Students' Perception on Using Electronic Module Learning Material in Distance Learning: Presented by an Asynchronous

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Abstract:
The world of education is currently experiencing a transformation of learning activities which allows an implementation distance instruction. Therefore, the instrument is needed to facilitate students in the distance learning process, one of which is using e-module learning materials presented using an asynchronous method. This study intends to ascertain how students view asynchronous electronic modules, or "e-modules," as a form of distance learning. Four things are evaluated in terms of knowledge students' notices related with electronics module, namely the module's usefulness, accessibility, simplicity of use, text, image, and animation quality and suitability, as well as the way the learning content is presented. Students used Google Forms to complete an online questionnaire that was used to gather research data. Populations of the research were students from the 2023 class of the FKIP-UIR English Language Education, with a total of 65 students who were also the samples in this study. The data was analyzed using data verification steps, scoring, calculating the percentage of each answer category, and displaying the data in table form. Then the researcher interprets the finding of research. The results show that average score of overall student perception results are 96% in the positive category. This indicates that the electronic module (e-module) for the Intensive Reading course is suitable for use as a distance learning media using an asynchronous method. The implication of research, the study can be used for other learning course and other method.

Keywords: Students' Perception, E-Module, Asynchronous Learning

1. INTRODUCTION

The activities that students, teachers, and learning materials engage in make up the learning process. The modern learning process expects that students will actively seek out and acquire knowledge about the subjects they are being taught (Sudirman, A. M., Junaid, R., & Asmiati, 2021). Teachers can now more easily create different learning media to support teaching and learning activities because of technological advancements. According to (Nwosu, J., Chukwudi, J., & Ehud, 2017), utilization of learning media increase teachers' paradigms about education, include learning strategies, organizing challenging terms or concepts, finding information that is hard to find, and presenting knowledge through a variety of educational media. ICT has a great deal of potential to help with learning these days, the use of ICT can also make learning very fun and effective. Regarding the use of ICT for lecturers, it is also very important in the learning process and very helpful in conveying learning material (Herdi et al., 2022). Furthermore, Nwosu, et al. (2017) found that teachers who use learning media help them improve student teaching methods, motivate students, deal with students who have different learning abilities, bring

students to a wider range of information, and implement new learning strategies at all learning levels.

Educators can carry out learning in free time and space, as well as with students as learning subjects. Students thought the module was beneficial since it lets them study independently without the teacher's guidance. a required module has the potential to help students in independent learning (Nurjanah et al., 2021). The role of innovative educators is needed as a facilitator to help students develop their potential to gain new knowledge and experience during the teaching and learning process (Ramli et al., 2018). Using technology in the learning process is not a new competition, and is not something that its existence and application can be avoided it is transforming position as an important obligation to apply, one of which is during the Covid-19 pandemic. It is no longer a matter of willingness and desire, the Work Form Home regulations that have been implemented require the implementation of distance learning processes in the field of education, both formal and non-formal.

Distance learning is defined as a learning process that utilizes multimedia-based electronic media. This is characterized by the distance between students and teachers because all learning activities are carried out virtually or face-to-face. Prawiyogi, Anggy Giri, dkk, (2020) say that "distance learning is learning using a medium that allows interaction between teachers and students. In distance learning, teachers and students do not meet face to face, in other words, through distance learning, it is possible to be in different places and even be separated by very long distances." The characteristic of the distance learning process is blended learning with the availability of learning media for students.

According to Selvaraj et al., (2021), distance learning is a component of the global educational system that facilitates easy and comfortable access to education for all. The use of distance learning during emergencies presents a challenge and a need for educators, experts, legislators, the general public, and students to come up with fresh ideas (Patricia Aguilera-Hermida, 2020). Yes, there are positive and negative effects. Everything is dependent upon the circumstances that the student faces. On the other hand, students who lack internet access and the required technology will find it difficult to benefit from distance learning. Students with strong facilities and network connections will benefit most from distance learning. The advantages of distance learning are felt and new information is acquired by students who are proficient in using the internet; on the other hand, students who are not proficient in using technology may find it difficult to complete assignments and other aspects of the process.

