Students Perspective Toward E-Learning During Covid-19 At SMA Muhammadiyah Maumere In 2022/2023 School Year

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***Abstract**.*
This study aims to analyze and describe students' perspectives on E-learning and the difficulties faced by students during online learning. Researcher use qualitative methods. Data collection techniques used in this study were observation, interviews by distributing questionnaires. From the results of an analysis of students' perspectives on online learning during the Covid-19 period, it was found that students felt that online learning made them quite bored and reduced interaction between teachers and students. Online learning also makes students less understanding of the material provided, so that it has an impact on the level of student focus. The difficulties faced by students in e-learning-based online learning are network access that is not power full, internet quota and facilities such as mobile phones do not yet exist. Based on the explanation above, the researcher concluded that students' perspectives on e-learning can reduce student learning levels and the ability to understand learning.

***Keywords**: Students, Perspective, E-learning*

Abstrak
Penelitian ini bertujuan untuk menganalisis dan mendeskripsikan perspektif siswa terhadap E-learning dan kesulitan yang dihadapi siswa selama pembelajaran online. Peneliti menggunakan metode kualitatif. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi, wawancara dengan menyebarkan kuesioner. Dari hasil analisis cara pandang siswa terhadap pembelajaran daring pada masa Covid-19, ditemukan bahwa siswa merasa pembelajaran daring cukup membuat mereka bosan dan mengurangi interaksi antara guru dan siswa. Pembelajaran daring juga membuat siswa kurang memahami materi yang diberikan, sehingga berdampak pada tingkat fokus siswa. Kesulitan yang dihadapi siswa dalam pembelajaran online berbasis e-learning adalah akses jaringan yang tidak full, kuota internet dan fasilitas seperti telepon genggam belum ada. Berdasarkan penjelasan di atas, peneliti menyimpulkan bahwa cara pandang siswa terhadap e-learning dapat menurunkan tingkat belajar dan kemampuan memahami pembelajaran siswa.

Kata Kunci: Siswa, Perspektif, E-learning

BACKGROUND

The Covid-19 pandemic has struck more than 200 countries in the world and has given its own challenges for various aspects, such as: economic, social, political, and educational. Corona Virus is a disease caused by a new well-known type of virus, namely Severe Acute Respiratory Syndrome Coronavirus 2 is also called Sars-CoV-2, which

discovered for the first time in China, the city of Wuhan, in 2019 last December. The rapid spread of Covid-19 has made every sector of human life immediately feel the impact (Sintema, 2020). This pandemic has changed the daily lives of people around the world. The use of masks, social distancing, and working from home have become commonplace in many aspects, especially in the field of education. Education systems around the world have been severely affected by the Covid-19 pandemic. Due to the Covid-19 pandemic, educational institutions were forced to close which had a negative impact on students around the world. Based on a decree from the Minister of Education and Culture Number 3636Z/MPK.A/HK/2020 dated March 17 2020, a circular and an appeal to work from home and distance learning or known as online learning or e-learning have been issued. Mentioned in point 4a which emphasizes the implementation of online learning at home for teachers and students, and in point 4b explains the process of teaching and learning from home through video conferencing, digital documents, and other online facilities from providers who have collaborated with the ministry. (Kemendikbud RI, 2020).

E-learning is the use of digital media to accommodate the learning process in the classroom (Arkorful & Abaidoo, 2014). Before the Covid-19 pandemic, E-learning was a complementary media that only served as a complement to the learning process in the classroom. However, since the increase in positive cases of Covid-19, E-learning has become a necessity to continue to provide the educational process, on the other hand, to protect university stakeholders from the threat of the Covid-19 pandemic (Rahardyan, 2020). E-learning can be found from a variety of existing learning media, ranging from language applications, video conferencing tools, virtual tutoring, online learning software, Moodle, and much more (Li & Lalani, 2020).

