmawati, S.Ag., M.Hum.   (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Di-
Palu

Assalamu'alaikum warahmatullahi wabarakatuh

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

Nama   : Muhammad Nabil
NIM   : 16.1.16.0043
Jurusan   : Tadris Bahasa Inggris (TBIG)
Judul Skripsi : Students, Perception about E-Learning: A Case Study at SMAN 4 Palu during the Pandemic

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Kamis, 17 November 2022
Waktu   : 09.00 Wita - Selesai
Tempat   : Lt. 1 Rektorat UIN Datokarama Palu

Wassalamu'alaikum warahmatullahi wabarakatuh

a.n Dekan
Ketua Jurusan TBIG

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 19690215 199203 1 013

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:
  a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
  b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
  c. 1 rangkap untuk Ketua Jurusan
  d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
  e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
  f. 1 rangkap untuk ditempel pada papan pengumuman.
  g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini Rabu, tanggal 09 November 2022 telah dilaksanakan Seminar Proposal Skripsi:

Nama	:	**Muhammad Nabil**
NIM	:	**16.1.16.0043**
Program Studi	:	**Tadris Bahasa Inggris (TBIG)**
Judul Proposal	:	**Students, Perception about E-Learning: A Case Study at SMAN 4 Palu during the Pandemic**
Pembimbing I	:	**Prof. Nurdin, S.Pd., S.Sos., M.Com, Ph.D.**
Pembimbing II	:	**Ruslin, S.Pd., M.Pd., M.Sc.Ph.D.**
Penguji	:	**Dr. Hj. Nur Asmawati, S.Ag., M.Hum.**

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	9.2	Consider The Variable of Pandani / covid.
2.	BAHASA & TEKNIS PENULISAN	90	
3.	METODOLOGI	90.	- Same Terms in Technique Data " Sample to participant).
4.	PENGUASAN	92	
	Jumlah		
	Nilai Rata-rata		

Palu, 09 November 2022

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Penguji,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Catatan
Nilai Mengunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	*Harap memberikan nilai dalam bentuk*
80-84	A-	*angka*
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	D	
0 - 49	E (mengulang)	

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini Rabu, tanggal 09 November 2022 telah dilaksanakan Seminar Proposal Skripsi:

Nama	:	**Muhammad Nabil**
NIM	:	**16.1.16.0043**
Program Studi	:	**Tadris Bahasa Inggris (TBIG)**
Judul Proposal	:	**Students, Perception about E-Learning: A Case Study at SMAN 4 Palu during the Pandemic**
Pembimbing I	:	**Prof. Nurdin, S.Pd., S.Sos., M.Com, Ph.D.**
Pembimbing II	:	**Ruslin, S.Pd., M.Pd., M.Sc.Ph.D.**
Penguji	:	**Dr. Hj. Nur Asmawati, S.Ag., M.Hum.**

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	90	
2.	BAHASA & TEKNIS PENULISAN	90	
3.	METODOLOGI	90	
4.	PENGUASAN	90	
	Jumlah	360	
	Nilai Rata-rata	90	A

Palu, 09 November 2022

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Pembimbing II,

Ruslin, S.Pd., M.Pd., M.Sc.Ph.D.
NIP. 19690215 199203 1 013

Catatan
Nilai Mengunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	*Harap memberikan nilai dalam bentuk*
80-84	A-	*angka*
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	D	
0 - 49	E (mengulang)	

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini Rabu, tanggal 09 November 2022 telah dilaksanakan Seminar Proposal Skripsi:

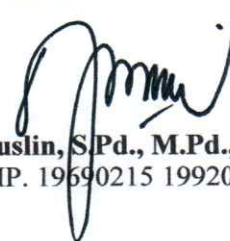|		
Nama	:	**Muhammad Nabil**
NIM	:	**16.1.16.0043**
Program Studi	:	**Tadris Bahasa Inggris (TBIG)**
Judul Proposal	:	**Students, Perception about E-Learning: A Case Study at SMAN 4 Palu during the Pandemic**
Pembimbing I	:	**Prof. Nurdin, S.Pd., S.Sos., M.Com, Ph.D.**
Pembimbing II	:	**Ruslin, S.Pd., M.Pd., M.Sc.Ph.D.**
Penguji	:	**Dr. Hj. Nur Asmawati, S.Ag., M.Hum.**

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	90	
2.	BAHASA & TEKNIS PENULISAN	90	
3.	METODOLOGI	90	
4.	PENGUASAN	90	
	Jumlah	360	
	Nilai Rata-rata	90	

Palu, 09 November 2022

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Pembimbing I,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Prof. Nurdin, S.Pd., S.Sos., M.Com, Ph.D.
NIP. 19690301 199903 1 005

Catatan
Nilai Mengunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	*Harap memberikan nilai dalam bentuk*
80-84	A-	*angka*
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	D	
0 - 49	E (mengulang)	

NASKAH YUDISIUM
Nomor : 1454 /Un.24/F.I/PP.00.9/04/2023

Assalamu 'Alaikum Wr. Wb.

