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Primary School Students' Perception on E-Learning

During Covid-19 Outbreak in Loei,Thailand.

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Abstrak

Pandemi Covid-19 melanda secara global termasuk Indonesia dan Thailand. Pemberlakuan jarak sosial yang memerlukan perubahan dalam bidang pendidikan merupakan salah satu pedoman untuk mengelola epidemi menurut Keputusan Darurat Thailand tentang Administrasi Publik dalam Situasi Darurat. Hal ini berarti adaptasi model pengajaran virtual yang membuat peserta didik untuk terus belajar sendiri. Oleh karena itu, para pendidik di Thailand telah memanfaatkan platform online dalam jumlah besar untuk memenuhi kebutuhan siswa. Namun, hanya 48,3% zona negara Thailand yang terdapat akses iternet sementara sisanya mengalami masalah terkait akses internet. Oleh karena itu, penelitian ini bertujuan untuk mengetahui persepsi siswa sekolah dasar di Loei tentang E-learning selama wabah karena Loei merupakan provinsi perbatasan yang jarang penduduk di Thailand. Penelitian ini menggunakan metode survei dan melibatkan 125 siswa SD dari 6 kabupaten yang berbeda. Penelitian ini menghasilkan bahwa persepsi siswa sekolah dasar tentang E-learning selama wabah Covid-19 di Loei cukup tinggi

Kata kunci: Persepsi Siswa, Pembelajaran Daring, (.....)

Abstract

Covid-19 pandemic hits globally including Indonesia and Thailand. The compulsory of social distance that requires changes in education is one of the guidelines to manage the epidemic according to Thai Emergency Decree on Public Administration in Emergency Situation. This meant an adaptation to virtual teaching model that provides learners to continuously learn on their own. Therefore, educators in Thailand have been utilizing a large number of online platforms to meet the students' needs. However, only 48.3% of Thailand's country zones have been associated with the web while the rest are experiencing issue regarding accessing the internet. Hence, this study aims to find the Loei primary school students' perception on E-learning during the outbreak since Loei is a boundary and sparsely-populated province in Thailand. This study is using survey method and involving 125 primary school students from 6 different districts. This study resulted that the primary school students' perception on E-learning during Covid-19 outbreak in Loei is fairly high.

Keywords : Students' Perception, E-learning, (…..)

1. Introduction

Corona virus disease hits globally including Indonesia & Thailand. The compulsory of social distance that requires changes in education is one of the guidelines to manage the epidemic according to Thai Emergency Decree on Public Administration in Emergency Situation. This meant an adaptation to virtual teaching model that provides learners to continuously learn by their own. Therefore, Thailand teachers have employed numerous online platforms such as Blackboard Collaborate, Line, Zoom, Google Meet and any online platforms based on each subject's teaching style (Puriwat, W., & Tripopsakul, S. 2021).

Singh, V., & Thurman, A. (2019) stated that E-learning could be a way for the learning process to be more student-centered, flexible and creative. The E-learning characters that has been cited in Hanum (2013) are, E-learning has content that are related to the learning goal, it uses teaching strategies such as providing assignments to improve the learning process, it uses medias such as texts and graphics to develop learning materials, it supports synchronous (direct teacher-centered) or asynchronous (independent learning), it built students' understanding and skills related to the learning goal in order to improve the learning effect. In addition, E-learning characteristics according to Rusman et al. (2011) are : (1) Interactivity, (2) Independency, (3) Accessibility, (4) Enrichment.

Rusman et al. (2011) described the interactivity aspect of E-learning characteristic including the availability of more communication, either directly (synchronous) via chat or indirectl (asynchronous) via forums or mails. Next, the independency aspect is the flexibility in terms of time, place, teacher and learning materials. Furthermore, in the accessibility aspect learning materials become more accessible through the distribution on the internet compared to the distribution of learning materials in traditional learning. Lastly, learning activities, teaching materials presentations, assignments that are enabling the use technology such as videos and animations considered as the enrichment.

However, integrating E-learning during an outbreak poses a number of challenges. It is not as easy as it may seems since it has to consider such amount of investment to get the devices and equipment needed, to maintain the equipment, human resources training and developing the content (Dhawan, S. 2020). In Indonesia for instance, The Minister of Education shifted the educational learning system into E-learning on March 24th 2020. E-learning has not become the best choice for Indonesia since most schools usually applied classroom-based learning model. Study by Nuraini, N. et al (2021) resulted that there are some problems felt by primary school students during E-learning such as the lack of devices and the absence of internet data. Meanwhile, students' perceptions regarding E-learning implementation itself is average. The main reason of this is because of the obstacles that are felt by the students themselves.

