UNDERSTANDING AND UTILIZING E-LEARNING IN LECTURERS OF MKWU UNIVERSITY OF RIAU

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ABSTRACT

E-learning is a learning media that can help teachers or lecturers make it easier to communicate so learning can happen anytime and anywhere as long as it is connected to the internet. Lecturers in general compulsory courses almost every year will enter the semester to conduct training in the use of e-learning in the hope that all lecturers in mkwu can use the facilities provided and can also facilitate lecturers in the administration of assignments, grades and others. However, in the implementation of the training there are still some who consider e-learning not so important, so this research is to look at the understanding and use of e-learning in lecturers at Riau University in Riau. Data were collected using a questionnaire distributed to lecturers participating in the training and then analyzed using descriptive analysis and presented. Based on the results of research conducted it can be concluded that the understanding and use of e-learning in lecturers who understand and use 68% other than that 18% do not understand and also do not use e-learning, other than that 13% are still doubtful. Some things that make not using e-learning are inadequate facilities and infrastructure and besides the desire to take training seriously is also lacking.

Keyword: Understanding, E-learning, Lecturer

1. INTRODUCTION

Education is increasingly developing and innovating in accordance with its development. Education will run optimally when all the supporting factors are adequate such as lecturers, curriculum, students and facilities and infrastructure. In general compulsory courses lecturers are upgraded almost every semester, both understanding the material and other abilities of their lecturers. As is the case with Riau University Mkwu, namely the training of e-learning aims to make it easier for lecturers to communicate with students. So far the training continues to be carried out but the implementation has not been done, there are many influencing factors that can be questioned whether the lecturer does not understand the training, or the lecturer does not want to do or there are other problems that make the lecturer not work. riau towards learning e-learning.

E-Learning is the process and activities of implementing web-based learning, computer-based learning, virtual classrooms, and digital classrooms (Rusman Deni Kurniawan and Cepi Riyana , 2012). So it can be concluded that e-learning media that helps lecturers in teaching as an easy facility between lecturers and students. In addition, M. Fathurrohman & Sulistyarini (2012) said that learning that is carried out without doing face-to-face meetings between learners and instructors, by using information from the internet is E-Learning. E-Learning is understood as web-based learning that can be accessed from the internet.

According to (Lantip Diat Prasojo and Riyanto, 2011), the benefits of e-learning can be seen from two angles, namely from the point of view of students and teachers or lecturers. Students' Corner With e-learning activities it is possible to develop high learning flexibility. This means that students can access learning materials at any time and repeatedly. With these conditions, students can further strengthen their authority over learning material. Teacher or Lecturer Corner, With the e-learning activities some benefits obtained by the teacher or lecturer or infrastructure include that the teacher or lecturer or infrastructure can (1) more easily update the learning materials that are their responsibility according to the demands of scientific development that happens, (2) developing themselves or doing research to improve their horizons because of the relatively more free time they have, (3) controlling the learning activities of students, even teachers or lecturers or infrastructure can also find out when students learn, what topics are studied , how long a topic is studied, and how many times a certain topic is re-studied, (4) checking whether students have worked on the practice questions after learning a particular topic, and (5) checking students' answers and informing the results to students.

In addition, according to Pusvita Sari (2015) E-learning is learning that uses ICT sophistication facilities that make it easy for users to learn independently, anywhere, anytime, thus encouraging them to enjoy learning and trying to improve their learning competencies. There are so many benefits of e-learning that allows one to learn anytime and anywhere.

2. METHODOLOGY

This research was conducted at a general compulsory lecturer at Riau University. This data was taken on 30 January 2018. To obtain information, complete data is needed, so the following data collection techniques are used: Observation Observation is a way of collecting data by direct observation and systematic recording of facts. -facts that look. Questionnaire (questionnaire) Questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer (Sugiyono, 2014). Documentation This documentation is used to obtain data by looking at written objects such as documents.Data analysis technique according to Sugiyono (2014), data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation, by organizing data in categories, describing units, synthesizing, compiling into patterns, choose names that are important and what will be learned, and make conclusions so that they are easily understood by themselves and others. In this case the researchers used quantitative descriptive analysis. The steps to process the data are as follows:

1. Gather all the desired data.
2. Classifying alternative answers of respondents.
3. Determine the percentage of respondents' alternative answers using the formula. The formulas used are:

$$P = \frac{f}{n} x100 \quad \text{(Anas Sudjono, 2015)}$$

Information:
P = Large percentage of alternative answers
f = Frequency of alternative answers
 n = Number of Frequencies
% = Percentase

The to process and analyze respondents' answers the researchers looked at the mode value, meaning that the data values that most frequently appear or the greatest frequency data values.
4. Present in table form.
5. Provide an explanation and draw conclusions.

