

LECTURERS AND STUDENTS PERCEPTIONS OF WEB-BASED LEARNING WITH SIMASTER

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ABSTRACT

Indonesia has been designated as an area with PSBB (Large-Scale Social Restrictions) this is due to environmental conditions that are still spreading the COVID-19 virus. Thus causing a change in the method of organizing Learning and Teaching Activities (KBM), that is by changed the implementation of offline education to online education. It also occurs Institute Dirosat Islamiyah Al-Amien (IDIA) Prenduan which uses information technology media and platform teaching-learning system, namely web-based learning with SIMASTER at IDIA Prenduan. In this research, the researcher used a qualitative approach with the type of phenomenological research. Data collection methods in this research used are interviews and documentation. The problem raised in this research is regarding the implementation of web-based learning with SIMASTER as various perceptions that lecturers and students describe about the implementation of web-based learning with SIMASTER and several opportunities and obstacles that occur in the implementation of SIMASTER-based lectures as well in the education Islamic study program at IDIA Prenduan. The learning process through SIMASTER uses a web-based learning system or digital platform. The opportunities of SIMASTER lectures always carried out, there are no empty schedules/classes, the lecture system becomes an information technology-based system and SIMASTER can be developed in hybrid lectures. The obstacles are lecturers who are not skilled in using SIMASTER and require more adequate internet network facilities.

INTRODUCTION

University is a place for students to take their education. Good quality teachers are needed which can produce a quality generation. Likewise, Institut Dirosat Islamiyah al-Amien (IDIA) Prenduan requires qualified, active and innovative lecturers so that they can produce quality and highly competitive graduates with the hope that their students have academic abilities in their fields and can develop the knowledge that will be useful for students, society, family, and self (Soraya, 2018, p. 184). In university, student educators can be known as lecturers.

Qualified lecturers are lecturers who are responsible and have good performance qualities and are professional in carrying out their duties. The quality of lecturers is an important component in higher education because the key to success a university depends on the success of students while the success of students depends on the quality of lecturers. the most important criteria for qualified

lecturers are lecturers who have expertise in mastering the field of study and methodology (Yasir, 2018, p. 89). Therefore the quality of lecturers is an important component in tertiary institutions because the key to the success of a tertiary institution depends on the success of its students while the success of students depends on the quality of its lecturers.

In a university the role of students is no less important than lecturers, because lecturers and students are closely related. Therefore, the quality of a university is determined by lecturers and students (Muhlisah, 2018, p. 2). If the lecturers are qualified and professional, the students must be active in the learning process in order to create a conducive academic atmosphere.

With the environmental conditions still spreading the COVID-19 virus, several regions (cities and regencies) in Indonesia have been designated as areas with PSBB (Large-Scale Social Restrictions) (Friska, 2021, p. 48). Including restrictions in terms of education, namely changes methods in organizing Teaching and Learning Activities. One of the ways is by shifting the implementation of offline education into online education that use various facilities and facilities that allow universities and students to access it.

Online lectures are lectures electronically whose lecture media allow students and lecturers to carry out their lecture activities without having to meet in person. Electronic lecture media are widely available and used to build a lecture system at an institution (Ekasari & Asmoro, 2021, p. 605). One of the web-based online lecture media is SIMASTER (Integrated Information and Management System). SIMASTER is an example of a web-based lecture system used by IDIA Prenduan and is a lecture information center at IDIA Prenduan because all information related to the lecture system is uploaded on SIMASTER.

Web-based lectures, also known as web-based learning, are e-learning, only more specifically learning using the internet, especially in the form of websites. The website itself is several pages that can be in the form of content according to the type of website (Saputri & Hannah, 2018, p. 70). SIMASTER is a website-based information system that aims to organize academic data in faculties in IDIA, which contains Dashboards, Lectures that include: Study Result Cards (KHS), Study Plan Cards (KRS), Lecturers, Remote Lectures (PJJ), UAS Cards, Financial Data, and Niha'ie (Afifah Tidjani, 2021, p. 196).

