

Student's Perceptions Towards Mobile Technology in Distance Learning At 2nd Semester in English Language Education Program

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Abstract

Background:

Mobile learning is a learning model by utilizing information and communication technology. One form of technology that can be used in mobile learning is smartphones. There is a wide variety of smartphones that offer incredible sophistication in various features and applications. With various features that can be installed or run online, smartphones can be used as learning media.

Methodology:

This study used a qualitative approach and a case study as the research design. Moreover, the researcher used interviews and observation as the instrument to collect the data. The subjects in this study are five students.

Findings:

The findings revealed positive perceptions and the obstacles of mobile learning in Distance Learning. The results of this study stated that the subjects were greatly helped by the presence of mobile learning. Mobile learning is very helpful for subjects to find information and communication with easy internet access in finding information during a pandemic helping students find and gather information. It was stated that with mobile learning students had the flexibility of place. However, the obstacle to mobile learning in distance learning is students cannot directly understand the material presented by the lecturer. Apart from that, students also find it difficult to understand the material as a result of the poor quality of the unstable internet.

Conclusion:

There are some students who have obstacles during mobile-based learning. The obstacles that are often faced by students are network constraints that are sometimes less supportive when the teaching and learning process takes place. With this mobile-based learning, students can access smooth communication information without being constrained by place, time, and understanding of the material that can be accessed by students independently.

Originality:

In this study found out the students' perception and the obstacles used PJJ or distance learning with use mobile technology in learning process.

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1. INTRODUCTION

Integrating the pedagogical and technical strengths of mobile technology into the learning environment is an aspect that really needs to be done (Pahmi, 2016). One of the goals is to facilitate the learning process and transfer knowledge from lecturers to students. Apart from the COVID-19 pandemic, distance learning is actually the government's mission in realizing learning independence. One of the goals of the independent learning program is to provide convenience for students so that they can learn for life without being constrained by space and time Bignoux & Sund, (2018), therefore all universities are required to make changes, including in this is a change in the learning model. Learning in higher education is required to utilize internet-based information technology, one of which is mobile-based learning.

Mobile-based lectures in universities are interesting to study. One reason is that there are many factors that influence the success of mobile-based online learning (Khan et al., 2021). Mobile learning is a new phenomenon in the world of learning (Simanjuntak & Kismartini, 2020). Especially in Indonesia, this learning model is increasingly being discussed after the COVID-19 pandemic and the government's independent learning program Rodriguez et al., (2008). A situation full of emergency elements. Many polemics have been caused by this policy. According to previous studies, there are differences between online learning in an emergency and online learning that is done with careful preparation when viewed from the abilities of students (Meibauer, 2005). As the mobile devices a major part of students' lives in the university; therefore it is suitable to activate them to support the educational needs of students in the field of teaching and learning of the English language, and make use of its advantages in bridging deficiencies resulting to narrow of the time taught in the university. In accordance with the title of this thesis, "Students' Perceptions of Using Mobile Learning in Distance Learning", researcher examined how students' perceptions of using mobile learning activities, especially during a pandemic.

2. METHOD

According to Wisdom & Creswell, (2013) a case study is a qualitative research approach used to understand the problem or problem in a case. Case study is a research method that aims to present a report to the reader about how it feels to be involved in an event and the results of an in-depth and in-depth analysis of an event or events being studied. Bower, (2001) This

approach can reveal situations and problems or obstacles faced in moving towards mobile learning in distance learning in semester 3 of the English education program. However, in this study is to use the Miles & Huberman model as proposed by (Bungin Burhan, 2019), namely

Data Collection, Data Reduction, Data Display and Verification and Confirmation. Conclusion (Conclusion, Drawing and Verification)

3. FINDINGS AND DISCUSSION

To obtain an overview of student perceptions of mobile-based learning, the data obtained during the interview will be presented using descriptive based on the answers of the subjects presented as follows;

3.1 The Positive Students' Perception Towards Mobile Learning in Distance Learning

The results of this study stated that the subjects were greatly helped by the presence of mobile learning. Mobile learning is very helpful for subjects to find information with easy internet access in finding information during a pandemic helping students find and gather information. In the five responses, they stated that they were greatly helped by mobile learning to find information during a pandemic.

P3 "Yes, it is very helpful and very easy to use mobile learning in finding information" and the response of P5 said, "Yes because it can be accessed anywhere as long as there is an internet network".

In addition, positive student perception was also found in subjects P4 and P3 which stated that with mobile learning during distance learning it was easier for them to communicate. However, the researchers also found other responses from P1, P2, and P3 stating that mobile learning had not helped to communicate and preferred to communicate directly or face to face. mobile learning during distance learning, the internet must be stable in order to communicate smoothly. This statement was found in the results of interviews with the five research subjects:

P3: "To communicate, especially at long distances, it certainly makes it easier for both parties to communicate" and P4: Yes, if there is internet then no matter how far the distance will be easy to communicate".