To facilitate the learning process for both teachers and students, media must be made available in connection with the implementation of distance learning. Teguh, (2020) said that "Using media in the classroom can give educators greater access to new educational paradigms, including those about how students learn, how to find information that is hard to find, how to categorize challenging words or concepts, and how to present material using various learning media". Furthermore, it was found that teachers who utilized media in their teaching and learning process were able to relieve them of the challenges in motivating students' learning. Seels, Barbara dan Richey (1994) differentiate learning media into three types, namely 1) media resulting from print technology, 2) media resulting from audio-visual technology, and 3) media resulting from a combination of print and computer technology. The classification of available media clarifies the different characteristics of each learning media. This can be the basis for choosing the right media in a lesson. Distance learning is characterized by the condition of teachers being separated by

distance from students, the use of educational media to contain content courses or subjects, as well as two-way interactions between teachers and students and between students and other students (Wheeler, 2012).

As the technological era and distance learning conditions develop, one of the learning media that can be used is the use of electronic modules (e-modules) which are present as an adaptive form of ordinary modules used during direct learning. E-module is a resource or study guide in electronic form (Rokhmania, F. T., & Kustijono, 2017). E-modules can control the content students study because they are designed by the lecturers themselves, so they can adapt to the planned curriculum (Tsai, T. P., Lin, J., & Lin, 2018). The e-module, it can make facilitation easier students who are slow in absorbing lessons, because it can provide an atmosphere that feels more effective and interesting. (Imansari, N., & Sunaryantiningsih, 2017) argue that, "The existence of e-modules is expected to become a new learning source for students which in turn are expected to improve understanding of concepts and learning outcomes." Therefore, electronic modules (e-modules) are very suitable to be used as a media in the learning process, especially in distance learning.

In distance learning using e-modules as a media for delivering teaching materials, an asynchronous method is needed as a forum for students to access the learning provided. Asynchronous offers students the flexibility to access materials and lectures according to their convenience. Asynchronous learning applies various forms of digital and online learning where students learn from instructions that are not delivered directly (indirectly) or in real-time. Lesson content is typically created in the form of pre-recorded videos or game-based learning tasks that students complete themselves. Asynchronous learning can also include a variety of learning interactions, including email exchanges between teachers, online discussion boards, and course management systems that organize teaching materials and correspondence, among many other possible variations.

Asynchronous Learning Networks (ALN) combine learning techniques autonomously with asynchronous interactivity that then creates an environment where students can access remote learning resources asynchronously to study in various places of their choice. Distance learning makes it possible to provide varied resources such as students, experts, or instructors, or static resources such as assignments, course notes, or the library. Digital resource additions can be in the form of a database, then a spreadsheet, or software simulation (Amiti, F. 2020)Asynchronous e-learning is generally equipped with media complements such as e-mail and discussion boards to support the interaction process with fellow students and interactions that students have with educators, even though participants cannot be online at the same time (Hrastinski, S.,2008).

In an asynchronous approach, an instructor can bring together the abilities of various people who are geographically far apart in a region system, facilitating a variety of different modalities, making it possible to change times and places, giving each other feedback quickly, as well carry out simulations and laboratory activities online (Hiltz & Fjermestad, 2001). In implementing asynchronous learning, educators/instructors can create modules online that link to reading material or links to reading assignment textbooks. Educators can also embed material in the form of audio clips and videos on the web as interactive learning modules.

The problem examined in this research is how electronic modules as a distance learning media can facilitate the student learning process. Finding out how students view electrical modules, or "e-modules," as an asynchronous form of distance learning is the goal of this research.

2. METHOD

Research methods are a scientific way to obtain data with a specific purpose (Darmadi, 2013). This research is an exploratory survey method research. Survey research is research that uses questionnaires as a research instrument (Siyoto, S., & Sodik, 2015). Students used Google Forms to complete an online questionnaire that was used to obtain data of the research. Populations of the research were students from the 2023 class of the English Language Education of FKIP-UIR. 65 students were as the samples in this study. The data was analyzed using data verification steps, scoring, calculating the percentage of each answer category, and displaying the data in diagram form. Then the researcher interprets the results of the data analysis.

3. FINDINGS AND DISCUSSION

Respondents in this research were students who had taken part in learning using e-modules as teaching materials presented by using the asynchronous method. This research involved 2 (two) Intensive Reading classes consisting of 1A and 1B. The total number of respondents was 65 students consisting of 17 male and 48 female. All respondents were 8-20 year old.

