THE INFLUENCE OF ONLINE BASED-LEARNING (E- LEARNING) ON STUDENTS' COVERT BEHAVIOR IN ENGLISH LESSONS AT SMAN 1 BARRU

JS Taufik[1], Nunung Anugrawati, Hj. Ilmiah[3]

Universitas Muhammadiyah Makassar, Indonesia

ARTICLE INFO	ABSTRACT
	This study aims to determine whether online based-learning (e-learning) affects students' covert behavior in English lessons at SMAN 1 Barru and explain the impact of online based-learning (e-learning) on students' covert behavior in English lessons at SMAN 1 Barru. The population of this study was students of SMAN 1 BARRU. This research is a descriptive study. The disguised behavior of social studies students of class XI SMA N 1 Barru falls into the category of less tingi with a percentage52,14% Judging from the results of the hypothesis test (t-test) obtained a calculation of 1.363 < ttabel 1.692 and a significant value of the implementation of e-Learning 0.182 > 0.05. The R value of 0.231 or 23.1% which means that the influence of the implementation of online-based learning (e-Learning) on student behavior covert is 23.1% while 76.9% is influenced by other variables that are not studied. With this, the implementation of online-based learning (e-learning) has no significant effect on the formation of covert behavior of students at SMAN 1 Barru. *This is an open access article under the CC BY-SA license.*

Corresponding Author:
Js Taufik
English Education Department,
Universitas Muhammadiyah Makassar,
259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia.
Email: jstaufik98@gail.com.

INTRODUCTION

Education quality is one of the components that must be worked on in order to develop the education system, particularly in terms of the quality of learning. As a result of the exchange of current situations and potentials, efforts can be made to improve student centered-learning and thus expand this potential. Building a learning system that allows students to have more interesting, interactive, and varied learning skills is one way to achieve student- centered learning. Students must be able to maximize their potential in order to be successful in the

future. Efforts to increase the quality of learning can be made through the use of technology and supporting infrastructure, in addition to the development of technology and supporting infrastructure. Efforts to improve the quality of learning Can be done through the use of technology in system known as online learning.

From the beginning of the autonomous learning process, the Indonesian education system is built on the internet. Assigned duties are subjected to it. Independent learning focuses on self-directed learning from a range of sources with little or no outside help. The rise of online learning will be visible as a result of remote learning. Since then, a lot has happened. Distance learning has gained in popularity since it blends the learning process with e-learning. E-learning is undergoing a shift as a result of the Covid-19 epidemic. Starting out as a supplement face-to-face instruction, It has developed into a significant element of continuing to teach and study from home as a sign of devotion to the government's determination to perform all activities from home. The internet or other learning and communication tools are used by teachers to conduct teaching and learning interactions with pupils. From a number of perspectives, this link is not wholly advantageous. Particularly in terms of how young people build their character. Each child has their own unique individuality. A positive influence and increased learning capacity are nearly certain to result from exposing active, open-minded children to an e-learning system. What about a kid who is docile and narrow-minded, though? Do they share the same effects? The answer is of course no (Riyana Cepi. 2019).

What is referred to as behavior in psychology, such as the processes of thinking, imagining, processing senses, processing emotions, motivation, and others, is both overt and hidden (covert). What can be seen, heard, and felt in the meantime is what can be sensed, heard, and felt. In terms of assessment, visible behaviour is, of course, much younger than invisible activity. We should not judge solely on the basis of outward behavior, even if it is a symptom and expression of hidden behavior. Diverse mitives and intentions drive many seemingly similar behaviors; On the other hand, different types of conduct often display a lot of the same motivations.

