



THE READINESS, ATTITUDE, AND INTEREST OF ISLAMIC HIGHER EDUCATION STUDENTS TOWARDS ONLINE LEARNING IN THE DIGITAL ERA

Hamdanah

Department of Islamic Education, IAIN Palangka Raya, Central Kalimantan, Indonesia

Muslimah

Department of Islamic Education, IAIN Palangka Raya, Central Kalimantan, Indonesia

Normuslim

Department of Islamic Education, IAIN Palangka Raya, Central Kalimantan, Indonesia

ABSTRACT

The present study investigated Islamic higher education students' readiness, attitude, and interest towards online learning in the post of COVID-19 conducted at the State of Islamic Institute of Palangka Raya, Central Kalimantan, Indonesia. As many as eighty students, sixty males and thirty females, from all semesters of Islamic Education, were taken as the sample and the subject of this research. A total of 23 questionnaire items were divided into ten items to measure students' readiness, seven to measure students' attitudes, and six to measure students' interests. The research findings showed that the Islamic higher education students is quite ready towards online learning, followed by tech device support. Two factors support student readiness in online learning, namely technological devices and good internet networks, to encourage each student's involvement in the learning process. Students have a positive attitude because online learning is effortless. Most of students prioritize discipline, confidence, responsibility, and courtesy as face-to-face learning. High enthusiasm makes them pay attention and understand the material, so class interaction is created well. Moreover, students are pretty interested because online learning is tech-savvy affordable and challenging.

Keywords: Readiness, Attitude, Interest, Online Learning

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INTRODUCTION

Students of Islamic Higher Education adjust to online education during the rising distribution of Covid-19 and prepare themselves to be part of 21st-century learning. However, these unanticipated adjustments and transitions are seen to present students with barriers and significant problems throughout the implementation process. Online education is, of course, nothing new for some students at Islamic colleges in Indonesia. Nonetheless, given the complexity of the online learning system, it is thought necessary to go into detail about every component of online learning. As previously said, Islamic higher education institutions continue to lack infrastructure and human resources, which fuels debate regarding the efficacy of online learning from a wide range of sources.

This study is anchored on the principle of Theory and Practice of Online Learning by Anderson T. & Elloumi, F. (2004), which emphasized the existence and significance of online learning: First, it describes the different digital tools appropriate in providing academic needs of students. Second, it develops varied techniques and strategies of interactions and communication among teachers and learners. Third, it would deliver quality learning as it is learner-centered and focused on knowledge and assessment. Through online learning, teachers would engage students in varied activities that are flexible to students' learning styles. Further, students would be more participative in doing the activities online. This theory is practical, timely, and appropriate during this pandemic in which students and teachers are attending distance learning. Thus, teachers should not apply the old or traditional teaching to teach students who are digitally inclined. They shall be equipped and become a digital adult that could give the technological demand of the learners. In developing countries, little information is known regarding the practice of e-learning, its procedures, and its success rates. Research studies on this trend and its applications in the developing countries' education systems are minimal, and the studies are at the university level. For example, Abdulrahman (2019) found that most private universities have no learning management system and still have not been able to go beyond using projectors and emails. In evaluating a new e-exam platform as a university case study, AL-Hakeem and Abdulrahman (2017) concluded that despite the advantages of e-exams, including reducing costs, efforts, time, and cheating, it also includes many challenges for students and academics. Fadhil & Al-Ameen (2016) studied to find the amount of real electronic use among four private universities. They found that the use of tablet computers and smartboards are limited. Research studies conducted on e-learning and online teaching at school levels are scarce in developing countries.

Numerous studies on online learning in higher education settings have been undertaken globally. During covid-19 in Romania, student characteristics, knowledge, needs, and preferences influenced students' behavior and attitudes toward online education (Boca, 2021). It was discovered that organized learning material supervised by competent professors and good internet network access resulted in students developing a favorable attitude toward online learning (Muthuprasad et al., 2021). The influence of Covid-19 on the attitudes of men and women in Malaysia towards the usage of online learning apps (Shahzad et al., 2021). Comparing undergraduate and graduate students at public institutions in Pakistan's views regarding online learning issues (Nadeem et al., 2021). Factors influencing students' behavior and attitude towards online education during COVID-19 (Ranganathan et al., 2021). Students' attitudes towards online-based learning system (Acuña et al., 2021). Examining how undergraduate students' attitudes regarding the Technology Acceptance Model relate, particularly concerning online learning (Yue ZHU, Dr Wing AU, 2013).

Indonesian students' learning attitude towards online learning during the coronavirus pandemic (Wijaya et al., 2020). Moreover, (Alvianto, 2020) state that although online learning in Islamic religious education courses at the Faculty of Economics, University Sarjanawiyata Tamansiswa (UST) Yogyakarta is doing well, more research on other issues is necessary. The implementation of online learning in Islamic religious education courses at UNIPMA has gone well and has not detracted from students' enthusiasm to participate in the learning process (Anwar, 2021). Environmental considerations, facility availability, access, lecturers' teaching skills, and more suitable student learning settings all contribute to the success of online learning goals (Permatasari et al., 2021). Motivation has a significant impact on students of the English Department (ED) at Polstri who participate in online learning (Gustiani, 2020).

