



An Analysis of Students' Experience and Educational Benefits of UPN Veteran Jawa Timur E-Learning

Navisatul Izzah , I Kadek Rangga Sandi Kusuma Wardana, Kinanti Resmi Hayati, Dian Rachmatika

UPN Veteran Jawa Timur
navisatul.ar@upnjatim.ac.id

Received:

July 22, 2024

Revised:

July 29, 2024

Accepted:

July 31, 2024

Published:

October 5, 2024

Abstract

This study evaluates the student experiences and educational benefits of using the e-learning platform at UPN University "Veteran" Jawa Timur (UPNVJT). With the rapid adoption of technology due to the COVID-19 pandemic, e-learning has become a crucial alternative in supporting educational activities. The study used a quantitative approach with a sample of 50 UPNVJT students from various study programs. Data were collected through questionnaires assessing platform usage, user experiences, and the benefits and challenges encountered. The results show that the UPNVJT e-learning is often used for downloading materials and submitting assignments. The majority of respondents reported positive experiences regarding the accessibility and flexibility offered by the platform. However, some challenges such as slow server speeds, network issues, and a lack of interactive features were also identified. Based on these findings, it is recommended to improve the user interface, technical infrastructure, notification and discussion features to support collaborative learning. This study provides important insights into the effectiveness of the e-learning platform in supporting the teaching and learning process, as well as areas that need improvement to enhance the student learning experience.

Keywords: *Students' Experience, E-learning, Educational Benefits, UPN Veteran Jawa Timur*

1. Introduction

Indonesia has seen rapid technological advancements in various sectors, including social, economic, educational, and entertainment. The COVID-19 pandemic, which began in 2020, has particularly accelerated the development of educational technology in the country. This swift adoption of technology has revolutionized instructional methods.

The choice of teaching methods is a crucial component of the educational process. The COVID-19 pandemic has been a significant catalyst for the shift from traditional face-to-face instruction to online learning, also known as virtual learning. Online learning is defined as "learning that takes place in a network where the teacher and the students do not meet face to face"



[1]. Furthermore, online learning serves as an alternative strategy to maintain effective and efficient student learning in the classroom [2].

However, the initial introduction of online learning brought several challenges. Both teachers and students found it difficult to adapt to this distance learning approach. In response, technological advancements led to the development of websites and e-learning applications. "E-learning," a shortened form of "electronic learning," refers to the use of internet technology to facilitate distance learning [3]. The concept of e-learning is not new; it first emerged in 1970 [4]. Various terms are used interchangeably, such as web-based teaching and learning, virtual learning, online learning, internet-enabled learning, and web-based distance learning.

E-learning offers an efficient learning process for teachers. It includes various forms and functionalities, allowing educators to share lesson plans online and assign tasks to students. Additionally, students can identify registered educators within their educational institutions through these e-learning platforms. One educational institution in Indonesia that has implemented e-learning is Universitas Pembangunan Nasional "Veteran" Jawa Timur (UPNVJT). The university has developed UPNVJT E-learning (ilmu.upnjatim.ac.id) to facilitate this learning method.

Previous studies have explored the use of e-learning at UPNVJT, focusing on various aspects. For instance, a study analyzing the implementation of e-business infrastructure in the UPNVJT's e-learning system [5]. The research aimed to assess the usefulness of this infrastructure, employing a quantitative method with a questionnaire distributed to 30 UPN Veteran Jatim students. The E-learning readiness method was used to analyze the data, resulting in a score of 3.69 out of 5. The lowest score was for the technology factor (3.39), while the highest was for the innovation factor (4.02). This indicates that while the e-learning infrastructure is generally ready for use, there is still room for improvement.

Another study focused on the extent of e-learning system usage among lecturers and students at UPNVJT [6]. Using the PIECES framework, which examines Performance, Information, Economic, Control, Efficiency, and Service aspects, the study found that the system's usage was relatively low, with an average utilization rate of 67.36%. This demonstrated a lack of awareness or promotion regarding the benefits of the e-learning system among faculty members and students, highlighting a significant area for improvement in promoting the system's advantages in the educational process. Similar research found that performance expectancy, effort expectancy and social influence significantly affect students' behavior in using e-learning at UPNVJT [7].



