THE ONLINE TEACHING LEARNING PLATFORM (PK LEARNING) STUDENTS' PERSPECTIVE

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Abstract	Online learning will most certainly have an important role to play in future learning. E-learning courses come in a variety of formats and utilize a range of technologies. E-learning enables students to complete training and educational objectives with greater ease and flexibility. PK Learning is an online education with an interactive and self-paced form of learning that can be used by Muhammadiyah Program Khusus to learn anytime, anywhere. This study described middle-school students' attitudes toward the use of PK Learning from its accessibility, flexibility, and effectiveness. There is one class in each grade consisting of 30 or 31 students, which was used to collect the data, which means that 93 students from grades 7, 8, and 9 participated in this research. The data was collected in the form of a descriptive case study with interviews and observation. The purpose of this study was to explore the student's perception of the use of PK Learning. Analysis percentage and the result of the interview were used to capture the responses. Analysis of the data revealed three major positive perceptions toward PK Learning: accessibility, flexibility, and effectiveness. Based on the findings, The use of PK Learning from students' perceptions in the Muhamamadiyah Program at Khusus Junior High School is discussed.
Keywords	E-learning Platform, Online Learning, Students' Perception

INTRODUCTION

In a count number of weeks, the coronavirus (COVID-19) has modified how college students are knowledgeable across the world. As a result of the pandemic, schools were forced to carry out their activity with students exclusively online. Those changes give us a glimpse at how education could change for the better and worse in the long term. During the COVID-19 pandemic, the use of technology supports distance learning, and online learning is emerging and growing rapidly. Higher education is looking to embrace tools, technology, and online learning, which will most certainly have an important role to play in future learning. This tool allows teachers to ask questions, receive student answers, and display the results electronically (Johnson & McLeod, 2005). Utilize technology to enhance assessment, automated essay scoring, or interactive simulations that can provide more accurate and efficient evaluations of e-learners' performance (Tham & Werner, 2005).

As the Internet becomes a major educational tool, online education provides teachers and students access to a variety of resources. Technological usage as a learning media, especially during remote teaching, has been initiated by the Indonesian government as one tool to deliver the material effectively (Koohang & Harman, 2005). Today's technological advances not only serve the industry but also serve as valuable learning design tools and make a significant contribution to the way students and teachers learn. Many studies show that E-Learning helps increase student motivation, engagement, attendance, students' class participation, behavior, and performance on core subjects (Dhawan, 2020). Moving programs online changed the way teachers delivered classes (Sobaih et al., 2020). Furthermore, internet technologies facilitate the distribution of content to a large number of users at the same time as the world becomes increasingly digital and global (Nycz & Cohen, 2007).

Due to the unprecedented situation caused by the coronavirus pandemic, the impact of the pandemic on education, universities, faculty, and students has become a very interesting topic for researchers. Allo investigated student perceptions of online learning during the coronavirus and showed that students showed a positive attitude towards e-learning and helped during times of crisis caused by pandemics (Allo, 2020). During the Coronavirus pandemic, this platform is necessary and can be a tool in the communication between students and teachers, not only for the adequate material but also for some projects and assignments. The E-learning process in higher education is carried out with the help of various online platforms. Many terms have long been used to describe online learning, including Computer-based learning (Anaraki, 2004), web-based training, e-learning systems, and learning management systems (Costa et al., 2012). All of these systems,

regardless of name, share the use of the Internet, allowing learners and teachers to register and evaluate their activities (Costa et al., 2012), deliver lectures, and interact with student colleagues and teachers. It has certain features that make it easier. Key features of the online learning platform include forums that enable asynchronous communication and collaboration between teachers, web conferencing that enables video, audio, and written communication, and users to send messages and receive real-time replies (Cacheiro-Gonzalez et al., 2019).

E-learning can have a profound impact on the educational experience and learners' perceptions, and this idea is central to our research. It is important, appropriate, and necessary to analyze whether students have adapted to E-Learning and whether they are satisfied rather than dissatisfied with this exclusive online experience (Suresh et al., 2018). In other words, this study examines how learners felt about the E-learning platform and whether this E-Learning affected their understanding (Engelbrecht, 2005).

PK Learning is an online learning platform that improves the concept of learning material. PK learning can be considered a particular form of teaching and learning that integrates electronic resources and makes education more attractive and qualitative (Lee et al., 2012). PK Learning is also an application system used for teaching where the information, material, assignment, and examination are sent to a large audience through electronic resources. PK Learning has certain features that facilitate and nurture the learning process (Grigoryan, 2018). This platform also includes elements such as technological tools and attractive design, various contents, the data of the students and teacher (participants), uploading text or material, and, of course, conducting the examination online. This platform is adjusted to individuals. This study, therefore, determined the usefulness of PK Learning as a tool of online learning and how it covered time spent on tasks and projects, course content, student complaints, and pedagogical preferences. This study focuses on students' perception of the implementation of PK Learning as a tool in conducting the teaching-learning process. The students believe that PK Learning is useful and easy to use. The students can understand the material or the information and are able to access the documents easily (Dhawan, 2020).