Dewan Penguji yang kami muliakan,

Pada hari ini **Jumat, 14 April 2023** telah dilaksanakan Ujian Skripsi (Munaqasyah) atas nama saudara (i) :

Nama	:	Muhammad Nabil
Nim	:	161160043
Program Studi	:	Tadris Bahasa Inggris (TBIG)

Setelah memperhatikan:

1. Lama Pendidikan yang ditempuh Saudara (i) **Muhammad Nabil** selama studi pada Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu adalah 6 **Tahun** 7 **Bulan** 14 **Hari.**

2. Skripsi dan jawaban-jawaban Saudara (i) **Muhammad Nabil** atas pertanyaan-pertanyaan yang diajukan oleh para penguji dengan nilai rata-rata 93.35/A maka sidang Tim Penguji Skripsi menetapkan bahwa Saudara (i) dinyatakan LULUS dengan predikat (~~PUJIAN~~ / SANGAT MEMUASKAN/ ~~MEMUASKAN~~ /~~CUKUP~~) Indeks Prestasi Kumulatif

   (IPK) 93,56

Dengan hasil yang telah diperoleh ini, Rektor UIN Datokarama Palu melalui Dekan FTIK UIN Datokarama Palu memberi gelar **SARJANA PENDIDIKAN (S.Pd) kepada** Saudara (i) dengan segala hak dan kewajiban yang melekat pada gelar tersebut.

Saya selaku pimpinan sidang untuk pertama kalinya menyebut saudara(i) **Muhammad Nabil, S.Pd.**

Selanjutnya, Pesan Almamater yang akan disampaikan oleh Ruslin, S.Pd., M.Pd., M.Sc., Ph. D.

Rektor UIN Datokarama Palu, Dekan FTIK UIN Datokarama Palu, Pembimbing dan Tim Penguji menyampaikan selamat atas keberhasilan Saudara (i), **Muhammad Nabil, S.Pd.**, semoga ilmu yang didapatkan dapat berguna bagi pribadi, keluarga, agama dan bangsa.

Akhirnya, dengan membaca *"Alhamdulillahi Rabbil Alamin"*, Sidang Ujian Skripsi (Munaqasyah) pada hari ini ditutup (ketukan Palu 3 kali).

Wassalamu 'Alaikum Wr. Wb.

Sigi, 14 April 2023
an. Dekan
Ketua Tim Penguji

Hijrah Syam, S.Pd., M.Pd
NIP. 990000000000180096

DATA MUNAQASYAH/SKRIPSI

Nama	:	Muhammad Nabil
NIM	:	161160043
Program Studi	:	Tadris Bahasa Inggris (TBIG)
Semester	:	XIV (Empatbelas)
Judul	:	STUDENTS' PERCEPTION ABOUT E-LEARING: A CASE STUDY AT SMAN 4 PALU

TIM PENGUJI MUNAQASYAH/SKRIPSI

Ketua Tim Penguji	:	Hijrah Syam, S.Pd., M.Pd
Penguji Utama I	:	Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
Penguji Utama II	:	Zulfikri, M.A
Pembimbing / Penguji I	:	Prof. H. Nurdin, S.Pd., S.Sos., M.Com., Ph.D
Pembimbing / Penguji II	:	Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
Nilai Tentamen	:	499,25
Hari/Tanggal Ujian	:	Jumat, 14 April 2023
Nilai Skripsi	:	92,35 = 4 x 6 = 24
IPK	:	3,56
Hari/Tanggal Yudisium	:	Jumat / 14 April 2023
Nilai Yudisium	:	2

1. Pujian
2. Sangat Memuaskan
3. Memuaskan
4. Cukup

Keterangan:
3.51 – 4.00   : Pujian
3.01 – 3.50   : Sangat Memuaskan
2.76 – 3.00   : Memuaskan
2.00 – 2.75   : Cukup

Catatan:
Predikat "Pujian" dapat diberikan dengan ketentuan:
➢ **Masa Penyelesaian Studi Tepat Waktu (8 Semester)**
➢ **Tidak Pernah Mengulang Mata Kuliah.**
➢ **Tidak Pernah Diberi Sanksi Atas Pelanggaran Kode Etik.**

KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

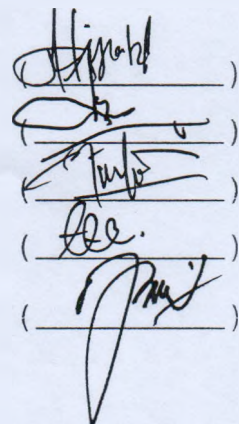**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Trans Palu-Palolo Desa Pombewe Kecamatan Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165

Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

DAFTAR NILAI SKRIPSI

NAMA   :   Muhammad Nabil

NIM   :   161160043

PROGRAM STUDI   :   Tadris Bahasa Inggris (TBIG)

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	95	
2.	BAHASA	95	
3.	METODOLOGI	95	
4.	PENGUASAAN	95	
5.	JUMLAH	380	
6.	NILAI RATA-RATA	95	

Diketahui Oleh:

Ketua Tim Penguji,

Sigi, 14 April 2023

Penguji Utama II ,

Hijrah Syam, S.Pd., M.Pd
NIP. 990000000000180096

Zulfikri, M.A
NIP. 198808112020121000

Catatan:
85 – 100   : A
80 – 84   : A-
75 – 79   : B+
70 – 74   : B
65 – 69   : B-
60 – 64   : C+
55 – 59   : C
50 – 54   : D
   49   : E

DAFTAR NILAI SKRIPSI

NAMA : Muhammad Nabil

NIM : 161160043

PROGRAM STUDI : Tadris Bahasa Inggris (TBIG)

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	94	
2.	BAHASA	92	*complete references: factors af*
3.	METODOLOGI	92	*consider more methods in collecting data*
4.	PENGUASAAN	89	
5.	JUMLAH	367	
6.	NILAI RATA-RATA	91.75	

Diketahui Oleh:

Ketua Tim Penguji,

Sigi, 14 April 2023
Penguji Utama I ,

Hijrah Syam, S.Pd., M.Pd
NIP. 990000000000180096

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. *197407262000032002*

Catatan:
85 – 100 : A
80 – 84 : A-
75 – 79 : B+
70 – 74 : B
65 – 69 : B-
60 – 64 : C+
55 – 59 : C
50 – 54 : D
49 : E

DAFTAR NILAI SKRIPSI

NAMA   : Muhammad Nabil

NIM   : 161160043

PROGRAM STUDI   : Tadris Bahasa Inggris (TBIG)

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	90	
2.	BAHASA	90	
3.	METODOLOGI	89	
4.	PENGUASAAN	90	
5.	JUMLAH	359	
6.	NILAI RATA-RATA	89.75	A

Diketahui Oleh:

Ketua Tim Penguji,

Sigi, 14 April 2023
Pembimbing/Penguji II ,

Hijrah Syam, S.Pd., M.Pd
NIP. 990000000000180096

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 196802151992031013

Catatan:
85 – 100   : A
80 – 84   : A-
75 – 79   : B+
70 – 74   : B
65 – 69   : B-
60 – 64   : C+
55 – 59   : C
50 – 54   : D
49   : E

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Trans Palu-Palolo Desa Pombewe Kecamatan Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165
Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

DAFTAR NILAI SKRIPSI

NAMA   :   Muhammad Nabil

NIM   :   161160043

PROGRAM STUDI   :   Tadris Bahasa Inggris (TBIG)

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	90	Look at KTI For the Template add the transcript of Interview in Appendix. add positive Theg ative perception in reference
2.	BAHASA	95	
3.	METODOLOGI	98	
4.	PENGUASAAN	98	
5.	JUMLAH	381	
6.	NILAI RATA-RATA	95,25	

Diketahui Oleh:

Ketua Tim Penguji,

Sigi, 14 April 2023

Hijrah Syam, S.Pd., M.Pd
NIP. 990000000000180096

Catatan:
85 – 100   : A
80 – 84   : A-
75 – 79   : B+
70 – 74   : B
65 – 69   : B-
60 – 64   : C+
55 – 59   : C
50 – 54   : D
49   : E

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
جامعة داتوكاراما الإسلامية الحكومية بالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Trans Palu-Palolo Desa Pombewe Kecamatan Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165
Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

DAFTAR NILAI SKRIPSI

NAMA   :   Muhammad Nabil

NIM   :   161160043

PROGRAM STUDI   :   Tadris Bahasa Inggris (TBIG)

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI		
2.	BAHASA		
3.	METODOLOGI		
4.	PENGUASAAN		
5.	JUMLAH		
6.	NILAI RATA-RATA	90	

Diketahui Oleh:

Ketua Tim Penguji,

Sigi, 14 April 2023
Pembimbing/Penguji I ,

Hijrah Syam, S.Pd., M.Pd
NIP. 990000000000180096

Prof. H. Nurdin, S.Pd., S.Sos., M.Com., Ph.D
NIP. 196903011999031000

Catatan:
85 – 100	: A
80 – 84	: A-
75 – 79	: B+
70 – 74	: B
65 – 69	: B-
60 – 64	: C+
55 – 59	: C
50 – 54	: D
49	: E