E-learning theory is a part of connectivism's grand theory, because it stresses how technology can be used and adapted to offer new learning opportunities and to support successful learning. E-learning unites two main areas, learning, and technology. E-learning theory is built on cognitive science principles that demonstrate how the use and design of educational technology can enhance effective learning (Mayer, 1997; Mayer & Moreno, 2003; R. Moreno, 2006). Learning is a cognitive process for achieving knowledge, and technology is an enabler of the learning process (Roxana Moreno & Mayer, 2007).

Readiness relates to how well prepared, situated, and surrounded students are to learn. Personal circumstances often have a role in students' lack of preparation, emotional maturity, and physical condition. Readiness is distinct from intellectual capacity in that it encompasses students' entrance point into a subject or skill at a certain moment (Schindler, 1948). Most lecturers had adequate readiness to host online classes during the COVID-19 (Nurtjahjanti et al., 2021). Students were not entirely prepared to adopt e-learning. They were marginally more prepared than was anticipated in terms of concerns relating to the "use of technology," "self confidence," readiness, "acceptance," and "training" (Chorrojprasert, 2020). Students have a good perception of their readiness to take online learning (Hayati et al., 2020). Moreover, higher education students indicate that they seem to be ready for digital learning (Händel et al., 2020). The level of readiness for online learning among physiotherapy undergraduate students in Malaysian institutions ranged from moderate to high (Ranganathan et al., 2021).

Attitude is a response to a stimuli and is critical to human survival since it determines how we interact with our social environment. Attitude has a crucial impact in all aspects of learning. It is essential in deciding whether or not students succeed. Attitude refers to the sum of one's thoughts, emotions, and behaviors toward objects, people, situations, and events (Ajzen Icek, 1993). Attitudes are developed as a result of education or experience and have a substantial effect on how an individual acts. Examining how undergraduate students' attitudes regarding the Technology Acceptance Model relate, particularly concerning online learning. *Effects of self-management of learning, self-efficacy, and perceived utility of system in online learning* (Um, 2021). Attitude is a psychological concept that represents one's preferences or dissatisfactions. An attitude is a combination of both positive and negative external responses. Attitude is a judgment based on influence, conduct, and cognition that results in passionate emotions that represent an individual's preferred expression. As a consequence, attitudes are decided to be created as a result of experience or education, which has a direct influence on the efficacy of each learning process.

Interest is a critical notion in the learning process because it enables a learner's emotional requirements to be addressed. On the other side, interest has an effect on cognition and is beneficial since it is accompanied with a feeling of pleasure. Interests are defined by a person's choices for items, subjects, or learning activities. Interest develops as a result of a favorable effect and may be used to determine learning progress. Interest in something may be determined by one's attitudes and cognition towards like or hating it.

Thus, interest is a psychological state characterized by drive to pursue certain things, such as ideas, subjects, or activities. It has the potential to be a decisive element in student progress since it is an attitude that develops as a result of the positive effect of cognitive factors and preferences for items manifested via likes and dislikes. Students' interest in online learning in higher education setting (Setiana et al., 2021). The effect of online learning on student interest in the Chemistry Education program at UIN Ar-Raniry Banda Aceh, Indonesia (Rizkia et al., 2021). Using e-learning has significant effect to students' interest in learning statistic subject (Dorthy & Sinaga, 2020). Impact of e-learning platforms on students' interest and academic achievement in Data Structure course (Onyema et al., 2020). The effect of online learning on learning interest during the covid-19 pandemic (Warikar et al., 2021). Furthermore, there is limited literature on online learning readiness, attitude and interest among undergraduates at the State of Islamic Institute in Indonesia.

RESEARCH QUESTIONS

1. What are students readiness towards online learning at the State of Islamic Institute of Palangka Raya?
2. What are students attitude towards online learning at the State of Islamic Institute of Palangka Raya?
3. What are students interest towards online learning at the State of Islamic Institute of Palangka Raya?

METHOD

This research used a mixed approach known as QUAN-Qual explanatory sequential design and was conducted at the State of Islamic Institute of Palangka Raya, Central Kalimantan, Indonesia. The mixed-methods approach combines quantitative and qualitative data in order to comprehend and address research topics concurrently (Gay, Mills, & Peter Airasian, 2012). As many as eighty students, sixty males and thirty females, from all semester of Islamic Education Department who have experienced online learning for one semester during the 2021-2022 Academic Year. Ten questionnaire questions were utilized to ascertain learners' readiness, and seven questionnaire items were used to ascertain learners' attitudes, then six questionnaire questions were distributed to get the best results in this research. The questionnaires were developed and adjusted in light of professional recommendations and comments about the students' readiness, attitudes as well as the students interest. After validation and reliability testing using the Pearson Correlation test, each item of the questionnaire was deemed valid and reliable as the instrument used to gather quantitative data for this research. The significance value of the readiness questionnaire was 5% at (0.308), with Cronbach's alpha (782). Furthermore, the significance value of the attitude questionnaire was 5% at (0.308), with Cronbach's alpha (671), following by the value of the interest questionnaire was 5% at (0.498), with Cronbach alpha (660). The questionnaire was disseminated electronically via the use of a Google Forms survey website. The responses were graded using the Likert scale, with five points awarded for Strongly Agree (SA), four points awarded for Agree (A), three points awarded for Neutral (N), two points awarded for Disagree (D), and one point awarded for Strongly Disagree (SD) (SD). The quantitative data were examined using descriptive statistics to determine the frequency, percentage, mean, and standard deviation. SPSS version 26 was used to conduct the analysis. On the other hand, qualitative data were collected via open-ended questions with a sample of randomly chosen students. The data were transcribed and classified according to the students' readiness, attitude and interests about the online learning.