The E-learning process in Indonesia uses several learning and conference software such as Zoom, Google Meet, Google Classroom, Zenius, Teacher Room, etc. It is hoped that through online interaction, the principle of social distancing promoted by the Indonesian government can break the chain. However, the application of e-learning in the learning process during the Covid-19 pandemic is not without challenges (Siagian, 2020). Several challenges can be found from the experiences of students and teachers. E-learning is currently considered a breakthrough or new strategy in learning activities where the learning process between teachers and students does not need to be present in the classroom. Teachers and students only prioritize internet connection to carry out the learning process so that it can run smoothly even though it is limited by distance and place. However, in online learning, there are still problems faced by students during online learning, including

internet connection, online media often have errors and limited internet quota. Most students cannot follow online learning well. Many students claim to be bored and less focused when studying online. The criteria for online media that students prefer is to use media that is economical in quotas, does not need a strong network, and is easy to use. Because of the convenience and practicality of the online learning system. Thus online learning can be accessed wherever and whenever the teacher is through internet technology.

The use of internet technology makes it easier for students to access learning materials using internet access, so that interactions can occur between students and students and teachers and students to gain knowledge. This is to make it easier for teachers to determine an effective learning model used in student learning. Online learning is considered to be the best solution for learning activities, especially during the pandemic Covid-19.

In the world of education, students must be able to learn and adapt to online learning quickly. In fact, not all technical and systems are ready. So far, online learning is only a concept, as a technical tool, not as a way of thinking, as a learning paradigm. In fact, online learning is not a method to change face-to-face learning with digital applications, nor does it burden students with piles of assignments every day. Online learning should encourage students to be creative, access as many sources of knowledge as possible, produce works, hone insights and ultimately shape students into lifelong learners.

Based on the explanation above, the researcher wants to know the perspective of students' on online learning by conducting a research entitled **"Students' Perspective Toward E-learning During Covid-19 at SMA Muhammadiyah Maumere in 2022/2023 School Year".** Based on the problems above, this research is limited to students' perspectives on online learning and the difficulties faced by students at SMA Muhammadiyah Maumere. Research Problem: What are the students' perspective towards E-learning at SMA Muhammadiyah Maumere in 2022/2023? And What are the difficulties faced by students in the implementation of E-learning at SMA Muhammadiyah Maumere in 2022/2023? Research of Objective: To analyze the students perspective towards E-learning in SMA Muhammadiyah Maumere in 2022/2023 and To describe the difficulties faced by students of E-learning at SMA Muhammadiyah Maumere in 2022/2023.

REVIEW OF LITERATURE

2.1 Theoritical View

1. Definition of Perspective

The word perspective comes from the Latin, namely " persicere " which means " image, see, view". Based on terminology, perspective is a point of view to understand or interpret a particular problem. Because humans are social creatures who often have their own opinions and views when dealing with something, there are often different perspectives that trigger differences of opinion as well. The meaning of perspective according to Sumaatmadja and Winardit (1999) is a perspective and way of behaving towards a problem or event or activity. this implies that humans will always have a perspective that they use to understand something.

Perspective is a point of view. Many of these views come from human experience in living a life. So, from this experience, a thought was born that can make people's perspectives or views different. Perspective itself is generally defined as a view of an event. The meaning of perspective according to Martono (2010) is the perspective used by humans when they see a phenomenon or a problem that is curently happening.Then the meaning of perspective according to Suhanadji and Waspada Ts (2004) is a perspective or insight that is used to see the world from various aspects, namely politics, economics, and culture. Perspective is a point of view to understand or interpret certain problems. In various fields, perspective has a meaning that tends to vary according to their respective goals. In everyday life, perspective is sometimes a reference in determining decisions to complete something that students are thinking or doing.

2. Types of Perspective

According to Martono (2010) is a way of looking at a problem that occurs, or a certain point of view used in viewing a phenomenon. There are 3 types of perspective according to Martono (2010):

a. Biological Perspective

The biological perspective focuses on events that take place in the body that affect a person's behaviour, feelings and thoughts. The series of hormones contained in the bloodstream tell the internal organs to speed up or slow down how they work. Psychologists apply this type of biological perspective to determine various physical events in interacting with the external environment in order to produce results such as remembering, seeing, and acting.

b. Behavioural Perspective

The behavioural perspective focuses on the way the environment and experiences affect the actions of a person or other organism. In this type of perspective, the followers of the flow of behaviourism pay attention to the role of punishment and reward in maintaining or reducing the tendency of the emergence of certain behaviours. For example, a follower of the flow of behaviourism will analyse environmental disturbances that are considered to be able to help explain this problem. Research on expressions, thoughts, values, and intentions. Adherents of this theory believe that a person's learning process can not only be achieved through the process of adapting behaviour to suit the environment, but through the process of imitating the behaviour of others and thinking about various events that occur around them.

