

An Application of Web-Based E-Learning in Online Learning for Students at Future High School Libya

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Abstract

The school at Libya implemented online learning in 2020 from home due to the Covid-19 pandemic, but teachers and students continue to carry out online-based learning through applications, for instance web-based e-learning. The article aimed to analyze an application web-based e learning on the students' Future High School Libya. The method used qualitative, by using questionnaire via Google Form as collecting the data to students at future high school libya. The data obtained were analyzed and calculated on the average using a Likert scale and modified to represent the criteria for assessment and the final results were described. The result showed that learning used application web-based e-learning in all subjects has been effective and can be used as a learning application during the Covid-19 pandemic with percentage 75%. This of course could not be separated from the roles of teachers in the learning implementation process. In this learning systematics the teacher not only provides teaching materials, but also adds learning media that enough interesting.

Keywords: Online Learning, Web-Based Learning, Application E-Learning

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INTRODUCTION

The COVID-19 virus pandemic has had an impact on learning that is carried out through the online system. On the positive side, students and teachers are able to master and improve competencies related to the use of technology to support the learning process (Puspitasari, 2020; Yuskar, et al., 2022). With the implementation of the learning from home policy, it requires students, teachers, and parents to quickly master the technology needed to facilitate learning activities (Dewi, N. A. K., Utami, B. H. S., & Suhono, S. 2022; Fauzi & Khusuma, 2020). Parents must always accompany their children to use technology according to their learning needs. Supervision needs to be done by parents to their children to avoid using technology or gadgets on things that are less useful. The implementation of online learning systems that are currently ongoing requires distance learning activities without compromising the quality of the material and student achievement targets. Teachers must be able to convey subject matter well so that it is easily accepted and understood by students even though they do not meet face to face.

Learning done at home makes it easier for parents to monitor or directly supervise their child's learning development. Parents have a duty to guide children so that they can follow the lesson well (Sapta, A., Hamid, A., & Syahputra, 2018; Borup, et al., 2019; Lase, Zega, & Daeli, 2021). Intensive communication is needed both between teachers and

students, students and parents, as well as teachers and parents to always be in line in guiding student learning activities at home (Kelana, 2020).

Advances in information and communication technology today have affected various aspects of life. Especially in the field of education, the development of this technology can not be denied has brought very significant changes. The learning process is no longer interpreted as a face-to-face activity between teachers and students at a certain time and place. This knowledge transfer process can also be carried out in a virtual that can be carried out anytime and anywhere. Information and communication technology-based learning is better known as e-learning. It is not only the learning environment that has changed, but the components in learning have also developed a lot. Starting from learning methods and learning media, which were initially in physical form began to change to digital form. E-learning has brought innovation in the learning process where students are required to be more independent in their activities. Through e-learning, teaching materials can be visualized in various dynamic and interactive forms so that students are motivated in the learning process. According to Hannay & Newvine E-learning has advantages when compared to conventional methods in addition to saving learning time, reducing travel costs, being able to reach a wider area and so on (Handani, 2016). Learning models with e-learning can be useful to increase the effectiveness and flexibility of learning. Through e-learning learning materials can be accessed anytime and from anywhere, besides that material that can be enriched with various learning resources including multimedia can be quickly updated by the teacher (Maryani, 2013). Furthermore, it is very important to do research on students at Future High School Libya who use based e-learning which is carried out during online learning during the Covid-19 pandemic. The research conducted aims to analyze the effectiveness of all online learning subjects using Web-Based E-Learning.

METHODS

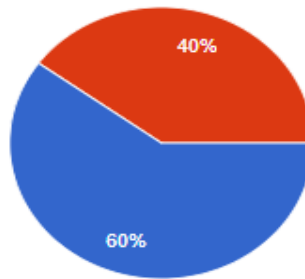
This research was conducted with quantitative descriptive using survey methods conducted online (Martens, 2019; Sugiyono, 2017). Primary data collection in this study was carried out by distributing online questionnaires by usgin Google Form to 25 respondents who were students at future high school Libya, which were taken at random. The questionnaire given consists of 17 questions with answer options strongly agree, agree, disagree, disagree, and strongly disagree.

The data was obtained by filling in the questions which were distributed to all respondents in the form of a Google Form. Furthermore, the data collected was analyzed and averaged using a Likert Scale to find out how effective it is in using Web-Based E-Learning in online learning during the Covid-19 pandemic and will then be described using percentages. The average score of observations by respondents is the basis for assessing online learning systems using web-based E-learning. The data of this research can be in the form of students' opinions about the ease of using Web-Based E-learning.

RESULTS AND DISCUSSION

The purpose of this study was to obtain information about the effectiveness of the online learning process using -Based E-learning during the Covid-19 pandemic. This research was conducted online using Google Form which was distributed randomly to all students at Future High School Libya. The questionnaire consists of 17 questions that will be tested to determine the effectiveness of online learning for all subjects using -Based E-learning . Respondents in this study in terms of gender as follows.

Figure 1. The average respondent in terms of gender.



The result show that 40% man and 60% woman. After obtaining the research data, the next step is to analyze the results of the acquisition of the data. The results of the analysis are presented in the following table.