Parties who use SIMASTER are not only lecturers but students also join in web-based lecture activities through SIMASTER. So both lecturers and students play an important role in the success of web-based lectures through SIMASTER. From this presentation, researchers are interested in conducting research related to the perceptions of lecturers and students about web-based learning through SIMASTER which has been implemented by Institut Dirosat Islamiyah al-Amien Prenduan.

Several studies on web-based lectures during the Covid-19 period have been carried out by many researchers. Among them, Aisa Nikmah Rahmatih and Asri Fauzi explained that the perceptions of prospective elementary school teacher students in responding to online learning during COVID-19 did not agree, because there was a lack of interaction and frequent miscommunication between students making it more difficult to do group work because of the great distance (Rahmatih & Fauzi, 2020, p. 152).

In contrast to the research conducted by Muhammad Taufiqurrahman which explained that the use of the WhatsApp online application was more attractive to students in online lectures during the Covid-19 pandemic because it took into account appearance, ease of access, use of quotas and good file sizes (Taufiqurrahman, 2020, p. 222). Similar to research conducted by Sidatul Maula, Farikhatur Nurul A, Nofida R. Ummah which revealed that Biology students at Jember Regency Higher Education assess the effectiveness of online learning in terms of the communication model with an approach that uses learning media, students perceive that the WhatsApp application is more effective for use by students in everyday life so that it is easy to operate (Maulah, 2020, p. 59). Likewise with research conducted by Mumuh Mulyana et al. In his research, he explained that students gave the perception of agreeing and strongly agreeing in the use of WAG and GCR for online lectures, and disagreeing about the use of Zoom, Podcasts, YouTube and blogs (Mulyana, 2020, p. 52).

While this study aims to examine how web-based learning is implemented through SIMASTER, and the perceptions of lecturers and students about web-based learning through

SIMASTER and the opportunities and obstacles of web-based learning through SIMASTER in PAI study program at Institut Dirosat Islamiyah al-Amien Prenduan.

METHODS

In this study researchers used a qualitative approach (o. Hasbiansyah, 2008, p. 166). Qualitative research is a research method that is carried out based on postpositivism philosophy, which is used in examining the condition of natural objects. The method used by researchers is a method that describes or describes the conditions that exist at the research object as a form of descriptive research. The type of research in this study is the type of phenomenological research. The main instrument in qualitative research is the researcher himself (Sugiyono, 2019, p. 305). Apart from being an instrument, the researcher also acts as a data collector, therefore the presence of researchers in qualitative research is absolute, because researchers must interact directly with the environment in the field. This research is located at Institut Dirosat Islamiyah al-Amien (IDIA) Prenduan, Sumenep sub-district, East Java province, Madura island. The researcher chose this location because IDIA Prenduan is one of the tertiary institutions that carry out online lectures using web-based media, namely SIMASTER.

This study has two data sources, namely primary and secondary data sources. Primary data were obtained from interviews with informants, namely female students and lecturers at Institut Dirosat Islamiyah al-Amien Prenduan as well as SIMASTER web managers and documentation related to SIMASTER. While the secondary data in this study came from books, articles and journal documents.

Data collection procedures used by researchers, namely, in the form of interviews and documentation methods. Researchers used structured interviews because in this interview they would ask the same questions for each respondent (Bastian et al., 2018, p. 6). As well as researchers collecting the necessary data related to problems regarding the perceptions of PAI Tarbiyah students and lecturers about web-based lectures through SIMASTER so that by using the documentation method in the form of books, articles, and journals as well as SIMASTER screenshots this can help researchers to obtain the necessary data.

Data analysis in this study used interactive model data analysis proposed by Saldana Jonny Michael, Matthew B. Miles and A. Michael Huberman. In qualitative research, researchers can present data in the form of charts, brief descriptions, relationships between categories, and the like. The method of presenting the data in this study is by classifying the results of the data that have been found with a research focus, then describing them in the form of data exposure, namely by explaining the results of interviews with respondents in this study, and supported by the results of the documentation that has been collected. The data presented in the form of exposure to this data is the result of drawing conclusions.

In this study, researchers used a triangulation technique with techniques and sources in checking the validity of the data. This triangulation technique combines interview and documentation techniques into one to draw conclusions. While source triangulation compares the data collected from interviews with one informant with another (using multiple sources). So to find out the perceptions of lecturers and students about web-based learning through SIMASTER in PAI study program at Institut Dirosat Islamiyah al-Amien Prenduan, researchers used a triangulation technique with techniques and sources to check the validity of the data.