c. Cognitive Perspective

Perspective is an opinion in the political choice of context or reference in choosing an ideology that is considered legitimacy based on the codification of experience, evaluation in the formation of coherent beliefs, views, paradigms, comparisons, comprehensiveness and reality. In the second half of the 20th century, cognitive contributed to learning theory and instructional design by creating models of how students receive, process, and transform information. The cognitive perspective emphasizes what goes on in a person's mind. How a person thinks, understands, remembers, solves problems explains various experiences, acquires a number of moral standards and forms beliefs. One of the roles of this perspective is how people's thoughts and explanations can influence their actions and choices. Through clever methods for inferring a mental process based on observed behaviour, cognitive writers are now able to study phenomena that were once the subject of speculation, such as motivation, emotion, and insight.

2.2 E- Learning

1. Definition of E-learning

E-learning is an abbreviation of electronic learning which is growing in line with advances in computer and internet technology. According to Sukmadinata (2007), e-learning is not only an abbreviation of electronics but also an abbreviation of experience, extension, and expansion.

The word electronic in e-learning means utilizing the addition of technological elements in the learning process so that it involves more hardware, software, and other electronic processes. The purpose of the experience is to open up wide and varied opportunities for all

students to learn, adapted to the availability of time; place; method; ingredient; and the available environment. Expanded means expanding and expanding learning opportunities for students, not limited to a particular program but is a lifelong continuous process. Expanded means that learning is open to everyone, the materials and topics discussed then become wider so that learning does not collide with the availability of funds. E-learning is very useful for students in learning materials because with this technology they can learn flexibly wherever and whenever needed. Materials that have not been understood by students at school can be re-learned through e-learning so that students will more easily understand the material with a longer time because it is not limited like at school. Gagne and Briggs (in Karwono and Heni Mularsih, 2017) suggest that E-learning is a system that has a purpose in helping all student learning processes consisting of a series of events that have been designed, arranged systematically in order to influence and also support the occurrence of all processes of internal student learning activities. An interaction process that occurs between the instructor (instructor) and the learner in a teaching and learning process (Daryanto, 2009). Based on the experts' understanding of E-learning above, it can be concluded that E-learning is a process of interaction with two-way communication carried out by students as learners and teachers as educators. The interaction in question is students with educators and learning resources in a learning environment by utilizing all potentials such as conveying thoughts, ideas that have been processed in a meaningful way through electronic-based learning.

2. Benefit of E-learning

The most important benefit of elearning for students is wanting content that is relevant and self-contained. This need is met with an online learning model; here, students can study at their own convenience and need. The following are the advantages of online learning.

1) Online Learning Accommodates Everyone's Needs

The online learning method is most suitable for everyone. This digital revolution has led to tremendous changes in the way content is accessed, consumed, discussed and shared. Online education courses can also be followed by office goers and housewives, at a time that suits them. Depending on their availability and convenience, many people choose to study on weekends or evenings.

2) The number of lessons followed

Unlike classroom teaching, with online learning you can access an unlimited amount of content. This is especially necessary at the time of revision when preparing for exams. In the

traditional form of learning, if you can't attend a lecture, you have to prepare the topic yourself; in E-learning, you can easily attend lectures whenever you want easily.Offers access to updated content.A prime benefit of learning online is that it makes sure that you are in synchronization with modern learners. This enables the learner to access updated content whenever they want it.

3) Quick delivery of lessons

E-Learning is a way to provide fast delivery of lessons. Compared to traditional classroom teaching methods, this mode has a relatively fast delivery cycle. This shows that the time required for learning is reduced to 25%-60% of that required in traditional learning.

4) Scalability

E-Learning helps in creating and communicating new training, policies, concepts, and ideas. Whether it is for formal education or entertainment, eLearning is very quick way of learning!

5) Consistency

E-Learning enables educators to get a higher degree of coverage to communicate the message in a consistent way for their target audience. This ensures that all learners receive the same type of training with this learning mode.

6) Reduced Costs

E-Learning is cost effective as compared to traditional forms of learning. The reason for this price reduction is because learning through this mode happens quickly and easily. A lot of training time is reduced with respect to trainers, travel, course materials, and accommodation.