The development and implementation of e-learning and Learning Management Systems (LMS) in education have been widely researched and debated. Elyas (2018) explored the potential of e-learning models to enhance learning quality by standardizing teaching methods and materials [8]. He emphasized that e-learning provides a consistent learning experience and meets the needs of the digital era, highlighting its necessity in modern education. This perspective aligns with Sukarno's (2020) observation that the shift from conventional to e-learning systems offers significant advantages, including accessibility and flexibility, though challenges such as resource readiness and infrastructure limitations remain critical issues [9].

Putri (2019) contributed to this discussion by examining how e-learning could foster student engagement [10]. Her research identified planning, usage, and evaluation as key stages in implementing e-learning, demonstrating that these stages are crucial for maximizing its effectiveness in building student interest. This finding is supported by Agustina (2013), who emphasized the importance of IT-based education systems in transforming conventional education into digital formats [11]. Agustina's study also identified several characteristics of effective e-learning systems, such as interactivity and accessibility, which are essential for enhancing the learning experience.

Further expanding on the benefits of e-learning, Alwiyah and Sayyida (2020) highlighted its role in promoting innovation among students, particularly in nurturing creative entrepreneurship skills [12]. This application of e-learning aligns with broader educational goals, such as improving competitiveness and adaptability in a rapidly changing world. Similarly, Zuraini and Nurhayati (2021) focused on the effectiveness of e-learning during the new normal era, finding that it helped students adapt to online learning environments and facilitated better engagement with course materials [13].

Overall, these studies collectively emphasize the transformative potential of e-learning and LMS in modern education. While they highlight the benefits, such as enhanced learning quality, increased engagement, and the development of practical skills, they also acknowledge challenges, particularly in terms of infrastructure and resource readiness. This literature underscores the need for ongoing evaluation and adaptation of e-learning systems to ensure they meet the evolving needs of students and educational institutions.

The current research distinguishes itself from these prior studies by not solely focusing on the technical or infrastructural aspects of the e-learning system. Instead, it aims to explore broader



and more specific areas such as the frequency of utilizing the UPNVJT E-learning, user experience in accessing and utilizing the site, and how it enhances accessibility and flexibility in learning. Additionally, the research delves into how the website benefits students beyond assignments, identifies challenges users face, and gathers user ratings on the website's role in supporting learning. This comprehensive approach provides a more holistic understanding of the e-learning platform's impact and areas for potential improvement. Therefore, the result of this study would be a valuable addition to the field.

The purpose of undertaking this study was to evaluate the usability and effectiveness of the UPN Veteran Jawa Timur E-Learning platform in supporting students' educational activities. Furthermore, this study also aimed to identify the educational benefits that students are experiencing as a result of using the UPN Veteran Jawa Timur E-Learning system and to examine the challenges students' encounter while using the UPN Veteran Jawa Timur E-Learning platform and to propose solutions to address these challenges in order to enhance the overall learning experience.

The following research questions shaped the inquiry for this study:

1. How is the usability and effectiveness of the UPN Veteran Jawa Timur E-Learning platform in supporting students' educational activities?
2. What educational benefits are students experiencing as a result of using the UPN Veteran Jawa Timur E-Learning system?
3. What challenges do students face while using the UPN Veteran Jawa Timur E-Learning platform, and how can these issues be addressed to enhance the overall learning experience?

These questions aim to explore students' experiences with the e-learning system, the benefits they gain, and the challenges they encounter, providing a comprehensive view of the platform's impact.

2. Method

This research adopts a quantitative approach in accordance with the theoretical basis described by Sugiyono (2017) [14]. This approach was chosen because it is in accordance with the theory of quantitative studies which emphasizes the use of concrete data. The data collected in this study are measurable numbers, which will then be analyzed using statistical methods to test research problems. The quantitative approach provides a systematic framework for collecting,



analyzing, and interpreting numerical data, thus allowing researchers to objectively test hypotheses and formulate findings based on empirical evidence. The study therefore follows quantitative methods to provide a strong and objective basis for answering the research questions posed.

The subjects of this study were 50 students of UPNVJT. We chose UPNVJT students as research subjects because they use ILMU Website to facilitate their learning at UPNVJT. We took samples from students from various study programs ranging from Informatics, Visual Communication Design, Law, Environmental Engineering, Information Systems, Data Science, Communication Science and Management. The majority of respondents were 1st semester students, but there were also some students above 3rd semester.