It is true that our teaching and learning activities with teachers and students are made easier by online based-learning (e-learning). But in some cases, without our knowledge, e-learning can make us less willing and lazy to interact directly with peers or teachers. (covert behavior), (Cepi Riyana,2019:116). v

Starting with explanation, when the researcher observed during internship II, precisely in the town of Fort, Selayar Regency, South Sulawesi. The researcher see that the students tend to be quiet when asked by the teacher about ongoing English subjects, he/she doesn't seem to like the question and prefers to be silent and the teacher finally throws questions to other students after that the teacher gives assignments to his students and gathers next week. After a week passed, the students finally entered the class and collected their assignments after being checked by the quiet girl teacher who had the highest score

RESEARCH METHOD

According to the research method used, the survey method, this studied falls under the category of quantitative research. Quantitative research was used to analyze specific populations or samples, collect data used research tools, and process statistical data with the goal of testing hypotheses. According to Sugiyono (2013:11). Meanwhile, the survey was a quantitative research, according to Lawrence in Sugiyono (2013: 12). The researcher questions multiple people (respondents) about their ideas, views, object attributes, and past or present behavior used this method. The questionnaire asked him about his personal ideas and actions. The instrument used questionnaire which is a type of data collection tool that helps analysts to learn about the attitudes, beliefs, behaviors, and characteristics of some key people in the company who might be impacted by the proposed system or an existing system. The questionnaire was a collection of questions that respondents or those being measured had to fill out or answer. What learning from the questionnaire was that might learn about someone's circumstances or personal information, as well as their experience, expertise, and so on.

To collect data in this study, the researcher did some steps such as:

1. The researcher went the SMAN 1 Barru and enter the class for taking the sample.

2. The researcher took 35 student as sample by seeing the student with the highest score in class.

RESULT AND DISCUSSION

The researcher conducted the research

The Researcher identifies the results of the variable validity test and the reliability test results then the Researcher compiles the x and y calculation results into a table and converts them into percentages. then, the researcher explains and percentages based on the results. After that, the researcher interprets the data after processing the results. Its elaboration is as follows:

The results of the Variable X Instrument Validity Test The X variable questionnaire consisted of 16 statements submitted to 35 respondents according to the number of samples in this study. In determining the level of validity of the instrument, the author used the Pearson Correlation formula using SPSS version 24. The value of rtabel with N=35 and the significance level of 5% is 0.2826. The questionnaire item is declared valid if the rhitung > rtabel.

Table 1. Uji Validitas Variabel X (Online Based Learning/e-Learning)

No.	r_{hitung}	r_{tabel}	Note
1	0,358	0,2826	Valid
2	0,494	0,2826	Valid
3	0,497	0,2826	Valid
4	0,451	0,2826	Valid
5	0,365	0,2826	Valid
6	0,437	0,2826	Valid
7	0,572	0,2826	Valid
8	0,789	0,2826	Valid
9	0,374	0,2826	Valid
10	0,429	0,2826	Valid
11	0,793	0,2826	Valid
12	0,675	0,2826	Valid
13	0,571	0,2826	Valid
14	0,449	0,2826	Valid
15	0,526	0,2826	Valid
16	0,491	0,2826	Valid

Source: SPSS data analysis, 2022.

Based on the table above, it was concluded that the results of the X questionnaire validity trial (Online Based Learning / e-Learning) as many as 16 statement items were declared all valid, because the rhitung value > rtabel. Variable Instrument Validity Test Results Y The variable instrument validity test Y (Covert Behavior) consists of 8 statement items. Same with the validation test of the variable X author using the Pearson Correlation formula applied by SPSS version 24. The value of rtabel with N=35 and the significance level of 5% is 0.2826. The questionnaire item is declared valid if the rhitung > rtabel. This means that the questionnaire item will be declared valid if the value obtained is greater than 0.2826.

Table 2. Variable Validity Test Y (Covert Behavior)

No.	r_{hitung}	r_{tabel}	Note
1	0,836	0,2826	Valid
2	0,632	0,2826	Valid
3	0,844	0,2826	Valid
4	0,740	0,2826	Valid
5	0,799	0,2826	Valid
6	0,775	0,2826	Valid
7	0,841	0,2826	Valid
8	0,815	0,2826	Valid

Sumber: Analisis data SPSS, 2022

Based on the table above, it was concluded that the results of the Y (Covert Behavior) questionnaire validity trial were 8 statement items, it was stated that all of them were valid because the rhitung value > rtabel. Reliability Test Results To find out the extent to which the questionnaire or questionnaire can be trusted, the author conducted a reliability test and of course with the help of the SPSS version 24 application. A data is declared reliable if the alpha value obtained from the test results is > 0.60. The results of the reliability test that have been carried out by the author can be seen through the following data presentation.