3. Function of E-learning

According to (Sihaan, 2002) there are three functions of E-learning such as:

1) Supplements (additional)

It is said to function as a supplement, if students have the freedom to choose whether to use the material electronic learning or not. In this case, nothing obligation/requirement for students to access the material electronic learning. Even though it is optional, students those who use it will certainly have additional knowledge or insight.

2) Complement (complementary)

It is said to function as a complement, if the e-learning material is programmed to complement the learning material used accepted by students in the classroom (Lewis, 2002). As a complement means material e-learning is programmed to become enrichment material (enrichment) or remedial for students in following conventional learning activities. as enrichment, if students can quickly master / understand the subject matter delivered by the teacher face-to-face are given the opportunity to access e-learning materials that were specifically developed for them.

3) Substitution (substitute)

The purpose of e-learning as a substitute for conventional classes is so that students can flexibly manage activities lectures according to time and other daily activities. There is 3 (three) alternative learning activity models that can be followed learners:

a. Completely face-to-face (conventional),

b. Partly face-to-face and partly via the internet, or maybe

c. Completely over the internet

4. Advantages and Disadvantages of E-learning

As for the Advantages and Disadvantages of Students during online learning based on E-learning, Researcher distributed questionnaires to research subjects regarding the advantages and disadvantages of e-learning based learning. The advantages and disadvantages of online vary widely, including:

Excess:

1. students feel more relaxed and happy and students feel they have more time at home with their families

2. students feel they have more time to rest.

Lack:

1. students feel wasteful because the quota quickly runs out

2. It is more difficult for students to understand the material presented by the teacher

3. Students also feel bored because their activities with their friends are hampered.

2.3. Previous Research

1. First Research

This research was first conducted by Prabowo in 2020 Perspectives of class XII students on online learning in the subject of Physical Education, Sports and Health during the Covid-19 910 Pandemic at SMAN 1 East Bintan, Riau Islands Province in 2020. Results research the research shows that the perceptions of class XII students towards online learning in the Physical Education Sport and Health subject during the Covid-19 pandemic at SMAN 1 East Bintan, Riau Islands Province in 2020 have decreased. included in the very moderate category.

The difference between the research conducted by Mardianto Prabowo and that conducted by the researcher lies in the research approach used. The research approach used by Mardianto Prabowo is a quantitative descriptive approach while the approach used by the author is a qualitative descriptive research approach.

2. Second Research

The Effectiveness of Online Learning on Interest in Learning Islamic Religious Education for Class X Students of SMA Negeri 20 Makassar, Kotamadya Makassar. This research was conducted by Said in 2021. The research results obtained related to the effectiveness of online learning on interest in learning PAI, namely: of the 25 student responses received by the author, there were around 80% who stated that the online learning process was effective because PAI teachers provided supporting applications to students so that not burdensome in the online learning process.

The difference between Said's research and this research lies in the research approach used. The research approach used by Nur Ichsan Said is a quantitative approach while the research approach conducted by the researcher is a descriptive qualitative research approach.

RESEARCH METHODOLOGY

The research method used in this research is qualitative. Qualitative research is research that emphasizes on quality or the most important thing from the nature of an item or object. Qualitative research can be designed to provide contributions to theory, practice pPolicy, social problems an action (Djam'an satori and Aan Komariah, 2012).This type of research is intended to analyze how students perspective e-learning at school or at home, as well as look difficulties faced by students. The type of research commonly used is empirical research, because the

approach used by the author is a qualitative approach. By using this approach, it makes it easier for the researcher to collect data, namely from students who have or are still using e-learning at SMA Muhammadiyah Maumere. The location of this research is at SMA Muhammadiyah Maumere and the time of this research was carried out on 20 December 2022 to 20 May 2023. The location was chosen by the researcher because the school has been using e-learning by teachers and students until now.

FINDING AND DISCUSSION

4.1 Finding of Research

Based on the data analysis, the researcher presents the findings to provide a big picture of the research problem. Researcher investigate and identify complex information based on the topic of the research problem. According Heryana (2018) qualitative research does not recognize the existence of a minimum sample size (sample size). Generally, qualitative research uses a small sample size even in certain cases only use one sample only. There are at least two conditions that must be met in determining the number of informants, namely adequacy and suitability.