ILMU is currently used by internal students of UPNVJT and cannot be accessed by students from other universities. Therefore, in collecting data, we used probability sampling. Probability sampling is a sampling technique that provides equal opportunities for each element (member) of the population to be selected as a sample member [15]. This technique is a technique that allows researchers or evaluators to make generalizations from sample characteristics to population characteristics.

Data collection through questionnaires was chosen because it provides flexibility for respondents to express their views and experiences in a structured manner. By using questionnaires, researchers can collect data from a large number of respondents efficiently, covering a wide range of student perspectives on e-learning usability.

In addition, the use of questionnaires in this study can also provide more measurable and statistically testable data. By carefully designing the questions, researchers can collect responses that can be analyzed quantitatively, providing a stronger basis for concluding the extent to which e-learning is beneficial to students. As such, data collection through questionnaires is considered an appropriate method to explore and measure e-learning usability in the context of this study.

In addition to the questions in the forms of Likert scale in the online questionnaire, we also added open-ended questions that discussed the shortcomings, advantages and what could be improved in UPNVJT E-learning to allow participants to explain more about their experience as well as answering our third research question.



3. Result and Discussion

Results and discussion can be made as a whole that contains research findings and explanations.

3.1. The Usability and Effectiveness of UPNVJT E-Learning

The survey results revealed distinct patterns in the frequency of utilizing the UPNVJT E-Learning for downloading materials and uploading assignments. Among the participants, 29 individuals reported using the platform often, 21 reported rare usage, and none indicated never using the website for these purposes.

Additionally, the survey results showed mixed perceptions regarding the ease of accessing and using the UPNVJT E-Learning. Among the participants, 14 people reported that they found it "Very Easy", 9 people found it "Easy", 12 people considered it "Moderate", 13 people experienced difficulties and considered it "Difficult", while 2 people found it "Very Difficult" to access and use the website.

3.2. Educational Benefits of UPNVJT E-Learning

The survey results showed a strong consensus among respondents regarding the positive impact of the UPNVJT E-Learning on accessibility and flexibility of learning. A significant majority of 48 respondents agreed with the statement, indicating that the website has the potential to provide accessibility and flexibility of learning for students. Only 2 respondents disagreed with this notion.

Furthermore, the survey results showed a high level of consensus among respondents regarding the effectiveness of UPNVJT E-learning in providing a convenient way for students to submit assignments. The majority of the 48 respondents agreed with the statement, which emphasized the platform's role in simplifying the assignment collection process. Only 2 respondents disagreed with this notion.

There are some other benefits of UPNVJT E-learning beyond its primary functions of assignment submission and bank of learning resources according to the participants. For 13 respondents, the platform stands out as a solution that covers all academic needs. Another 14 respondents praised its flexibility and efficiency, recognizing the website's ability to meet various academic needs beyond its conventional role. A small minority of 2 respondents emphasized the platform's environmentally conscious attributes, seeing it as a catalyst for encouraging a paperless



academic environment. However, the most prominent theme, articulated by 21 respondents, centered on the website's important role in assisting lectures.

3.3. Shortcomings and Recommendation for UPNVJT E-learning

The survey results show that the problems faced by users when accessing the UPNVJT E-learning span a wide spectrum. For 12 respondents, issues related to server slowness and errors emerged as the main problem, potentially impeding smooth navigation and functionality. Another 6 respondents identified issues related to poor networking, indicating potential disruptions to internet connectivity that impact website accessibility. User interface (UI) and platform features raised concerns for 14 respondents, indicating that design and functionality issues contribute to a sub-optimal user experience. In contrast, a reassuring finding was that 18 respondents reported encountering no issues, implying a satisfactory and trouble-free experience for most users.

Recommendation on areas for improvement of UPNVJT E-learning also voiced by the participants, showed some different priorities. A total of 27 respondents identified user interface and user experience (UI/UX) as the main aspects that need to be improved, suggesting that improvements in design and usability are essential for an optimal user experience. System and server-related issues were raised by 12 respondents, underscoring the importance of addressing technical issues to ensure smooth navigation and functionality. The need for additional notification features was articulated by 3 respondents, indicating a desire for more effective and responsive communication mechanisms within the platform. Additionally, 4 respondents expressed a desire for the addition of discussion features, emphasizing the importance of fostering an interactive and collaborative learning environment. Interestingly, 4 participants stated that they did not find any specific issues that required improvement, highlighting the level of satisfaction with the current state of the website.