RESULTS AND DISCUSSION

Implementation Of Web-Based Learning Through Simaster In Pai Study Program At Institut Dirosat Islamiyah Al-Amien Prenduan

The world of education is increasingly developing techniques and technology both in learning systems and in others. At IDIA Prenduan, before the advent of SIMASTER (Integrated Information and Management System) there was SIAKAD (Academic System). However, this SIAKAD is not as developed as SIMASTER, it is still premature and not perfect. However, this SIAKAD is not as

developed as SIMASTER, it is still premature and not perfect. Finally, with the development of the times and technology in the world of education, IDIA Prenduan must start moving forward. Therefore, SIMASTER appeared with several special considerations and goals that IDIA Prenduan must achieve and manage in this system. The system is called SIMASTER because SIMASTER is an integrated information system. So all of that is integrated and collected in SIMASTER.

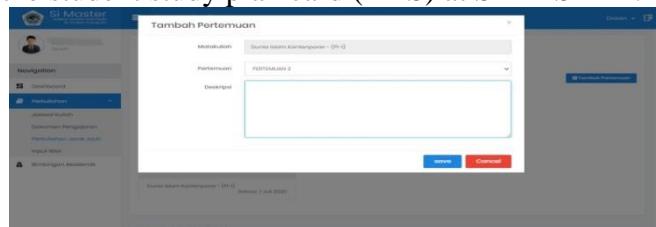
SIMASTER is equipped with Distance Learning because SIMASTER is a form of service to students because this SIMASTER is in principle an effort that is expected to facilitate the management process at IDIA in various aspects, both education, finance, facilities and others. All lectures, both online and offline, must be recorded at SIMASTER. During a pandemic, lecture activities are carried out online. In the future, during normal times (new era), lecturers are required to carry out online lecture activities once.

The SIMASTER operating system is very easy, with the condition that we must have an account and password at SIMASTER, both accounts as lecturers, students, study programs, deans, institutions, bauk, and committee members. When we have an account and password, we only need to log in at SIMASTER. The implementation of web-based learning through SIMASTER in the PAI study program at Institut Dirosat Islamiyah al-Amien Prenduan is the same as other study programs at Institut Dirosat Islamiyah al-Amien (IDIA) Prenduan.

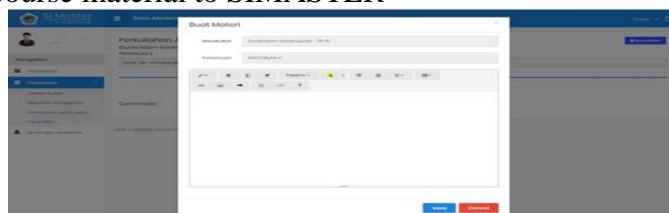
The first step that must be taken by lecturers and students to carry out web-based learning through SIMASTER is to log in to the SIMASTER account using their respective NIM and password.



The second step is that students fill out the study plan card (KRS) at SIMASTER then the supervisor will validate the student study plan card (KRS) at SIMASTER.



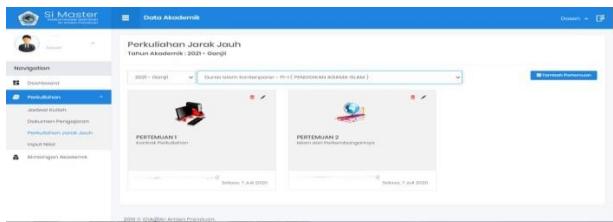
The third step is when the lecturer has entered his SIMASTER account, the lecturer will be able to open class meetings at SIMASTER, after the lecturer opens class meeting courses, the lecturer will upload or enter RPS and course material to SIMASTER