This is in line with the situation in Thailand. A study by Muangkeow, S. (2007) resulted several E-learning problems in Thailand such as the lack of equipment to access the network, the lack of professionals such as instructional designers and courseware developers along with the unaffordable copyright software that are needed to develop the E-learning. According to Unit, E. I. (2008),Thailand ranked 47th and scored a value of 5.22 towards E-readiness. Study by Tengtrakul, P., & Peha, J. M. (2011) showed that the ICT's penetration in Thailand rural areas are far lower compared to urban areas. Loei Province itself is a boundary and sparsely-populated province located in the upper northeastern part of Thailand, on the bank of the Mekong River along the Phetchabun mountain range that is 520 kilometers away from Bangkok.

Furthermore, Muhibbinsyah (2010) described students' perceptions on classroom dimension along with affiliation, cohesion, fairness, mutual respect, and support from teachers and peers are consistently associated with students' adaptive motivational beliefs and achievement behaviors. Students' perception is the process of preferential treatment of students toward information they get from an object. Yanti, D. (2021) stated that students' perceptions resulted in positive impact on interaction and communication quality in the classroom. Yuniartati & Hartati (2020) also described the role of students is vital for E-learning continuity because they

are the participants, mainly during an outbreak which force students to be a part of it. Moreover, by listening to students and sharing their point of views could help teachers in improving teaching and learning processes along with the atmosphere design. Mailizar et al., (2020), suggested , future research should investigate students' thoughts towards E-learning to examine the challenges faced by students. Thus, in order to stimulate and optimist student learning and their environment, knowledge of students' perceptions and the factors that influence their perceptions are crucial for both teachers and educational researchers.

Henceforth, based on the introduction and the focus of the study, the researcher conducted a research regarding primary school students' perception towards E-learning during Covid-19 outbreak in Loei, Thailand to answer the research question about "What is the primary school students' perception towards E-learning during Covid-19 outbreak in Loei, Thailand?".

2. Method

A survey design has been applied in this study. Ary et al. (2018) stated, in a survey study, investigator ask about peoples' perspective, opinions, characteristics, and behavior. The investigator of this study is the researcher herself. Yuniartati & Hartati (2020) described, in a survey research it should not change the variables that must be studied. The sample of this study was 125 primary school students from 9 schools located in 6 different districts in Loei Province of Thailand who been participating in E-learning implementation by their teachers. This study will describe the results of data collection using a questionnaire to strengthen the quantitative analysis.

For the questionnaire, the researcher wanted a firm answer. Therefore, the Guttman scale where the measurement scale using "Yes" or "No" answer was used because this is the scale that is used to answer clear and consistent ones (Aini, Q et. al., 2018). Besides, the researcher considered this scale would be a good fit for primary school students as the sample. 1 score is given for the answer "Yes" while 0 score is given for the answer "No". The researcher created the questionnaire in Google Form, then the researcher distributed the link to the teachers virtually via Line chat. The teachers helped the researcher distributing the link to the students afterward. The students filled the questionnaire once they received the link from the teachers. The researcher then described the result by related theories once the quantitative data has been collected.

However, before the questionnaire is used, its validity and reliability were tested first. The questionnaire was piloted to the exact amount of sample. Next, the validity test was carried out using the total item correlation technique through the correlation coefficient r Product Moment and Pearson with a two-tailed test. For the reliability test, Cronbach's Alpha formulas were used to test the instrument with n = 125 and a significant level of 1%, so it is obtained the r table = 0.230. Both of the test resulted that the 12 adapted versions of the questionnaires are valid and reliable to use for this study.