Table 1. Questionnaire Items

Analysis	Score	Average of Assessment	Average Assessment (%)
1	91	3.79	76%
2	89	3.71	74%
3	89	3.71	74%
4	94	3.92	78%
5	86	3.58	72%
6	89	3.71	74%
7	96	4.00	80%
8	85	3.54	71%
9	80	3.33	67%
10	79	3.29	66%
11	96	4.00	80%
12	90	3.75	75%
13	83	3.46	69%
14	82	3.42	68%
15	79	3.29	66%
16	86	3.58	72%
17	86	3.58	72%
AVERAGE		3.63	73%

The scores in the table would be analyzed by adding up all the scores generated for each question. Meanwhile, the scoring in each assessment is based on the Likert scale. After that calculate the percentage of the average value that has been obtained previously. For the conclusion of the analysis, the scores and presentations are averaged and then averaged to get the final result analysis. Based on the survey results obtained through google forms distributed online and obtained the average data in percentage, namely 73%, which, when adjusted to the interpretation table, the assessment score on the Likert scale above is included in the criteria for good research. This researcher describes that online learning using Web-Based E-Leaning is effective if applied in online learning to all subjects in students at future high school Libya.

The finding was in line with Beaulieu, et al., (2015) show that using e-learning get effect different stimuli in carrying out lecturing activities assisted by e-learning system. Respondents think that they get something more different when using virtual class (v-class) when compared to the lecture system what is done in class. The stimulation generated is closely related to the positive response to use the system. The v-class members feel that they are not very bothered by the cost and time required if you don't use v-class in conducting lecture activities, so as to make v-class members get a new stimulus in the lecture system. Other finding also found that students feel more comfortable using online lecture applications to collect assignments to lecturers instead of having to waste time and material only to collect assignments by coming directly to campus (Thiele, Mai, & Post, 2014). Like what felt by students, the form of stimulation felt by the lecturer in using This application also varies. They are very helpful in disseminating materials and increasingly it's easy to give an explanation because you can give it through the lecture module which is distributed simultaneously to students when the lecturer cannot attend class.

Other finding Ahmad Zanin Nu'man (2014), e-learning media was effective to improve learning outcomes. Based on other research conducted by Lutfi and Dwi Noviani Sulisawati (2019) at Raudlatith Thalabah Vocational School with the title "The Effectiveness of Mathematics Learning Using E-learning-Based Media" shows that each aspect of the ability to manage the learning process, and student activities during learning, the learning outcomes of students and the response that students have after participating in the learning is that they meet the criteria both. It can be concluded that learning mathematics using e-learning-based media is significantly effective. In addition, there are also several studies conducted by Rizki Rahmawati and Sudyanto (2015) with the title "Effectiveness of the Application of E-learning-Quipper School in Accounting Learning in Accounting Learning " in this study shows that there is an effectiveness in the application of e-learning -Quipper School in accounting learning. It is indicated by the experimental group's accounting learning achievement is better than the control group's accounting learning achievement. Based on the research above, it is only a small part, and there are still many studies related to online learning and e-learning. The effectiveness of online learning is influenced by the teacher's ability to carry out management activities. There are at least three managements carried out by teachers in managing online learning, namely time management, classroom management and learning management (Widodo, 2020). Maximum online system learning can only be done by teachers who have a clear vision in learning and are able to establish inner bonds with students by carrying out their roles as motivators, facilitators, mediators, and communicators. Learning online systems cannot run optimally because of limitations in communicating, interacting, and being creative, both caused by internet access networks and other obstacles, so students must be able to adapt to new things (Kristiawan, et al., 2022; Fajardin, 2020). Teachers also have a strategic role to make students tough by trying to motivate them to learn discipline, enthusiasm in carrying out tasks. Online learning can be said to be effective if all students are actively involved in presentation sessions, and turn on online interactions with teachers, and keep trying to work through the use of various media and learning resources.

This research has an impact on the ease of students in choosing and determining themselves (searching) the source of the information from the internet. Students are more motivated in reading and reviewing the literature by e-learning when used as part of the assessment of learning outcomes. If provided guidance facilities through question and answer and tutorials, students are happy if there are tutorials electronically via chat, mailing list (group), e-mail, and others made by lecturer regularly. Students also hope and happy if there is a demonstration of the material presented in the form of videos, animations, or simulations that uploaded when participation in the discussion forum used

as part of the assessment of learning outcomes. Demonstration activities of the material presented in uploaded videos, animations or simulations on the official website. When participating in discussion forums, students are expected to be used as part of the assessment of learning outcomes, for teaching materials through e-learning, students helped if equipped with a demonstration of material in the form of video, animation or simulation.

CONCLUSION

In the description above, it can be concluded that the use of Web-Based E-learning for all subjects at future high school Libya during the Covid-19 pandemic is effectively used as an application for this distance learning. Because it can be easy to learn, easy to understand, easy to use, besides that access does not require a large data quota to do online learning. This of course also cannot be separated from the role of the teacher in carrying out the learning process. In this learning system, the teacher does not only provide teaching materials, but the teacher also adds interesting learning media so that students can understand easily.

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