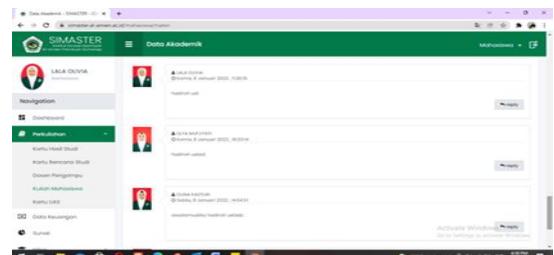
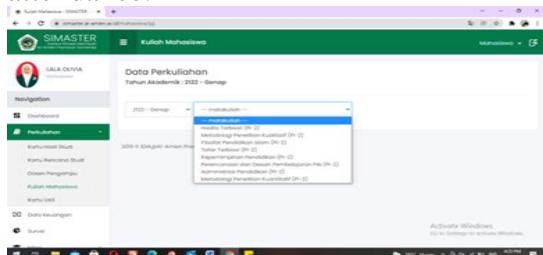
The Fourth is the Lecturers give comments as a form of interaction between lecturers and students in meetings.



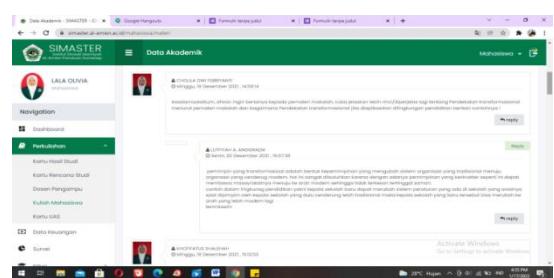
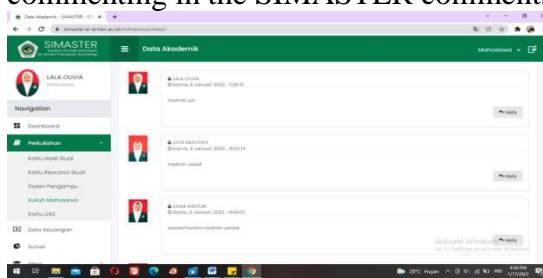
The fifth is the lecturer give instructions to female students to discuss by commenting in the SIMASTER comments column.



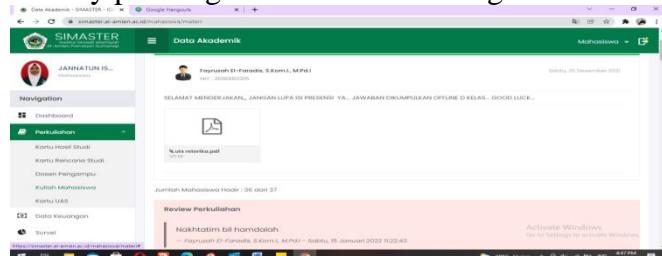
The sixth step, namely, students choose a class that has been opened by the lecturer and fill in attendance.



The seventh is students follow the lecturer's instructions to discuss in the class meeting by commenting in the SIMASTER comments column.



The last step is, when the time for discussing lecture material is over, the lecturer will end the class meeting at SIMASTER by pressing the "End the Meeting" button.



If this meeting ends, interaction with this material will be closed, students and lecturers can only see the material without being able to add and edit material data and comments. Lecturers cannot extend or open re-lectures, except with the permission of study program and BAAK.

Perceptions of Lecturers and Students on the Implementation of Web-Based Learning Through SIMASTER in PAI Study Program at Institut Dirosat Islamiyah Al-Amien Prenduan

Lecturers and students are the main figures in lecture activities. In order for the implementation of web-based learning through SIMASTER in PAI study program of Tarbiyah at Institut Dirosat Islamiyah al-Amien Prenduan to run smoothly, lecturers and students must work well together. There are number students and lecturers who like and dislike the SIMASTER-based lecture system.

Lecturers' Perceptions on Web-Based Learning through SIMASTER

Nowadays, information technology is growing rapidly coupled with adequate infrastructure support so that opportunities to innovate in the world of education are even greater (Angga Sugiarto, 2020, p. 432). The use of e-learning in lecture activities has been carried out in almost all universities in Indonesia (Toharudin et al., 2021, p. 1).

The implementation of web-based learning through SIMASTER is also very positive, meaning that SIMASTER's presence is very appropriate. First, if you look at the conditions that are still in a pandemic, the presence of SIMASTER is very headshot, meaning it has a direct effect on us.

Secondly, of course, to increase competitiveness, it has entered on a national scale, of course, it is on par with outside campuses.