Based on data obtained through a questionnaire using Google Forms, there are three things as benchmarks for student perceptions regarding the electronics module (e-module) as a distance learning medium, namely: text should be appropriate and clear, figures, and animations used, material presentation, the usefulness of the e-module, and easy to access. There are 17 questions, each question uses a Likert scale, questionnaire: Strongly Agree (SA), Agree (A), Disagree (DA), and Strongly Disagree (SDA). Data on the results of filling out the questionnaire by students is shown in table 1,2,3,4 as follows:

Table 1. The indicator of Clarity and Suitability of Text, Images, and Animation on E-Module

Statement	Score				
	SDA	DA	A	SA	Total
1 Text on e-module is easy to read	-	-	52.31	47.69	100
2 The size of the images and animations presented is appropriate to the material	-	3.08	81.54	15.38	100
3 The images presented are interesting and appropriate to the material.	-	-	56.92	43.08	100
4 The animations presented are interesting and appropriate to the material	-	-	69.23	30.77	100
Total	**-**	**0.77**	**65.00**	**34.23**	**100**

Table 1 explained that the text presented through e-module is easy to read. It can be seen based on the students' statements, 52.31% or 34 students said agree and 47.69% or 31 students stated strongly agree with the statement. Furthermore, 81.54% or 53 students agree and 15.38% or 10 students strongly agree stated the size of the images and animations presented in e-module are appropriate to the material of learning. Meanwhile, any 2 students or 3.08% students stated that leaning with e-module is not easy for them. Thereafter, 56.92% or 37 students said agree and 43.08% or 28 stated strongly agree that the images used in e-module are interesting and appropriate to convey the material. Subsequently, the animation used to convey the material on e-module are also interesting and appropriate to the material of learning. It can be seen

from the data presented, 69.23 % or 45 students stated agree and 30.77% or 20 students strongly agree with the statement. It means that almost 95% of students stated the text, images, and animations used on the e-module are very clear and follow the material presented. This fact motivates students to learn independently. According to (Nurmayanti et al., 2015)   e-module is independent teaching materials to achieve certain learning goals, which are arranged systematically into the smallest learning units, which are presented in electronic form, where there are audio, video, animation, and navigation that make users more interactive. Electronic module as learning media uses computers to display text, images, graphics, audio, animation and video in the learning process (Nugraha, A., Subarkah, C. Z., 2015). Smeets, D. J. H. & Bus, (2014) assert that when utilized appropriately, multimedia-enabled electronic modules can enhance the good experience of reading books. The greatest substitute for traditional methods of improving learning is interactive electronic modules.

Table 2 Indicator of Presentation of the Material on E-Modules

Statement	Score				
	SDA	DA	A	SA	Total
5 Presentation of material on e-module from simple to complex	-	10.77	61.54	27.69	100
6 Presentation of materials on e-module are straightforward and easy to understand	-	16.92	66.15	16.92	100
7 The material presented on e-module in order and clear	-	4.62	84.61	10.77	100
8 The sentences used on e-module are easy to understand	-	-	41.53	58.47	100
9 The language used on e-module is communicative	-	-	4154	10.77	100
10 The terms used on this e-module are accompanied by explanations and are easy to understand	-	10.77	80.00	9.23	100
Total	**-**	**10.77**	**70.51**	**22.31**	**100**

Table 2 explain that 61.54% or 40 students stated agree with the presented of material on the e-module from simple to complex, so that the material is easy for students to understand, and 27.69% or 18 students stated strongly agree. However, 10.77% or 7 students disagree with the statement presented of material on the e-module from simple to complex, because they cannot distinguish which the simple material and complex one. Further, 66.15% or 43 students said that presentation of materials in e-module is straightforward and easy to understand, and 16, 92% or 11 students stated strongly agree. Despite that, 11 or 16.92% students disagree about the statement presentation of materials on e-module is straightforward and easy to understand. They have difficult to understand the material presented on e-module. Moreover, 84.61% or 55 students answer agree with the material presented in order and clear, and 10.77% or 7 students strongly agree. But 3 or 4.62% students disagree with the statement, because they have problem in English. Besides that, the sentences used in e-module are communicative like 41.54% or 27 students stated agree, and 58.46% strongly agree. 100% students agree for sentences used on e-module are easy to understand. In addition, 80% or 58 students stated agree for the terms used in e-module are accompanied through explanations and are easy to understand, and 9,23% or 6 students strongly agree . But 10.77% or 7 students sais disagree with the statement, because they have problem with English. Almost of students' statements in this