4. Discussion

The survey results show that UPNVJT E-learning has an important role in supporting student online learning with a high level of satisfaction. Of the 50 respondents, 96% believed in the effectiveness of the website in improving accessibility and flexibility of learning. The data above reflects the active participation of students through intensive use of the website, in accordance with the theory of Elyas (2018) which encourages the application of E-Learning learning models to improve the quality of learning [8]. Thus, the virtual classroom model is considered a significant



breakthrough in the context of teaching and learning, carrying the potential to maintain the consistency of learning quality in the digital era.

The survey results can illustrate that UPNVJT E-learning not only meets student expectations, but also represents a valuable innovation. E-learning models, especially through virtual classes, are considered a step forward that can shape the future of teaching by maintaining quality learning standards amidst the dynamics of the digital era. The survey results also provide a comprehensive picture of respondents' perceptions and experiences with the ilmu.upnjatim.ac.id website. In terms of frequency of use, most participants reported frequently using the platform to download materials and submit assignments, with no respondents stating that they had never used the website for these purposes. In terms of site accessibility, there were mixed perceptions, showing a range of experiences from very easy to very difficult among participants.

There was strong consensus among respondents regarding the positive impact of the website on accessibility and flexibility of learning for students. The majority agreed that the site provided a convenient way to submit assignments, emphasizing its effectiveness in simplifying the process of submitting assignments. Beyond its primary function, the ilmu.upnjatim.ac.id website was recognized as having various advantages, including comprehensive coverage of academic needs, flexibility, efficiency, and environmental awareness, particularly in promoting a paperless academic environment.

However, the survey also highlighted challenges faced by users, including slow servers, network issues, and concerns about the user interface and platform features. Respondents provided valuable insights into areas for improvement, focusing on enhancing the user interface and user experience, addressing technical issues, introducing additional notification features, and establishing an interactive learning environment through discussion features. When assessing the role of the website ilmu.upnjatim.ac.id in supporting the student learning process, we get mixed opinions. While some respondents gave excellent or good ratings, indicating a positive impact, others expressed neutral or negative attitudes, suggesting there is room for improvement. These findings confirm the importance of ongoing efforts to improve website functionality, address technical issues, and ensure a positive and effective learning experience for all users. The findings of this study have limitations in generalizing the results due to the limited focus on UPN "Veteran" Jawa Timur students, so caution is needed in applying these findings to a larger population. The reliability of the data is affected by the self-report nature of the questionnaire, which may



introduce the possibility of response bias and subjective interpretation. Due to the lack of information on specific technical aspects of the e-learning platform, the results cannot confirm details of functionality or potential challenges faced by users. The choice of a quantitative approach limits the ability to go in-depth in exploring the qualitative aspects of the user experience. It is beyond the scope of this study to provide an in-depth analysis of the implications of e-learning in various educational settings or to address the development of e-learning technology beyond the current time frame.

From the survey results that have been conducted, several suggestions can be considered to increase the effectiveness of ilmu.upnjatim.ac.id in supporting the online student learning process. First, it is necessary to improve the User Interface (UI/UX) to optimize the site design, improve usability, and provide a more attractive learning experience. Technical issues, such as servers and networks, must be dealt with quickly to ensure a smooth learning process. Improvements to notification features are also needed to more effectively provide information on important updates and deadlines. Development of discussion features can help create a more interactive learning environment. Periodic training sessions need to be organized so that students can access the platform easily. Regular monitoring of site accessibility can help identify and fix potential problems. Exploring mobile app development can also improve convenience and accessibility. Finally, considering regular feedback mechanisms can help understand the evolving needs of users.

5. Conclusion

UPNVJT E-learning serves as a crucial support system for online learning among UPN "Veteran" Jawa Timur students. Survey data highlighted several positive aspects, including the high frequency of use of the platform for downloading materials and assignment submissions. In particular, the platform enhances accessibility and flexibility, providing students with easy access to learning resources and customizable schedules. The simplified process for submitting assignments online was also praised, alongside additional benefits such as comprehensive academic support, promotion of a paperless environment, and overall flexibility.