3. RESULTS AND DISCUSSION

Based on the questionnaire given to the lecturer of MKWAN can be seen from the data below

Table 1 The lecturer understands E-Learning based on the explanation from the training

Kategori	Frekuensi	Persentase
Mengerti	22	100
Tidak mengerti	0	0
Ragu-Ragu	0	0
Jumlah	22	100

Based on table 1, it can be seen that based on the training given to the lecturer of MKU, all of them answered that they understood what was conveyed by the speakers. The material presented is the understanding of E-Learning, Types of E-Learning and used by Riau universities.

Table 2 Benefits obtained by lecturers from E-Learning

Kategori	Frekuensi	Persentase
Bermanfaat	20	90
Tidak Bermanfaat	0	0
Ragu-Ragu	2	10
Jumlah	22	100

Based on table 2, according to e-learning lecturers useful in lectures based on their understanding, while there are 2 people who think are hesitant about the benefits of this elearning, meaning that they do not understand the benefits of e-learning.

Table 3 E-Learning is most effectively used for teaching

Kategori	Frekuensi	Persentase
Classroom	11	50
Portal Unri	8	36
Lainnya	3	13
Jumlah	22	100

According to the above table, it can be explained that according to the lecturer, the most effective use of e-learning is google classroom, there are around 50% of respondents answered, besides this unri portal is the second most effective while 13% uses other than classroom and unri portal .

Table 4 Lecturers who will use E-Learning after the training

Kategori	Frekuensi	Persentase
Iya	12	54
Tidak	3	13
Ragu-ragu	7	31
Jumlah	22	100

Based on table 4 lecturers who use 54% while those who are still hesitant in using there are 31% who do not want to use there 13%, meaning that most are not yet and are hesitant in using E-learning in the learning process.

Table 5 E-Learning is used for interests

Kategori	Frekuensi	Persentase
Tugas	10	45
Diskusi	4	18

Lainnya	8	36
Jumlah	22	100

Based on table 5 above, it can be concluded that the use of e-learning has only been used as a place to do tasks, discussions while the remaining 36% is still limited to having an e-learning account.

Recapitulation of Respondents' answers

Understanding and Implementation of E-Learning at MKWU Lecturers unri
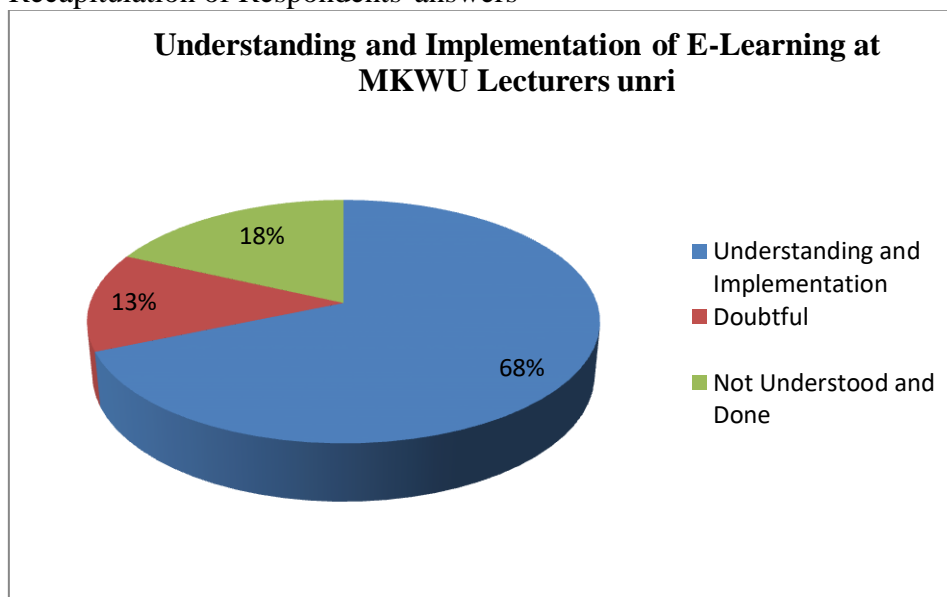
Based on the above data recapitulation, it can be concluded that there are still some lecturers who do not understand and implement e-learning for various reasons.

And the current condition of learning should facilitate lecturers and students is not something that must be avoided because all the needs need to be connected to one another.

4. CONCLUSION

Based on the results above, it can be concluded that 68% of the lecturers of mkwu have understood the uses and benefits, and have used E-learning media in the learning process in general compulsory subjects, while for 18% the lecturers still do not understand both the uses and the meanings of the use of e -learning by lecturers in learning other than that who are still doubtful about the benefits and usefulness of e-learning by 13%. Based on that, the training conducted by mkwu is not yet fully maximized as to the purpose of the training.

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