There are several previous studies related to this study. The first previous study was conducted by Christina Keller (2006). The title is Students' Perceptions of E-learning in University Education. The goal of the research is to determine whether the strategy of implementing the E-learning system at the university was more important in influencing students' perceptions than the

individual background variables. The advantages and disadvantages of E-learning were categorized in a qualitative content analysis.

The second previous study was conducted by Ammar Y. Alqahtani (2020). The title is E-learning Critical Success Factors during the Covid-19 Pandemic: A Comprehensive Analysis of E-learning Managerial Perspective. This research aimed to determine the primary objective of E-learning enhancing the educational process during the COVID-19 pandemic. E-learning systems extraordinarily support a high level of information technology and become the most suitable learning system to practice. E-learning implementation still plays a leading role in improving the educational process.

Maslin Masrom (2007) conducted a study entitled "Technology Acceptance Model and E-learning." This paper presents students' perception of E-learning technology within the academic setting. The study revealed that the use of technology and the positive perception of the technology's usefulness are crucial, whereas the students' attitudes toward using the technology may not be equally important. E-learning needs to focus primarily on how the technology can help improve the efficiency and effectiveness of students' learning process rather than on the procedure

Dilkawaty, M. and Ibrahim. N (2020) conducted a study entitled Students' Perspective: E-learning during the Pandemic. They investigated the implementation of e-learning during COVID-19, which raises pros and cons among university students. The result of this study showed that E-learning was not optimal. Most of the e-learning processes used asynchronous mode by emphasizing cognitive participation more, not personal participation. Moreover, the majority of E-learning designs used class type. The application of E-learning did not promote learning analytics in which the learning process was less interactive. Furthermore, internet access, quota, and budget were the major inhibiting factors.

Theresiawati et al. (2020) conducted a study entitled Variables Affecting E-learning Services Quality in Indonesian Higher Education: Students' Perspectives. This study analyzed the influence of e-learning on its quality services at the university level based on the perspectives of students (stakeholders). This research identified E-learning quality satisfaction and examined the relationship between the dimensions of E-learning quality, satisfaction, and behavioral intention as perceived by university students. This study proved that to improve the quality of LMS that is tailored to the needs of users and learning content, E-learning can be a better means of online learning.

Malik M et al. (2017) conducted a study titled E-learning: Students' Perspective about Asynchronous and Synchronous Resources at the Higher Education Level. This study focused on students' responses related to different aspects of E-learning. The findings significantly revealed the difference in students' responses regarding the effectiveness of synchronous and asynchronous E-learning activities. Male students preferred synchronous as well as asynchronous E-learning activities more than female students at higher education levels. Students were found to have a greater interest in asynchronous activities when they had credit in terms of marks.

None of the previous studies discuss the students' perception of junior high school students in regard to the use of e-learning for the learning process. All of the previous studies did the research mostly from the perception of the university students. The use of PK Learning in the Muhammadiyah Program at Khusus Junior High School generally provides results in its usefulness, effectiveness, and positive influence on student performance (Cacheiro-Gonzalez et al., 2019). Most of the respondents represented by the students believe that PK Learning enhances the educational process, improves collaboration and communication between teachers and students, and offers flexibility to better understand the material. This study investigates students' perceptions of e-learning. The students had a positive attitude towards PK Learning, considering it helpful and useful in this technological era. The most important thing is that this platform is an answer to facing many challenges in technological classrooms and interactive engagement, and the teachers are able to deliver their lessons easily using technology. The use of this platform also showed that the school was ready for the full online learning experience and also provided excellent service that helped students gain knowledge.

The research presented in this article will answer the question of the E-learning platform in student perceptions of the effectiveness of PK Learning as a learning platform. The purpose of this study is to describe middle-school students' attitudes towards the use of PK Learning as an E-learning platform.

METHOD

The purpose of this qualitative study was to explore how students in the Muhammadiyah Program Khusus Surakarta describe their perceptions of PK Learning on its flexibility, accessibility, and efficacy with the goal of evaluating how PK Learning is used by the student. For this study, the researcher examined students' perceptions to measure PK Learning assistants' ability to

increase student engagement and participation in classroom activities and allow users to access educational materials. Specifically, this study focused on the students' perception that PK Learning provides a platform for creating, hosting, and delivering educational content, allowing students to easily access and learn from the educational materials. Also used to track student progress and provide personalized learning experiences.