Table 3. Reliability Test Results

Variabel	N	Cronobach's Alpha	Note
X	16	0,728	0,728 > 0.60 = reliable
Y	8	0,786	0,786 > 0.60 = reliable

Source: SPSS data analysis, 2022.

From the table above, it can be seen that both variables have reliable questionnaires or questionnaires, because both have an alpha value of > 0.60. Because both of them > 0.60, the two questionnaires or questionnaires fall into the reliable category. The calculation results of the analysis of respondents' answers on the research questionnaire have been presented in the form of an observation table which can be seen in appendix 2. The results of the data analysis of the questionnaire instrument can be seen in table 4.7 which is presented as follows:

Table 4. Variable Questionnaire Indicators Table X

Indikator	Strongly Agree (SA)		Agree (A)		Undecided (U)		Disagree (DS)		Strongly Disagree (SDS)	
	f	%	F	%	f	%	F	%	f	%
X.1	12	17,14	51	72,86	5	7,14	2	2,86	-	-
X.2	22	31,43	37	52,86	9	12,86	2	2,86	-	-
X.3	21	29,58	45	63,38	5	7,04	-	-	-	-
X.4	19	27,14	44	62,86	2	2,86	3	4,29	2	2,86
X.5	19	27,14	43	61,43	8	11,43	-	-	-	-
X.6	16	22,86	45	64,29	6	8,57	1	1,43	2	2,86
X.7	15	21,43	51	72,86	3	4,29	-	-	1	1,43
X.8	16	22,86	51	72,86	2	2,86	-	-	1	1,43
Total	124	22,79	366	67,28	40	7,35	8	1,47	6	1,10

Source: Author data analysis (2022)

1. X1/ non linearity

Students feel free to access objects and facilities that support the English learning process around 17.14% of respondents think that they strongly agree to the implementation of online based learning (e-Learning), 72.86% of respondents think that they agree to the implementation of online based learning (e-Learning), 7.14% of respondents think that they are undecided to the implementation of online based learning (e-Learning), 1.47% of respondents think that they disagree with implementation of online based learning (e-Learning), and 1.10% of respondents think that they strongly disagree with the implementation of online based learning (e-Learning).

2. X2/ Self managing

English teachers can manage the learning process by following the structure contained in e-learning well And can update learning materials so that students can understand it better this is evidenced in the table that around 31.43% of respondents think they strongly agree with the implementation of online based learning (e-Learning), 72.86% of respondents think that they agree to the implementation of online based learning (e-Learning), 7.14% of respondents think that they are undecided to the implementation of online based learning (e-Learning), 2.86% of respondents think that they disagree with the implementation of online based learning (e-Learning), and 0% of respondents think that they are strongly disagreed with the implementation of online based learning (e-Learning).

3. X3/ Feedback-Interactivity

The process of learning English is carried out interactively and there is feedback (reciprocity) in the process of learning English from students' responses to the questioner's questions, as evidenced in the table that around 29.58% of respondents think that they strongly agree to the implementation of online based learning (e-Learning), 63.38% of respondents think that they agree to the implementation of online based learning (e-Learning), 7.04% of respondents think that they are undecided to the implementation of online based learning (e-Learning), 0% of respondents think that they disagree with the implementation of online based learning (e-Learning), and 0% of respondents think that they strongly disagree with the implementation of online based learning (e-Learning).