4.1.1 Students' Perspective towards E-Learning at SMA Muhammadiyah Maumere

This research is to find out students' perspectives on E-learning during the Covid-19 period at Muhammadiyah Maumere High School in 2020. In terms of findings, researchers reduce data, determine important points related to findings. Then, the researcher analyzed the findings. The findings in the form of student answers through a questionnaire can be seen as follows:

a. Instructional Media

Based on the results of the questionnaire with students' it is known that in online learning the media or tools that are often used are cellphones, laptops, or applications in the form of websites to carry out learning activities remotely. This shows that mobile phones have become the main learning medium during the Covid-19 period. These findings were obtained from the results of a questionnaire with students regarding their perspectives on E-learning, as follows:

> *"In my opinion, E-learning is online learning that uses applications such as cellphones, laptops, and website applications. What we often use is a cell phone".*

b. Online Learning Apps

Based on the results of a questionnaire with informants about the use of applications that are often used by SMA Muhammadiyah Maumere students when online learning, what is used is Zoom, WhatsApp group, and Google Classroom. But the application that is widely used by students today is Google Classroom. Thus it can be concluded that the learning application used by students for online learning is Google Classroom. These findings were obtained from interviews with students about their perspectives on E-learning, as follows:

> *"There are 2 applications that are used during online learning, namely Zoom and Google Classroom, but what is often used until now is Google Classroom"*

c. Student Understanding Level

The level of understanding of students in participating in online learning during Covid-19 can be measured through an assessment of understanding or material abilities while participating in online learning. based on the results of interviews with informants, it can be seen that the level of student understanding of the material conveyed by the teacher is very little that they can understand and some do not even understand or understand at all from the beginning to the completion of learning, because the level of understanding each student has is different. So it can be concluded from the data obtained that the level of students' understanding of the material taught by the teacher is that students feel they do not understand the material delivered by the teacher online. These findings were obtained from interviews with students about their perspectives on E-learning, as follows:

> *"Never, because sometimes I don't understand myself"*

d. Submission Material

Based on the results of the questionnaire with informants who filled out the material in online learning at Muhammadiyah Maumere High School, it shows that the delivery of material by teachers is ineffective, because it is hampered by the network so that not all students are able to understand the material. material presented, and only a few can be understood. So that some students feel bored when online learning takes

place. These findings were obtained from interviews with students about their perspectives on E-learning, as follows:

> *"In my opinion, the teacher who conveys the material is less effective because not all students can access the material provided"*

e. Participation During E-learning

Student participation in online learning can be seen based on the results of interviews with informants that student participation can be seen from the level, ability to use the application, the focus during learning takes place, so it is obtained from the interview results that many students can or easily use the application and really focus on following learning, and there are also students who do not focus especially on learning that takes place during the day. Based on the results of these interviews it is known that students can focus and not study during learning depending on the network and when learning takes place. These findings were obtained from interviews with students about their perspectives on E-learning, as follows:

> *"Yes, really focused" "Depending on the hours of study, if it is afternoon learning then my focus level decreases"*

f. Motivation for E-learning

Based on the results of the questionnarie with informants, it is known that in online learning it is necessary to have support or motivation to learn from both the teacher and the students themselves. It can be seen from the students' answers that in every learning process based on E-learning the teacher always provides motivation, even though not every day, but there is always a word of motivation so that students remain enthusiastic in participating in learning. Based on the results of these interviews it is known that the majority of students feel motivated during learning so that students are always enthusiastic in participating in online learning.

1) E-learning is distance learning that uses electronic media and internet networks, quotas that support online learning

2) E-learning is an electronic learning system that is applied in the field of online education.

4.1.2 The Difficulties Faced by Students in the Implementation of E-Learning at SMA Muhammadiyah Maumere

The results of interviews related to the obstacles faced by students while using e-learning in online learning at Muhammadiyah Maumere High School. There are still many students who experience problems accessing the internet network, constrained by quotas, and do not understand how to use the application. These conditions can affect the online learning process, and can reduce student learning abilities. Based on this description, there are 3 student difficulties with E-learning during online learning, namely:

a. Network Access

In the E-learning-based online learning process, the most important point is an effective network, because the online learning process can run smoothly if it is supported by good network access. Conversely, if network access is bad, online learning will not work well either. From the interview results it is known that there are still many students who have difficulty learning online because network access is not smooth. The results of the student interview excerpts are as follows:

> *"Yes it's difficult, because the slow network makes it difficult for me to access the material".*

b. Internet Quota

Based on the results of interviews with informants, students were still found to have difficulty participating in online learning, one of which was internet quota. These difficulties can also hinder the teaching and learning process between teachers and students. The following are excerpts from the interview results as follows:

> *"Yes, one of the obstacles is internet quota"*

c. Media Facilities

Based on the results of interviews with informants, it was found that the media used in online learning was cellphones. the use of these media can accommodate all online learning activities that are carried out remotely. However, there are still students who have problems because they don't have cellphones, these obstacles can affect student learning. The following are excerpts from interviews with students as follows:

> *"Hmm, in online learning I used a school computer, because at that time I didn't have a cellphone"*

Obstacles faced in online learning are poor internet network access or errors making it difficult to access material in online learning, as well as students' understanding of the material presented by the teacher is not optimally acceptable.

> *"There are many obstacles experienced during online learning, including: Unstable internet network access, There are some students who have problems with data quotas/packages, there are also students who don't have cell phones. Students have difficulty understanding online material so that it makes students feel bored. less active during learning, and difficulty accessing books.*

E-learning based online learning is not as easy as expected. Students face various obstacles in the online learning process, such as new changes that can indirectly affect students' understanding of learning. then internet network access is disrupted during the learning process, as well as quota/data. This hinders learning because when accessing material or participating in student learning takes time because the network does not support it. In addition, the technical and financial abilities of each student are different, so not all students support online learning activities.

4.2 Discussion

4.2.1 Students' Perspective towards E-Learning at SMA Muhammadiyah Maumere

Perspective is the psychological ability to process or use information received through the five senses. According to (Akande, 2009) that perspective follows factors, such as past experience, present experience, personality, and motivation, which are equally important for understanding how people perceive events. From the above understanding it can be concluded that the cognitive perspective emphasizes what is going on in one's mind, how one thinks, understands, remembers, solves problems explains various experiences, obtains a number of moral standards and forms beliefs. Students have feel that online learning makes them bored and lacks interaction between teachers and students and a lack of focus in participating in online learning.

4.2.2 The Difficulties Faced by Students in the Implementation of E-Learning at SMA Muhammadiyah Maumere

The application of online learning is not as easy as expected. Student face various obstacles in the online learning process, such as changes that can indirectly affect

students' knowledge and achievement levels towards learning theoretically and practically. then distracted attention during the learning process, as well as an internet connection that does not support it, so that learning is disrupted. This hinders learning when storing information such as student attendance or assignments gets bogged down and takes time to adapt. In addition, the technical and financial abilities of each student are different, so not all students are enthusiastic or excited about taking part in this online learning.

The obstacles faced by Muhammadiyah Maumere High School students in this study are in accordance with the research Hutauruk and Sidabutar (2020) which state that the obstacles faced by students in the online learning process are fundamental obstacles that must be faced, including obstacles in the field of internet networks, limited features of online learning applications. Students have difficulty learning online, because they do not have cellphones, they are disturbed by internet access and quotas, as well as the use of e-learning which makes it difficult to access learning and difficulties using applications to access learning materials

CONCLUSION AND SUGGESTION

Conclusion

Based on the findings, there are same students' perspective about E-learning, students do not understand the online learning material delivered, as well as the method of delivering the material which is considered less understood and students' opinions regarding online learning which are considered less effective.

The difficulties encountered when online learning are signals that are not strong enough to access material during online learning, consuming a lot of internet quota, constraints on the lack of electronic media, and students' understanding of the material delivered by the teacher is not optimal. accepted.

Suggestion

Based on the conclusion of the study, the researcher would like to give some suggestions as follows:

1. For Students

In online learning it is hoped that students can be more independent, make more use of their study time and explore skills on the internet. Students must also be more active and more

enthusiastic, this must also be accompanied by parents. the role of parents, teachers and students is very necessary. For the problem of students' lack of understanding, students can look for other learning references not only from the teacher's explanation but students must be diligent in reading and finding out for themselves the material taught by the teacher so that students can have broad insight and understanding

2. For Teachers

Must learn more about applications for online learning and must know how to choose suitable applications for students and apply them to students. As a result, their abilities and skills improve. Thus, they will maximize the benefits provided by online applications when they use these applications in learning.

3. For Other Researchers

This researcher is limited to students' perspective of E-learning during the Covid-19 period. It is hoped that other researchers can add better theories and solutions so that they can become additional knowledge about online learning.

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