statement can be concluded that the presentation of materials on e-module are clear, easy, communicative, and complete explanation, so it provide deep meaning for the material to be learn. this finding supported by some previous study. (Tanner, 2014) found that e-module material is presented systematically can support readers in building spatial representation of text by providing spatial cues for text and memory. So readers will remember what they have read before. The systematic presentation of content will encourage students to learn in stages so that the final goal of students, namely being able to apply their knowledge, can be achieved optimally. E-module is presented in a language that is appropriate for learning communication. Writing that is clear and engaging can make the reader feel as though they are speaking with the instructional materials directly. Writing styles have an impact on reading comprehension in addition to linguistic considerations. The material in the interactive e-module uses a fixed pattern in writing. This was done referring to the opinion expressed by (Tompkins, 2010), who stated that students will more easily recognize important ideas and information when they understand the writing patterns in presenting material. Appropriate instructional material is necessary to support the needs of the students and thus they will become more engaged in asynchronous online learning (Alrajeh, T. S., & Shindel, 2020).

Table 3 Indicator of Usefulness of E-Modules

Statement	Score				
	SDA	DA	A	SA	Total
11 Instructions for using e-module are clear and can help in using this e-module	-	-	92.31	7.69	100
12 Learning steps on the e-module can help make it easier to understand the material	-	-	44.62	55.38	100
13 E-module is interesting to study	-	-	53.85	46.15	100
14 E-module can help increasing learning motivation	-	-	86.15	13.85	100
Total	**-**	**-**	**69.23**	**30.77**	**100**

Description data in the table 3 make known that 92.31% or 60 students agree, and 7.69% or 5 strongly agree with the instructions for using e-module conveys clearly, and it can help students to understand how to learn with e-module, because the learning steps explained by the e-module helps students in learning. It can be seen the students answer about that. 44.62% 29 students stated agree with the statement and 55.38% or 36 strongly agree. All students confess that learning with e-module explained clearly so it can help them in learning through asynchronous. The next statement of students is e-modules make they interested in studying, 53.85% or 35 students said agree, and 46.15% or 30 strongly agree with this statement. It can be said that all students feel e-module motivates them to learn. Aside from that, 86.15 or 56 students agree with the statement of e-module can help increase students' learning motivation, and 13.85 or 9 students strongly agree. The data reflects that e-module is very useful for learning. So it can be said that e-module can be used for learning process, either accompanied by educators or used as independent teaching materials.

Meanwhile, Prasetyo (2020) states that since e-modules have a visually appealing appearance that can boost students' motivation for learning, using them as an educational instrument is an intriguing idea. Purwanto, Agung, et al. (2020) add the information; the use of e-modules in learning can be a solution to the monotonous shortage of teaching materials.

Table 4 Indicator of Ease of Access

Statement	Score				
	SDA	DA	A	SA	Total
15 E-module presented by asynchronous is easy To be accessed	-	-	56.92	43.08	100
16 E-module presented by asynchronous can be downloaded easily	-	-	80.00	20.00	100
17 Access to e-module on synchronous is not restricted by time or location	-	-	64.62	35.38	100
Total	**-**	**-**	**68.46**	**31.08**	**100**

Table 4 shows that e-module presented by asynchronous is easy to be accessed, 56.92% or 37 students stated that, and 43.08% or 28 strongly agree. For this statement all students admit e-module conveys through asynchronous easy to access. Besides that, E-module presented by asynchronous can be downloaded easily. 80% or 52 students agree with that statement, and 20% students strongly agree. It mean that, learning with e-module that presented by using asynchronous method makes it easier for students to learn. The last statement is access to e-module on synchronous is not restricted by location and time. 64.62% 0r 42 students answer agree with the statement and 35.38% 23 students strongly agree. The result support by Vindhiaas (2021), One of the five benefits of asynchronous learning is material access to learning is easy.

4. CONCLUSION

One of the goals of developing the learning process is to carry out the learning process without obstacles, both in terms of implementation, methods and material presented. The delivery of learning material is now no longer dependent on teacher lectures in class and printed textbooks but has expanded to the use of technology which can help convey the material efficiently and innovatively so as to attract students' interest in learning. One of the innovations in delivering learning materials currently used is e-modules. Implementation of learning with this e-module can be done using an asynchronous method, where the material is presented via LMS or e-learning and students can study the learning material presented independently. Based on the results of several previous studies and this research, it is stated that e-modules help teachers in delivering learning both in class and outside the classroom. E-module as learning resources train students to learn autonomously. In general, students find that learning with e-modules is easy to use, entertaining, and exciting. Students can accelerate their learning and become more independent with e-modules, but they still require teacher assistance to better understand the concepts and linguistic issues in the module's questions.

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