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
جامعة داتوكاراما الإسلامية الحكومية بالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Trans Palu-Palolo Desa Pombewe Kecamatan Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165
Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

BERITA ACARA
MUNAQASYAH SKRIPSI

Pada hari ini ...Jumat..........., tanggal ..14.... bulan ...April......... tahun 2023, telah dilaksanakan Munaqasyah Skripsi :

Nama	:	Muhammad Nabil
NIM	:	161160043
Program Studi	:	Tadris Bahasa Inggris (TBIG)
Judul Skripsi	:	STUDENTS' PERCEPTION ABOUT E-LEARING: A CASE STUDY AT SMAN 4 PALU
Ketua Tim Penguji	:	Hijrah Syam, S.Pd., M.Pd

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	PERBAIKAN
1.	ISI	Revise the Abstract : 1space & 5 paragraphs. The discussion & conclusion must be based on References. Elaborate the discussion. add the transcript of interview
2.	BAHASA & TEKNIS PENULISAN	Look at KTI
3.	METODOLOGI	
4.	PENGUASAAN	

Sigi, ...14 April........... 2023

Ketua Tim Penguji,

Hijrah Syam, S.Pd., M.Pd
NIP. 990000000000180096

SURAT PERNYATAAN PERBAIKAN SKRIPSI

Yang bertanda tangan di bawah ini :

Nama : Muhammad Nabil

NIM : 161160043

Program Studi : Tadris Bahasa Inggris (TBIG)

Alamat : Jl. Nangka No 6

No. HP : 0812449469039

Menyatakan dengan sesungguhnya bahwa :

1. Saya bersedia memperbaiki skripsi saya sesuai petunjuk atau saran yang diberikan oleh :

   a. Penguji Utama I dan Penguji Utama II.

   b. Pembimbing I/Penguji I dan Pembimbing II/Penguji II.

   c. Ketua Tim Penguji.

2. Saya bersedia memperbaiki skripsi selambat-lambatnya 30 hari (1 Bulan) sejak tanggal diujikan;

3. Apabila saya tidak memenuhi ketentuan pada angka 1 dan 2 tersebut, maka saya siap menerima sanksi berupa, **menyerahkan 1 buah buku pendidikan edisi terbaru yang akan diakumulasi setiap bulan sampai saya menyerahkan perbaikan skripsi;**

4. Apabila saya tidak memenuhi ketentuan pada angka 3 tersebut, maka saya tidak berhak mendapatkan fotokopi/asli ijazah dan transkrip nilai.

Demikian pernyataan ini saya buat dengan sebenarnya dan tanpa paksaan dari pihak manapun.

Sigi, 14 April 2023

Mahasiswa yang bersangkutan,

Muhammad Nabil
NIM. 161160043

Diketahui dan ditandatangani oleh :

1. Ketua Tim Penguji

(Hijrah Syam, S.Pd., M.Pd.)
NIRD. 2004058603

2. Ketua Prodi

(Ruslin, PhD)
NIP.

Catatan :

Dibacakan oleh mahasiswa sebelum diyudisium.

Appendix 4.1 Curriculum Vitae

A. RESEARCHERS/SELF IDENTITY

Name   : Muhammad Nabil

Date of birth   : Palu, 20th January 1998

Gender   : Male

Address   : Jl. Nangka No.6 Kamonji

Religion   : Islam

Phone Number   : 081244969039

Hobby   : Tinkering or fixing electronics, and playing video games

Email   : muhamnabilnadir@gmail.com

B. EDUCATIONAL BACKGROUND
1. Graduated elementary school in SDN 12 Palu on 2010.
2. Graduated from junior high school in SMP Alkhairaat 1 Palu 2013.
3. Graduated High School in SMA Alkhairaat 1 Palu on 2016.
4. Begun to pursue a bachelors degree at UIN Datokarama Palu in 2016, and graduated from the college on 2023.

C. JOB EXPERIENCE
1. Begun fixing electronics and tinkering old console since 2014.
2. Manage to fix multiple phones and electronics 2016.
3. Managed to teach in some school like SMP Alkhairaat, MAN Model Palu, and other school for 5 months in 2018 before changing job again.
4. Officially have a work place called N-Tech Service in 2019 dealing in fixing electronics.
5. Worked with Lombok Design (LDS) in collaboration under BAPENDA Sulteng in SKPD Project of Sulawesi Province since 2020 till now.

D. SKILLS
1. Software and Hardware Expert.
2. Intermediate electrician.
3. Proofreader.