For the other responses about mobile learning was not helpful for students in distance learning, P1: "no, it seems not to communicate because communication is better-done face to face. considering that m-learning will also be limited by an inadequate network connection. P2: "Less, because there are many constraints such as network, etc", and P5: "No, because sometimes the communication is a bit less understood or more difficult to understand, and there are other constraints such as bad network making it difficult to follow mobile learning".

The positive student perception was also found in the results of this study, namely, it was stated that with mobile learning students had the flexibility of place. The place referred to in this study is related to the location where students study using mobile learning. Regarding the place where the subject was asked, "Do you feel that learning is not constrained by the place with mobile learning? Subject answers can be found in the results of the interviews which stated that the five subjects stated that with mobile learning they were greatly helped and not limited by places in conducting distance learning and could do other things with the flexibility of using mobile learning. These results were found in the five student responses that were:

“P1: Yes, there is no limit to m-learning learning because all we need is a cellphone even though it's not done at home, we can also do learning outside the room, different from face-to-face which requires us to meet in one place only”.

“P2. Yes because it can be done anywhere, anytime and in any situation P3: Of course, it just requires a good connection so that learning goes well”.

“P4: Yes that's right. As above 'if there is internet' then when the student is not at home or the teacher is not at the place the learning can still run”.

“P5: Yes, you can study anywhere even though you are busy with other things”

3.1.1 The Obstacles of Students' Perception Towards Mobile Learning in Distance Learning

The obstacles to student perception are also found in the results of research on Student Perceptions of Time Flexibility. The time referred to in this study is related to the duration of lectures and when lecture activities can be carried out. Regarding the aspect of time flexibility, the subject was given the question "Do you feel that learning with mobile learning is not constrained by time? Subject answers can be found in the results of interviews on the subject, namely, students are not helped by using mobile learning during distance learning. Besides that students also feel less benefit from using mobile learning for time flexibility.

The students cannot directly understand the material presented by the lecturer. related to material that must be carried out in practice or directly. Apart from that, students also find it difficult to understand the material as a result of the poor quality of the unstable internet. Therefore, students prefer to do face-to-face learning. These results were found in the interview results:

“P1: not really, because communication is better-done face to face so that it's easier for students (i) to ask questions directly, not constrained by the network or whatever. the explanation from the lecturer is also more understandable if we learn directly”.

“P2: No, because sometimes there are certain conditions that hinder mobile learning, such as poor network quality”.

“P3: Sometimes it's still difficult to understand, especially if there is lecture material that requires hands-on practice, which of course cannot be done in mobile learning”.

“P4: Resources are easy to find, but students still need lecturers for further understanding”.

“P5: Not really, because you don't necessarily understand, not all material can be understood without being explained directly”

Based on the theoretical study above, research was conducted which resulted in a percentage analysis presented in the form of a description. From the interview and observation data obtained, it shows that students' perceptions of online learning are also considered effective because they are in the good category by using media in mobile-based learning. In this study, researchers used 5 indicators used in conducting interviews, namely: Ease of Information, Ease of Communicating, Place Flexibility, Time Flexibility and Ease of Mastery of Material. Based on the data analysis that has been done, it can be seen in the discussion of the findings below:

1. Ease of Information

In this indicator, students gave positive comments during the interview because they felt helped and facilitated in implementing mobile-based learning, because with mobile-based learning students can freely access the internet and search for information needed in learning. According to Irfan et al., (2020), one of the most significant benefits of mobile learning is multi-device. The same material is available on various devices (computers, laptops, tablets, and smartphones). In line with that, according to Costley, (2014)), a positive learning experience can be facilitated by using mobile devices. Especially when students can find and retrieve information quickly and easily. Furthermore, according to Mohamed et al., (2021) The lack of supervision in conducting online learning makes PJJ users sometimes lose focus. With easy access, some users tend to procrastinate study time. Self-awareness is needed so that the learning process using online methods becomes directed and achieves goals.

2. Ease of Communicating

The obstacles faced by students in the ease of communication indicator are inadequate network connections so that there are some students who experience lagging information from lecturers' exposure in the mobile-based learning process. Meanwhile, students who comment positively find it helpful to get information and communication provided by lecturers without being hindered by separate distances. students who have a good network connection will be able to get good information and communication as well, while students who have a poor internet connection will experience lagging communication information during the mobile-based learning process. According to Bingol et al., (2014)By implementing PJJ, of course you will find many things that you didn't know before. This is because some of the subject matter available in PJJ is not yet available in printed media such as books that are often used in conventional teaching and learning methods. In contrast to face-to-face learning which is done by reading books. Furthermore, according to Salikin et al., (2017) Some PJJ learning methods are one-way. This causes the interaction between teachers and students to be reduced so that it will be difficult for you to get further explanation of material that is difficult to understand.