The total 12 questionnaires were adapted from Yuniartati & Hartati (2020) study which are in accordance with the literature review. The data obtained then described using descriptive statistics. This includes the ideal maximum score (SMi), the ideal mean value (Mi) and the standard deviation or ideal standard deviation (SDi). The Mi and SDi numbers are obtained by : Mi = $\frac{1}{2}$ (S Max + S Min) and SDi = $\frac{1}{6}$ (S Max – S Min). This is done to facilitate the description of the data in the following way by Arikunto (2001) : Mi + 1 SDi until Mi + 3 SDi = Good, Mi – 1 SDi until < Mi + 1 SDi = Fairly Good, Mi – 3 SDi until < Mi – 1 SDi = Poor. Then, the percentage of the respondents categorized as : <50% very low, 50%-59% low, 60%-69% medium, 70%-79% fairly high, 80-89% high, 90-100% fairly high.

3. Findings and Discussion

After collecting and analyzing the data of primary school students' perception on E-learning during Covid-19 outbreak were identified. The result of data analysis was presented from each dimension of questionnaire which was developed by Rusman et. al (2011) which was divided into four aspects as follows :

Table 1 Primary School Students' Perception regarding Interactivity Aspect in E-learning.

Questions	Answer	
	Yes	No
Are you more active asking questions during E-learning rather than face-to-face learning?	64%	36%

The E-learning implementation allows more interaction availability between teachers and students or between students, either directly or indirectly. The questionnaire resulted that 64% of primary school students in Loei, Thailand are more active asking questions during E-learning than in traditional learning. However, 63,2% primary school students in Loei, Thailand are shy while expressing their opinions during E-learning than in traditional learning. This is proved by the result of the questionnaire below.

Table 2 Primary School Students' Perception regarding Interactivity Aspect in E-learning.

Questions	Answer	
	Yes	No
Are you shy while expressing opinion during E-learning rather than in face-to-face learning?	63,8%	36,8%

In line with study by Januariza, Y., & Hendriani, S. (2016), communication possibly affecting students' speaking skills in English such as the lack of confidence. It can cause students to suffer when they did not have enough confidence. This case caused by students' anxiety towards E-learning implementation because according to Riasti (2011) when the students feel anxious, there is a big possibility for students to make mistakes which will be resulted in being made fun by their peers and being evaluated by the teacher.

By that, the students will encounter a new problem that able to decrease students' self esteem. In line with the theory stated by MacyIntyre (1998) in Riasati (2011) that the existence of students' learning anxiety bothers one's self esteem and self confidence. For students, the ability to manage how they study and the amount of time spent on studying able to make students less motivated. The lack of physical interaction and the presence of their peers may determine students to feel isolated (Dhull, P.I. & Sakshi, M., 2017). Therefore, they preferred to have

traditional class so they can have interaction in-person as proved by the result of the questionnaire below.

Table 3 Primary School Students' Perception regarding Interactivity Aspect in E-learning.

Questions	Answer	
	Yes	No
Do you prefer to have interaction in face-to-face class rather than in online class?	78,4%	21,6%

As cited in Hanum (2013), E-learning has uses teaching strategies such as providing assignments to improve the learning process, it used various media such as texts and graphics to develop learning materials, it supports synchronous e-learning (direct teacher-centered) or asynchronous E-learning (independent learning), it built students' understanding and skills related to the learning objective in order to improve the learning effect. (Djamarah & Zain, 1997; in Asrori, 2013) stated that the teacher chose the appropriate learning in improving E-learning. The questionnaire resulted that 88% of primary school students in Loei, Thailand agreed that the assignments given by teachers are in line with teachers' explanation.

Table 4 Primary School Students' Perception regarding Independency Aspect in E-learning.

Questions	Answer	
	Yes	No
Are the assignments the same with your teacher's explanation?	88%	12%

However, there are 12% of students who disagreed. In this case, the students are usually looking for related materials themselves to complete the assignments. This is in line with E-learning theory by Singh, V., & Thurman, A. (2019) where the implementation is more student-centered. Furthermore, Woodman (2003) believes that flexibility is not the only thing E-learning provided for students, but it also provides them with chances to develop their knowledge and skills. It means that students can be more independent under the teacher's supervisor. In order to be independent, students' motivation and their sense of responsibility will affect the prosperity of learning activities.

Gardner (1985) in Lai, H. Y. T. (2013) believes that motivation influences students to take on more responsibilities because students' motivation is a procedure that cannot be directly investigated but through their behavior such as students' effort, students' persistence, and students' verbal expression. The questionnaire resulted that 77,6% of primary school students in Loei, Thailand are more discipline in completing assignments and 75,2% of students agreed E-learning implementation makes their time more efficient. Supported by advantages on E-learning implementation found on Alip et al. (2020), students able to learn independently, E-learning also provides flexibility in location and allowing unlimited access to learning materials.