Hybrid lectures are learning that combines and integrates face-to-face instructional methods with online learning processes (Hendrayati & Pamungkas, 2016, p. 181). Therefore web-based learning through SIMASTER at IDIA Prenduan can be developed into a hybrid lecture because it combines face-to-face lecture systems with online lectures.

Online learning has two sides, namely strengths and weaknesses. The advantage of online learning is that it is an effective, fast and credible communication medium in conveying material that will be given to educational objects. However, due to several limitations of devices and internet access, this online learning is hampered and not smooth enough so that the learning system is less effective and efficient (Angga Sugiarto, 2020).

Students' Perceptions on Web-Based Learning through SIMASTER

Online learning is an educational innovation that involves information technology in learning. Online learning can be held through web networks using various technological media. Online learning can create effective and comfortable learning for participants. In addition, online learning has the goal of meeting educational standards through the use of information technology so that educators and students can connect with each other. So that the teaching and learning process can continue or can be carried out properly and smoothly. Web-based learning through SIMASTER provides various perceptions for IDIA students, both positive and negative perceptions. The use of SIMASTER as a medium used by IDIA students is generally used to help students in lectures during a pandemic. Every lecturer and student activity is recorded in the system (Toharudin et al., 2021).

This form of online learning can be done anytime and anywhere without being bound by time and without having to meet face to face (Rahmatih & Fauzi, 2020). So that it can make it easier for educational actors, namely lecturers and students, if they cannot come to the classroom, they can open online lecture classes which help lecture activities to continue.

The web-based learning system is what makes learning media innovative and competitive (Indriyawati et al., 2018, p. 104). The process of web-based learning through SIMASTER at IDIA definitely has positive and negative impacts. The positive impact that SIMASTER brings is the lecture system implemented at IDIA, namely the web-based learning system through SIMASTER.

One of the media that is in accordance with current technological developments is computer-based media (Mulyaningtyas & Nurjanah, 2021, p. 22). This SIMASTER IDIA learning is held through a web network so it is effective for use for all programs when viewed from the intensive and plus program conditions which cannot use social media. So that the learning process can run smoothly.

While the negative impact is because SIMASTER is still in the process of development, the features in SIMASTER are still unsatisfactory for lecturers and students. On the SIMASTER platform there is no feature where students can directly chat with the lecturer directly, voice notes or virtual videos directly between lecturers and students having difficulty understanding lecture material delivered by lecturers.

As Ni Nyoman said in terms of the positive and negative impacts of distance learning during the COVID-19 pandemic, that is, the delivery of material that is carried out online cannot be understood properly by all students. In addition, educators experience difficulties in controlling the learning atmosphere, this is due to limitations in virtual space. The limited mastery of information technology experienced by educators can be seen from educators who are unable to use various online learning media (Adi et al., 2021). The internet is a very important access in online learning (Albab, 2020, p. 37). But because IDIA's internet access is still inadequate, it can become an obstacle to the smooth running of web-based learning activities through SIMASTER at IDIA Prenduan.

Opportunities and Obstacles in Implementation of Web-Based Learning Through SIMASTER in PAI Study Program at Institut Dirosat Islamiyah Al-Amien Prenduan

In implementing web-based learning through SIMASTER each has its own opportunities and obstacles. The following are the opportunities and obstacles from implementing SIMASTER-based lectures.

There are several opportunities that are felt by lecturers and students regarding web-based learning through SIMASTER which is applied at IDIA Prenduan. First, lectures are always carried out, there are no empty schedules or classes. Technology-based distance learning in Sungkono has characteristics, namely: a) not time reliant, namely messages and lecture materials can be composed and sent and can be read at any time, b) no place reliant, namely messages and lecture materials can be sent and used anywhere, both in formal and informal forms (Sungkono, 2015, p. 13).