3. Place Flexibility

Students feel facilitated in carrying out mobile-based learning without any place constraints. place is not a problem faced by students because there is still a Covid-19 virus pandemic so that students are required to carry out learning in their respective regional environments. In this indicator, students are not constrained by space and time limitations even though there are several students who are outside the area.

According to Ciampa, (2014) by using mobile learning, flexibility in learning activities is no longer limited to place and time. Students can also access varied content (text, images, and videos) so that learning is more interesting and interactive. Besides being able to be done anywhere and anytime, mobile learning also offers a personalization function that can make it easier for students to follow the learning agenda. This can increase students' engagement and motivation (Chen & Hoshower, 2003).

In line with that, according to Basuki, (2021) applications such as Reminder and Calendar are integrated in mobile learning tools. Anytime, anywhere, students can get notifications and updates about their lessons. Feedback in the form of assessments or constructive comments from teachers can be easily received by students, teachers can also monitor students' academic progress, and learning paths are more easily monitored. Simply using a smartphone or other technological devices such as a laptop connected to the internet you can already access the material you want to learn. By implementing PJJ you can do learning activities anywhere, anytime(Singh & Thurman, 2019) .

As for the disadvantages of using mobile learning, one of the shortcomings of the PJJ learning method is limited internet access. If you are in an area that does not have stable internet coverage, it will be difficult for you to access PJJ services. This of course still happens a lot in Indonesia considering that some 3T areas (underdeveloped, frontier, and outermost) are still not covered by internet access. In addition, the price of internet data usage is also still considered quite expensive for some Indonesians. This causes the ability to utilize PJJ to still be considered a privilege (Jackson, 2010).

4. Time Flexibility

The positive comment given by students is the flexibility of time used by students in participating in mobile-based learning. Meanwhile, students who comment negatively feel that they have to adjust the time to carry out mobile-based learning because students need to ensure that there are no other agendas that can interfere with the learning process. communication between lecturers and students so that there is no learning agenda that takes place simultaneously or there are other agendas carried out by students and lecturers. According to (Wali & Popal, 2020) Learning faster, learning goals will be easier and faster to achieve. The content available on mobile devices is generally small and concise.

In a short time, students can access content, complete tasks with the help of features, and start the next topic. In line with that, according to (Fahim & Haghani, 2012) Usually, most people who want to study again don't have enough time. One of the reasons may be that your time is already used for work. This digital or PJJ-based learning is the solution. The time to study can be done at any time without being tied to study hours.

5. Ease of Mastery of Material

Students who commented negatively felt that they experienced obstacles in understanding lecture material due to distance and time constraints so that students were not free to ask questions to lecturers due to network constraints, and there were also students who gave positive responses because students felt that it was easier to find sources, material, information obtained but with the guidance of lecturers. the constraints of an adequate internet network will be able to support the teaching and learning process in a mobile-based because with an adequate internet network it can be used by students in carrying out lectures. According to Suharti et al., (2020) Collaboration between students can also help in understanding the material. Students will find that collaborating online will be more effective with mobile devices. The learning process is usually disrupted by a lack of collaboration.

This is where the advantages of mobile learning can be utilized to make it easier for students to interact and work together quickly without having to meet face-to-face. As for the disadvantages, the material taught in PJJ is responded to based on different levels of understanding, depending on the ability of the user. Some people may be able to grasp the material more quickly just by reading, but there are also those who take longer to really understand. There are even those who need explanations from others in order to understand the material being studied (Dewi, 2016).

4. CONCLUSION

Based on the results of research conducted on October 14 to October 15, 2022, the results of interviews, observations and discussions put forward by researchers can be concluded that student perceptions of mobile-based learning in the English Language Education study program at the Faculty of Teacher Training and Education, Widya Gama Mahakam University, Samarinda are in the good responses that means the students have more positive students perception towards mobile learning in distance learning, this is evident from the results of interviews the majority of students gave good responses to mobile-based learning.

The results of observations made by researchers can be concluded that there are some students who have obstacles during mobile-based learning. The obstacles that are often faced by students are network constraints that are sometimes less supportive when the teaching and learning process takes place. With this mobile-based learning, students can access smooth

communication information without being constrained by place, time, and understanding of the material that can be accessed by students independently.

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