Table 5 Primary School Students' Perception regarding Independency Aspect in E-learning.

Questions	Answer	
	Yes	No
Does E-learning make you more discipline in completing the assignments?	77,6%	22,4%

Table 6 Primary School Students' Perception regarding Independency Aspect in E-learning.

Questions	Answer	
	Yes	No
Does E-learning make your time more efficient?	75,2%	24,8%

Learning resources can be accessed more widely with the implementation of E-learning compared to the distribution of learning resources in traditional learning (Rusman et. al., 2011). Students can look for references based on the syllabus. The material shared by the teacher also can be understood more deeply. 88% of students said it was in accordance with the teacher's explanation or learning material and they can learn more about it with the existence of internet since many learning resources were obtained online, so it is not limited to printed learning resources only. Hence, with so many accessible learning resources, it is hoped that students will have wider and deeper understanding. The questionnaire resulted that 79,2% of primary school students in Loei, Thailand could access the learning material anytime.

Table 7 Primary School Students' Perception regarding Accessibility Aspect in E-learning.

Questions	Answer	
	Yes	No
Could you access the learning materials anytime?	79,2%	20,8%

The success of a learning method cannot be measured by its level of flexibility alone. However, the most important thing is the students' understanding of the material. Knowing how students learn and understanding their motivations to do so help educators teach them (Walberg, H. J. 2010). The questionnaire resulted that 51,2% of primary school students in Loei, Thailand have a difficulty in understanding the material.

Table 8 Primary School Students' Perception regarding Accessibility Aspect in E-learning.

Questions	Answer	
	Yes	No
Does E-learning make you difficult to understand the material?	51,2%	48,8%

In addition to internal factors in the form of willingness and motivation, the ability or absorption factor of students also affects the effectiveness of E-learning implementation. Each characteristic of students in a class are different, there are students who understood quickly and there are students who need some time to capture the knowledge. However, not all subjects can be delivered using E-learning. There are some subjects that require more practice than theories. For English subject itself, the questionnaire resulted that 66,4% of primary school students in Loei, Thailand agreed if English subject implemented online.

Table 9 Primary School Students' Perception regarding Accessibility Aspect in E-learning.

Questions	Answer	
	Yes	No
Do you agree if English subject implemented online?	66,4%	33,6%

Lewis (in Grendi Hendrastomo, 2008) stated, to strengthen the level of student mastery of the material presented, is the main goal in presenting material as enrichment. Enrichment aspect is something that entire students should be able to benefit from and helps to make subjects more significant, unforgettable and beneficial because enrichment activities let students to explore subjects in greater depth and use their imagination in ways that they may not be able to do in face-to-face learning. Moreover, a successful enrichment program will prepare students with life skills that they will need in everyday life. The questionnaire resulted that 57,6% of primary school students in Loei, Thailand interested to apply what they have learned in the class into their daily basis and 89,6% of them are motivated to learn more about the material. The questionnaire also resulted that 52% students agreed that E-learning does not make them study harder.

Table 10 Primary School Students' Perception regarding Enrichment Aspect in E-learning.

Questions	Answer	
	Yes	No
Does E-learning make you interested to do things you have learned in class in your everyday life?	57,6%	42,4%

Table 11 Primary School Students' Perception regarding Enrichment Aspect in E-learning.

Questions	Answer	
	Yes	No
Does E-learning make you motivated to learn more about the material?	89,6%	10,4%

Table 12 Primary School Students' Perception regarding Enrichment Aspect in E-learning.

Questions	Answer	
	Yes	No
Does E-learning make you study harder?	48%	52%

The primary school students' perception questionnaire shows that the ideal maximum score = 12 and the ideal minimum score = 3. Therefore, Mi = 7,5 and SDi = 1,5 are obtained. Thus, the categories referred to for data categorization are as follows : 9 until 12 = Good, 6 until < 9 = Fairly Good and 3 until < 6 = Poor. Moreover, from the results of the questionnaire recapitulation, the minimum score is 3, the maximum score is 12, the mean score is 8.34 and the standard deviation is 2.152. So it can be said that primary school students' perceptions of the implementation of e-learning are fairly good. For more details can be seen in the following table:

Descriptive Statistics	Score	Criteria
Minimum Score	3	
Maximum Score	12	Fairly Good
Mean	8.34	
Standard Deviation	2.152	

4. Conclusion and suggestion

The results of this study are divided into four: (1) Primary school students' perception regarding interactivity aspect in E-learning, (2) Primary school students' perception regarding independency aspect in E-learning, (3) Primary school students' perception regarding accessibility aspect in E-learning, (4) Primary school students' perception regarding enrichment aspect in E-learning. Moreover, the primary school students' perception regarding interactivity aspect is fairly high, independency aspect is high, accessibility aspect is fairly high and enrichment aspect is high.

Previous study by Yuniartati & Hartati (2020) resulted that the students' perceptions of STIA Muhammadiyah Selong Administration Science Study Program regarding interactivity aspect was low, independency aspect was medium, accessibility aspect was fairly high and the

enrichment aspect was very low. Meanwhile, this study obtained a different result from the previous study because the purpose of this study is different. This research is focusing on the perception of primary school students' who is living and studying in a rural area in Thailand towards E-learning while the previous study's purpose was focusing on the perception of college students'. Specifically the students whose are majoring in administration science study.

The perception of primary school students in Loei, Thailand towards E-learning implementation during Covid-19 outbreak is fairly high. Proved by students' independency in completing the assignment is 77,6% which classified as fairly high. The convenience of students accessing the learning material is 79,2% and 89,6% students are motivated to learn more about the material both also classified as fairly high. There are even 57,6% of students who interested in applying the knowledge they have received during E-learning into their daily life.
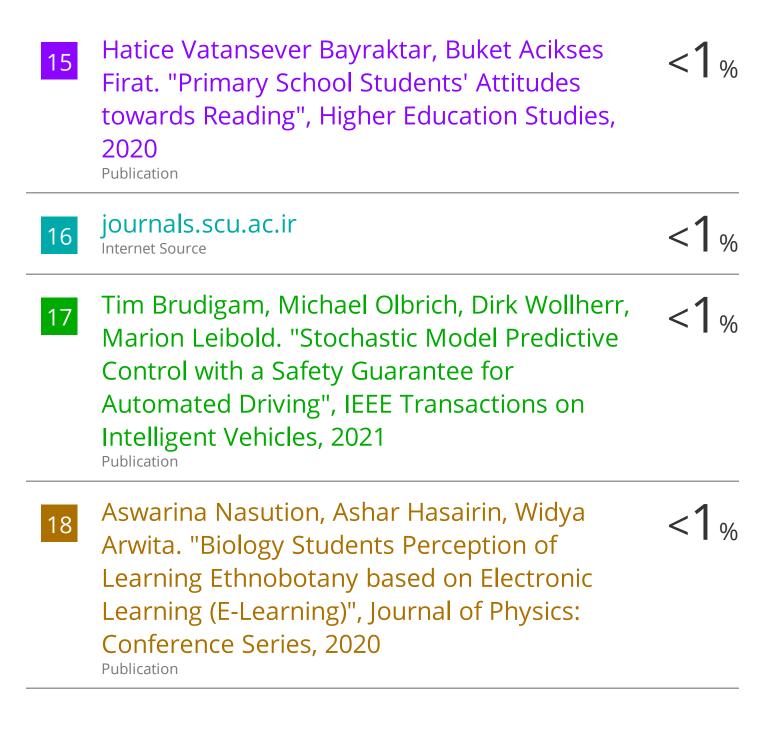
However, the students' learning material mastery classified as low because only 48,8% of them who does not face difficulty in understanding the material. The low material mastery by students makes the E-learning implementation for primary school students in Loei, Thailand does not reach its maximum level. Students are used to face-to-face learning where they are able to have interaction with the teachers and peers in person so it will take time for students to adapt with the current situation. Therefore, the researcher suggests an effective, innovative and professional teacher is needed for E-learning implementation so the material delivery will be more interesting and also easy to be understood for the primary school students in Loei, Thailand.

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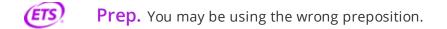
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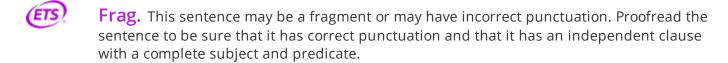
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