Web-based learning through SIMASTER that is used at IDIA Prenduan also has these two characteristics, this states that the lecture system at IDIA can always be carried out anywhere and anytime by using the SIMASTER media platform that is already available so there are no empty schedules or classes. Secondly, the Lecture System is an information technology-based system. One of the media that is in accordance with current technological developments is computer-based media. Learning media based on the use of computer technology, namely, can be in the form of multimedia and internet-based media. This internet-based media has advantages in its implementation, namely it can connect one person to another, even though it is in a different place and far apart (Mulyaningtyas & Nurjanah, 2021). The web-based learning system through SIMASTER which is applied at IDIA also uses information technology-based media, namely internet-based media. so that SIMASTER can become a superior lecture system owned by IDIA.

Thirdly, can be developed in hybrid lectures. The hybrid learning model is a learning model that combines innovation and technological progress in e-learning with the participation and interaction of traditional learning models. The point of this learning model is to combine classroom learning and online learning by utilizing available technology (Farkhatun, 2021, p. 30).

Several hybrid learning models are developing nowadays, namely: face to face learning, namely learning that is carried out face to face in class, synchoronous virtual collaboration, namely learning designs that involve interaction between educators and education staff carried out at the same time, asynchronous virtual collaboration, namely learning designs that involve interaction between teachers and students. The implementation is delivered at different times, and self-paced asynchronous, namely learning models carried out by students at different and independent times, material provided in the form of books or modules and exercises or evaluation of learning questions carried out online (Makhin, 2021, p. 96).

Web-Based Learning through SIMASTER which is applied at IDIA is a form of learning model that will be developed into a hybrid learning model, namely a learning model that combines classroom and online learning using available technology.

While the obstacles experienced by lecturers and students regarding web-based learning through SIMASTER which is applied at IDIA Prenduan. First, it requires more adequate internet network facilities. Internet technology has become a basic need for almost all people. Due to its easy use, this technology can develop rapidly so that it can cover a wide area and can be accessed via the telephone network. Wi-Fi is an alternative technology that is relatively easier to use in residential areas, campuses, work environments, and in public places. With this technology, individuals can access the internet through various devices, such as notebooks/laptops/mobile phones in various locations where hotspots are provided. With the hotspot service is expected to accelerate access to information (Pusvita & Huda, 2019, p. 54).

Web-based learning through SIMASTER really requires an adequate internet network so that its implementation can run smoothly. internet network is an important point in web-based lectures through SIMASTER, if the internet network is in good condition then web-based learning through SIMASTER at IDIA will run well and vice versa if the internet network is not in good condition then web-based learning through SIMASTER at IDIA will be hampered so that this internet network can

become an obstacle to the ongoing web-based learning through SIMASTER at IDIA. Therefore the internet network is a very important element in web-based learning through SIMASTER at IDIA.

Secondly, there are still lecturers who are not skilled at using SIMASTER. Web-based learning through SIMASTER is a type of distance education which has the goal of increasing the quality of education. So changing the learning process from face-to-face to distance learning is a decision that must be made by educational institutions so that educational goals can be implemented effectively and efficiently (Argaheni, 2020, p. 100).

Third, lack of facilities and infrastructure such as computers and computer labs as a place of learning, because not all female students have their own laptop/computer. so that there is an incident where one laptop is used together. Based on the research results obtained by researchers, that there are still several lecturers who do not apply web-based learning through SIMASTER to the fullest. This states that lecturers still do not use SIMASTER online lectures in their lecture activities.

CONCLUSION

Based on the research results obtained by researchers IDIA has a special SIMASTER website to inform lecturers and students as well as other parties about tutorials and ways to use SIMASTER as a learning medium used by IDIA Prenduan. Opportunities for SIMASTER in its use as a lecture learning media at IDIA are, lectures are always carried out, there are no empty schedules/classes, the lecture system is an information technology-based system and SIMASTER can be developed in hybrid lectures. While the obstacle is that there are still lecturers who are not skilled in using SIMASTER and need more adequate internet network facilities. The lecturer's and student's perception of web-based learning through SIMASTER at IDIA is that it is an effective, fast and credible communication medium in conveying material that will be given to educational objects. However, due to several limitations of devices and internet access, this online learning is hampered and not smooth enough so that the learning system is less effective and efficient. With this research it is hoped that it will be able to provide a good understanding and perception among lecturers and students about the perception of the implementation of web-based learning through SIMASTER, especially in the PAI Study Program, Institut Dirosat Islamiyah Al-Amien Prenduan, I hope this reading is useful.

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