The research was held from January up to April 2022 in the Muhammadiyah Program Khusus Surakarta. For this study, 93 participants in grades 7-9 accessing PK learning completed 10 items questionnaire (see Table 1). The research used a descriptive case study that explain and describes the case or event. The case study was conducted using interviews to collect the data. Participants answered questions based on their perceptions of PK Learning, its flexibility, accessibility, and its effectiveness. In this research, the researcher applied semi-structured interviews with open-ended questions to some students to find information about the use of PK Learning. In addition, the researcher used the questionnaire to obtain information about the students' perception of PK Learning, its accessibility, flexibility, and efficacy.

This research used observation to collect the data, which was obtained from direct experience. Observation is the effective way to discover what people do in a specific context, the routines and interactional forms of their daily lives (Darlington and Scott: 2002)

RESULTS AND DISCUSSION
Results

In order to effectively explore students' perception of PK Learning in the learning process, the researcher employed a mixed methodology. The data sources, along with a qualitative design, allowed the researcher to capture students' perceptions of their experience in using PK Learning. The research questions here were constructed around the accessibility, flexibility, and efficacy of PK Learning, including the performance of the platform, assigning the task, balancing material and practical tasks, the interaction with the teacher, opinion toward this platform, and usefulness. For data analysis, percentages were used.

Table 1. The Questions Related to the Student's Perception toward the Use

of PK Learning in the Process of Exclusively Learning

Questions	Category
1	Accessing PK Learning is easy without technical problem
2	Practicing PK Learning increases my knowledge

3	PK Learning is more effective in supporting the teaching-learning process
4	The features of PK Learning are complete and attractive
5	PK Learning is accessible and flexible
6	PK Learning helps students to better assessment
7	The teacher uses PK Learning in the everyday teaching-learning process
8	Uploading tasks in PK Learning is frustrating
9	Teachers' interaction in PK Learning is more effective
10	I am more successful when I use PK Learning

Table 2. Frequency Distribution of Indicators Related to Students' Perception

of the Use of the PK Learning

Questions	5	4	3	2	1
1	6,29%	69,29%	16,5%	6,29%	1,5%
2	21,25%	59,05%	18,11%	0,78%	0,78%
3	22,04%	57,48%	18,8%	0,78%	0,78%
4	18,11%	42,5%	35,4%	3,93%	-
5	37,79%	41,73%	17,32%	0,787%	-
6	21,25%	44,88%	24,40%	8,661%	-
7	22,83%	39,37%	31,49%	4,724%	-
8	13,385%	49,606%	25,196%	9,448%	0,78%
9	16,535%	20, 472%	41,732%	14,96%	4,72%
10	4,724%	22,047%	49,606%	17,32%	2,36%

The purpose of this qualitative study was to explore how students perceive the use of E-learning, that is, PK Learning. The qualitative methodology was chosen for this study because it provides a wider framework for research in exploring values, beliefs, and practices and uses more naturally occurring data methods that are akin to real life, which allows for the collection of detailed descriptions of perceptions from the participants (Braun& Clarke, 2006). Therefore, the researcher chose purposive sampling to explore and define the topic further. Participant data was collected by online interview. The interviews lasted approximately 15 minutes to complete, although they were provided with unlimited time if needed.

The primary sources of data were participant interviews comprised of close-ended interviews and an anonymous questionnaire offered to and completed by participants in the sample. The purposively selected participants were all community Muhammadiyah Program Khusus junior high school students who had taken online questions. Participants from grades 7, 8, and 9 were required to participate in the study.

The instrument used to collect the data in this study is a ten-question survey using a Likert-type. The variables measured in this survey are accessibility, flexibility, and efficacy of their practice

when using PK Learning. Table 1 above lists the questions as they were worded to student participants in this study.

Questions 1, 3, and 7 measure the accessibility of PK Learning. These questions ask whether PK Learning provides easier access without any obstacles while they practice. Questions 2, 4, and 5 measure the flexibility. These questions ask students to think about how flexible they are while they use PK Learning. Questions 6, 8, 9, and 10 measure practice efficacy. These questions ask students to think about whether their practice is more effective with the aid of PK Learning. The survey was presented electronically using a Google form.