4. X4/ Multimedia-Learners style

There are multimedia facilities in the process of learning English with e-learning. Multimedia facilities make it easier for students to understand English learning materials clearly, this is evidenced in the table that around 27.14% of respondents think that they strongly agree to the implementation of online based learning (e-Learning), 62.86% of respondents think that they agree to the implementation of online based learning (e-Learning), 2.86% of respondents think that they are undecided to the implementation of online based learning (e-Learning), 4.29% of respondents think that they disagree with the implementation of online based learning (e-Learning), and 2.86% of respondents think that they strongly disagree with the implementation of online based learning (e-Learning).

5. X5/ Just in Time

As an English learning medium, e-learning can be used at any time when needed. English learning materials contained in e-learning can solve problems and improve students' knowledge and skills, it is proven in the table that around 27.14% of respondents think that they strongly agree to the implementation of online based learning (e-Learning), 61.43% of respondents think that they agree to the implementation of online based learning (e-Learning), 11.43% of respondents think that they are undecided to the implementation of online based learning (e-Learning), 0% of respondents think that they disagree with the implementation of online based learning (e-Learning), and 0% of respondents think that they strongly disagree with the implementation of online based learning (e-Learning).

6. X6/ **Dynamic Updating**

English teachers are always updating online learning materials. The update of English material always follows changes in new technologies, it is proven that in the table there are around 22.86% of respondents think that they strongly agree to the implementation of online based learning (e-Learning), 64.29% of respondents think that they agree to the implementation of online based learning (e-Learning), 8.57% of respondents think that they are undecided to the implementation of online based learning (e-Learning), 1.43% of respondents think that they disagree on the implementation of online based learning (e-Learning), and 2.86% of respondents think that they strongly disagree with the implementation of online based learning (e-Learning).

7. X7/ **Easy Accessibility**

I feel the ease of accessing e-learning in learning English. I feel the ease of accessing e-learning facilities in learning English. In the table show that around 21.43% of respondents think that they strongly agree to the implementation of online based learning (e-Learning), 72.86% of respondents think that they agree to the implementation of online based learning (e-Learning), 4.29% of respondents think that they are undecided to the implementation of online based learning (e-Learning), 0% of respondents think that they disagree with the implementation of online based learning (e-Learning), and 1.43% of respondents think that they strongly disagree with the implementation of online based learning (e-Learning).

8. X8/ **Collaborative learning**

From the collaborative learning statement, namely the English learning tools contained in e-learning allow direct communication, both at the same time and at different times. Through e-learning, users (users) can communicate both with teachers and fellow students around 22.86% of respondents think that they strongly agree to the implementation of online based learning (e-Learning), 72.86% of respondents think that they agree to the implementation of online based learning (e-Learning), 2.86% of respondents think that they are undecided to the implementation of online based learning (e-Learning), 0% of respondents think that they disagree with the implementation of online based learning (e-Learning), 0% of respondents think that they disagree with the implementation of online based learning (e-Learning), 0% of respondents think that they disagree with the implementation of online based learning (e-Learning), 0% of respondents think that they disagree with the implementation of online based learning (e-Learning), 0% of respondents

think that they disagree with the implementation of online based learning (e-Learning), 0% of respondents think that they disagree with the implementation of online based learning (e-Learning), 0% of respondents think that they disagree with the implementation of online based learning (e-Learning), 0% of respondents think that they disagree with the implementation of online based learning (e-Learning), 0% of respondents think that they disagree with the implementation of online based learning (e-Learning), 0% of respondent online based learning (e-Learning), and 1.43% of respondents think that they strongly disagree with the implementation of online based learning (e-Learning).

Based on the table, the authors can conclude that around 22.79% of respondents think that they strongly agree to the implementation of online based learning (e-Learning), 67.28% of respondents think that they agree to the implementation of online based learning (e-Learning), 7.35% of respondents think that they are undecided to the implementation of online based learning (e-Learning), 1.47% of respondents think that they disagree with the implementation of online based learning (e-Learning), and 1.10% of respondents think that they strongly disagree with the implementation of online based learning (e-Learning). The interpretation of the highest percentage data of 90.07%, according to Riduwan (2011) shows that the implementation of online-based learning (e-Learning) at SMA Negeri 1 Barru is included in the category of being implemented very well.