However, challenges and aspects for improvement have been identified. User experiences have varied widely, indicating inconsistencies in accessibility. Technical issues, including server slowness, network problems, and poor user interface, pose barriers to efficient learning. In



addition, limited interactivity, especially the absence of discussion features, limits the potential for collaborative learning.

Based on these findings, several recommendations are proposed to improve the effectiveness of UPNVJT E-learning. The recommendations include optimizing the user interface and user experience, enhancing the technical infrastructure to improve performance and stability, adding notification features to keep users informed, introducing discussion features for interactive learning, providing regular training sessions for students, monitoring site accessibility, exploring mobile app development to improve convenience, and implementing feedback mechanisms for continuous improvement.

By fulfilling these recommendations, UPNVJT E-learning can ensure its role as an important tool to enhance online learning and support the success of UPNVJT students. It is crucial to emphasize continuous efforts for improvement and adaptation to evolving needs, to ensure the platform's continued relevance and effectiveness.

6. References

- [1] A. E. Pohan, *Konsep Pembelajaran Daring Berbasis Pendekatan Ilmiah*. Jawa Tengah: CV Sarnu Untung, 2020.
- [2] L. Yanti and D. Nurhofifah, "Pengaruh Penggunaan Strategi Giving Question and Getting Answer Pada Pembelajaran Daring Biologi Via Whatsapp," *Alveoli: Jurnal Pendidikan Biologi*, vol. 1, no. 2, pp. 102–103, 2020. doi: 10.35719/Alveoli.V1i2.10.
- [3] M. Bullen and D. P. Janes, *Making the Transition to E-Learning: Strategies and Issues*. Information Science Pub, 2007.
- [4] V. Waller and J. Wilson, "A Definition for E-Learning," *Newsletter of Open and Distance Learning Quality Control*, Oct. 2001.
- [5] N. A. Zahra, E. M. Safitri, F. D. A. Arsyah, A. M. Barmin, and A. S. Amanda, "Evaluasi kesiapan implementasi e-learning UPN Veteran Jawa Timur: Metode e-learning readiness," *Infotronik: Jurnal Teknologi Informasi dan Elektronika*, vol. 8, no. 2, 2023. doi: 10.32897/infotronik.2023.8.2.2268.
- [6] N. I. K. Wardani, Z. Sishadiyati, and F. Zainal, "Implementasi e-learning sebagai pendukung proses belajar mengajar bagi dosen dan mahasiswa di UPN 'Veteran' Jawa Timur," *Dinamika Administrasi Jurnal Ilmu Administrasi dan Manajemen*, vol. 2, no. 1, 2019. [Online]. Available:



<https://www.terbitan.sasanti.or.id/index.php/jda/article/view/247>.

- [7] A. Pratama, M. Abror, and A. Wulansari, "Analysis of E-Learning User Acceptance Factors UPN Veteran Jatim," *Journal of Information Systems and Informatics*, vol. 4, pp. 55-64, 2022. doi: 10.51519/journalisi.v4i1.222.
- [8] E. A. Hadi, "Penggunaan Model Pembelajaran E-Learning Dalam Meningkatkan Kualitas Pembelajaran," *Jurnal Warta*, no. 56, 2018. ISSN: 1829-7463.
- [9] S. Mohamad, "Dinamika Perkembangan E-Learning dan Tantangan Dalam Media Pembelajaran," *Jurnal Penelitian Didaktik Matematika*, vol. E-ISSN: 2656-5544, P-ISSN: 2715-7326, 2020.
- [10] D. P. E. Putri, "Implementasi E-learning Sebagai Media Pembelajaran Pada Era Milenial," *Jurnal Pendidikan Islam*, vol. 6, pp. 86-92, 2019.
- [11] M. Agustina, "Building The Bridge Between Business Process Management and Information Technology," *Jurnal UI*, ISSN: 1907-5022, June 15, 2013.
- [12] A. Alwiyah and S. Sayyida, "Penerapan E-learning untuk Meningkatkan Inovasi Creativepreneur Mahasiswa," *Abdi Jurnal*, vol. 1, no. 1, 2020.
- [13] Z. Zuaini and N. Nurhayati, "Efektifitas pembelajaran e-learning di era new normal," *Jurnal Ilmiah Pendidikan*, 2021.
- [14] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: CV Alfabeta, 2017.
- [15] H. Retnawati, *Teknik Pengambilan Sampel*. FMIPA Pend. Matematika UNY, 2017.