Discussion

The aim of this research was to identify PK Learning from Students' Perspectives in regard to its effectiveness, accessibility, and flexibility. Several studies measuring various aspects of the effectiveness of E-learning showed increased student achievement while practicing. Al Rawashdeh et al. concluded that students prefer to use e-learning since it provides chances to enhance their learning and increase their ability. It also identified that e-learning has many advantages to its users in many ways. In this research, one of the most dominant characteristics of e-learning is that it ensures ease of communication between teachers and students. Solichin, A. & Wijaya, R. investigated the students' response to the factors that influence the actual use of the system as a measure of technology acceptance of the e-learning of UBL. Nine essential factors can affect the quality of the UBL e-learning system from student perceptions, namely system quality, accessibility, enjoyment, content quality, perceived usefulness, students' attitude towards application, information quality, accessibility, convenience, and intensity of the use of the system. Radha R. et al. concluded that E-learning seems to be the forthcoming trend. Depending on its availability and comfort, many people choose to learn at a convenient time. It also found that E-Learning increases students' interest in using E-learning resources and their performance. This study helped reveal the contribution of e-learning resources or facilities to the student's performance. There is a generally positive thought among students about e-learning, great interest, and increasing the use of e-learning programs. All these studies suggest that E-learning allows learners to access course materials and content at their own convenience, e-learning solutions are highly flexible and acceptable for students, and students can quickly assess the training materials and different sessions using e-learning.

Several studies measuring various aspects of the use of E-learning increased student achievement. From the result of this study, students believe using PK Learning helps them improve their performance. Over half of the students surveyed agree or totally agree with the statement that using PK Learning helps them to study more effectively. If the students believe they increase their performance through more accessibility, flexibility, and effectiveness, that makes them more motivated to practice.

The descriptive statistics in this study (Table 3) show student attitudes toward the use of PK Learning. Over 40% of student agreed with the statement that learning with PK Learning helps them to increase their engagement. Embracing e-learning not only expands access to education but also enhances the quality of learning experiences for learners. Likewise, less than 3% of students in this study disagreed with the statement that they are less successful when they practice with PK Learning. This platform suggests students can better identify their performance and, therefore, are able to learn more effectively.

This study examining junior high school students' perception of using PK learning found that accessibility and flexibility are the strongest motivators for the students to increase their learning performance. If their learning session were using technology, it could tell they are easier to access the learning materials and more flexible to upload their task. From the result of this study, students believe practicing with PK Learning helps them to improve their performance. If the students believe PK learning increases the quality of their performance, they should be more motivated to learn. It can be seen that E-learning offers a wide range of advantages that can benefit students, teachers, and school stakeholders. It means that E-learning enables students and teachers to connect with each other, fostering a sense of enhancing learning through active participation and knowledge sharing. It also offers flexibility and accommodates various learning styles and preferences. It is consistent with the previous study. It also indicated that E-learning plays a huge role in schools nowadays. (Christina Keller: 2006).

On the other hand, E-learning allows access to educational resources and courses from anywhere with an internet connection. The other advantage is that E-learning can be personalized to meet the needs of individual students. E-learning makes learning faster and more fun because it puts all the study materials at the fingertips, is a more convenient way to study, and helps students learn more quickly (Maslin Masrom (2007). The other previous result mentioned that E-learning breaks down the walls by engaging students anywhere at any time. Institutions have begun to make

courses available online, and students have the opportunity to learn at their own pace in many cases, as well as flexible and affordable Ammar Y. Alqahtani (2020). The result of this study revealed most of the students acknowledge their increased motivation in learning, but the use of PK Learning needs to be upgraded for the features, especially E-learning, to measure relatively easily.

CONCLUSION

Technology allows teachers to teach more effectively, and it also gives students more opportunities to learn in different ways than just sitting in a classroom. Technology has changed education by making it easier for students to access information, collaborate with others, engage in interactive learning experiences, receive personalized learning, and participate in online learning programs. This has made education more accessible and engaging, but it's important to balance the benefits of technology with the potential drawbacks. In this study, the researcher attempts to investigate PK Learning as an E-learning platform from students' perceptions. Muhammadiyah Program Khusus Junior High School Surakarta has its own student response system, namely PK learning, that enables students to complete training and educational objectives with greater ease and flexibility. PK Learning provides a flexible and interactive way of learning that learners can access anytime, anywhere. PK Learning's flexibility is one of the primary benefits of this research, making education more accessible and convenient. Moreover, PK Learning provides learners with interactive and engaging content and platforms. This platform makes learning more enjoyable and effective, which helps learners retain information better and apply their new knowledge in real-world situations. Moreover, educators can use some features in PK Learning to enhance the learning experience and interactive content. The results of this study show that students believe that PK Learning can help them to study or practice more effectively. This research, coupled with some previous studies, shows that E-learning can boost intelligent learning and also make the student interact with the course content. The course material in e-learning is more entertaining and engages students for a longer period of time.

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