Table 5. Indicators of Y Variable Questionnaire

Indikator	Strongly Agree (SA)		Agree (A)		Undecided (U)		Disagree (DS)		Strongly Disagree (SDS)	
	f	%	f	%	F	%	f	%	f	%
Y.1	11	15,71	17	24,29	4	5,71	36	51,43	2	2,86
Y.2	3	4,29	15	21,43	12	17,14	34	48,57	6	8,57
Y.3	7	10	15	21,43	15	21,43	28	40	5	7,14
Y.4	5	7,14	20	28,57	10	14,29	27	38,57	8	11,43
Total	26	9,29	67	23,93	41	14,64	125	44,64	21	7,5

Source: Author data analysis (2022)

1). Y1/ **Attention**

Students are more focused on learning English with a home-based learning model and actively working on English assignments given by teachers through learning-based learning on the table, there are around 15.71% of respondents who think that strongly agree there are students who have covert behavior during the implementation of e-Learning at SMA Negeri 1 Barru; 24.29% of respondents think that there are students who have covert behavior during the implementation of e-Learning at SMA Negeri 1 Barru; 5.71% of respondents think that undecided there are students who have covert behavior during the implementation of e-Learning at SMA Negeri 1 Barru; 51.43% of respondents think that there are students who have covert behavior during the implementation of e-Learning at SMA Negeri 1 Barru; and 2.86% of respondents think that strongly disagree there are students who have covert behavior during the implementation of e-Learning at SMA Negeri 1 Barru.

2). Y2/ **Perception**

Students who expressed enjoyment of learning English when teachers use home-based learning and who understand English material faster through e-learning independently than having to ask friends or parents on the table there were around 4.29% of respondents who argued that strongly agree there were students who had covert behavior during the implementation of e-Learning at SMA Negeri 1 Barru; 21.43% of respondents think that there are students who have covert behavior during the implementation of e-Learning at SMA Negeri 1 Barru; 17.14% of respondents think that undecided there are students who have covert behavior during the implementation of e-Learning at SMA Negeri 1 Barru; 48.57% of respondents think that there are students who have covert behavior during the

implementation of e-Learning at SMA Negeri 1 Barru; and 8.57% of respondents think that strongly disagree there are students who have covert behavior during the implementation of e-Learning at SMA Negeri 1 Barru

.3). Y3/**Knowledge or awareness**

Students who stated that they knew more and got more information about English subject matter through e-learning (internet) than face-to-face learning in the classroom and could operate learning on the table, around 10% of respondents argued that strongly agreed there were students who had covert behavior during the implementation of e-Learning at SMA Negeri 1 Barru; 21.43% of respondents think that there are students who have covert behavior during the implementation of e-Learning at SMA Negeri 1 Barru; 21.43% of respondents think that undecided there are students who have covert behavior during the implementation of e-Learning at SMA Negeri 1 Barru; 40% of respondents argued that there were students who had covert behavior during the implementation of e-Learning at SMA Negeri 1 Barru; and 7.14% of respondents think that strongly disagree there are students who have covert behavior during the implementation of e-Learning at SMA Negeri 1 Barru.

A. Conclusions

Based on the results of research and analysis that have been found by researchers in chapter IV, the following conclusions were obtained:

The implementation of online-based learning (e-Learning) at SMAN 1 Barru is included in the excellent category with a percentage of 90.07%. The covert behavior of class XI students at SMAN 1 Barru is included in the less high category with a percentage of 52.14%. This is a derivative of the descriptive recapitulation of the presentation. There was no significant influence of the implementation of online-based learning (e-learning) on the formation of student behavior covert at SMAN 1 Barru, judging from the results of the hypothesis test (t-test) obtained a calculation of 1.363 < 1.692 and a significant value of e-Learning implementation of 0.182 > 0.05. The R value of 0.231 or 23.1% which means that the influence of the implementation of online-based learning (e-Learning) on student behavior covert is 23.1% while 76.9% is influenced by other variables that are not studied.

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