FINDINGS AND DISCUSSION

Findings

1. RESULTS OF THE QUESTIONNAIRES

Eleventh items in the following questionnaires were utilized to identify learners' readiness towards online learning.

Table 1. Frequencies, percentages, mean scores and standard deviation of students readiness

| No | Items | | SA | A | N | D | SD | N | Mean | SD |
|-----|---|---|------|------|------|------|-----|-----|------|-------|
| 1. | In home or at the office, I have access to a computer. | F | 9 | 43 | 19 | 9 | - | 80 | 3.65 | .828 |
| | | % | 11.3 | 53.8 | 23.8 | 11.3 | - | 100 | | |
| 2. | I carry a laptop computer with me when I travel. | F | 17 | 47 | - | 16 | - | 80 | 3.81 | .995 |
| | | % | 21.3 | 58.8 | - | 20.0 | - | 100 | | |
| 3. | I use the Internet on a regular basis and can search it for information. | F | 20 | 60 | - | - | - | 80 | 4.25 | .436 |
| | | % | 25.0 | 75.0 | - | - | - | 100 | | |
| 4. | I know how to use e-mail and am competent. | F | 19 | 38 | 6 | 17 | - | 80 | 3.74 | 1.052 |
| | | % | 23.8 | 47.5 | 7.5 | 21.3 | - | 100 | | |
| 5. | I can use word processing software effectively. | F | 1 | 48 | 17 | 14 | - | 80 | 3.45 | .794 |
| | | % | 1.3 | 60.0 | 21.3 | 17.5 | | 100 | | |
| 6. | I know how to use PowerPoint and other presenting tools. | F | 7 | 51 | 7 | 14 | 1 | 80 | 3.61 | .921 |
| | | % | 8.8 | 63.7 | 8.8 | 17.5 | 1.3 | 100 | | |
| 7. | I know how to set up a blog and can do so. | F | - | 23 | 32 | 25 | - | 80 | 2.98 | .779 |
| | | % | - | 28.7 | 40.0 | 31.3 | - | 100 | | |
| 8. | Wikis and Web sites are something I'm familiar with and can produce. | F | - | 10 | 24 | 45 | 1 | 80 | 2.54 | .728 |
| | | % | - | 12.5 | 30.0 | 56.3 | 1.3 | 100 | | |
| 9. | Social networking platforms such as Facebook and Twitter are known to me, and I can use them. | F | 23 | 57 | - | - | - | 80 | 4.29 | .455 |
| | | % | 28.7 | 71.3 | - | - | - | 100 | | |
| 10. | As a student, I've participated in at least one online course. | F | 14 | 40 | 22 | 4 | - | 80 | 3.8 | .786 |
| | | % | 17.5 | 50.0 | 27.5 | 5.0 | - | 100 | | |

General Mean

3.61

SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree

Table 1 shows that the mean score value of the participant responses ranges between 2.54 and 4.29, followed by the standard deviation of 1.025 and .995. The highest mean score was discovered in the ninth statement of the questionnaire, "Social networking platforms such as Facebook and Twitter are known to me, and I can use them," with the mean score of 4.29 and the standard deviation of .455. The second highest mean score was in questionnaire number three, "I use the Internet on a regular basis and can search it for information, with a mean score of 4.25 followed by a standard deviation of .436." Next, the mean score of 3.81 with a standard deviation of .995 was found in number two of the questionnaire "I carry a laptop computer with me when I travel." Furthermore, the mean score of 3.8 with a standard deviation of .786 was found in number ten of the questionnaire, "As a student, I've participated in at least one online course." Moreover, the mean score of 3.74 with a standard deviation of 1.025 found in number two of the questionnaire, "I know how to use e-mail and am competent". Meanwhile, the mean score of 3.65 with a standard deviation of .828 was found in the first item of the questionnaire "In home or at the office, I have access to a computer."

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The mean score of 3.61 with a standard deviation of .921 was found in number six of the questionnaire, "I know how to use PowerPoint and other presenting tools. Furthermore, the mean score of 3.45 with a standard deviation of .794 was found in number five of the questionnaire, "I can use word processing software effectively. Equally, the mean score of 2.98 with a standard deviation of .779 found in the seventh questionnaire "I know how to set up a blog and can do so, and the lowest mean score of 2.54 with a standard deviation of .728 found in number eight of the questionnaire: "Wikis and Web sites are something I'm familiar with and can produce.

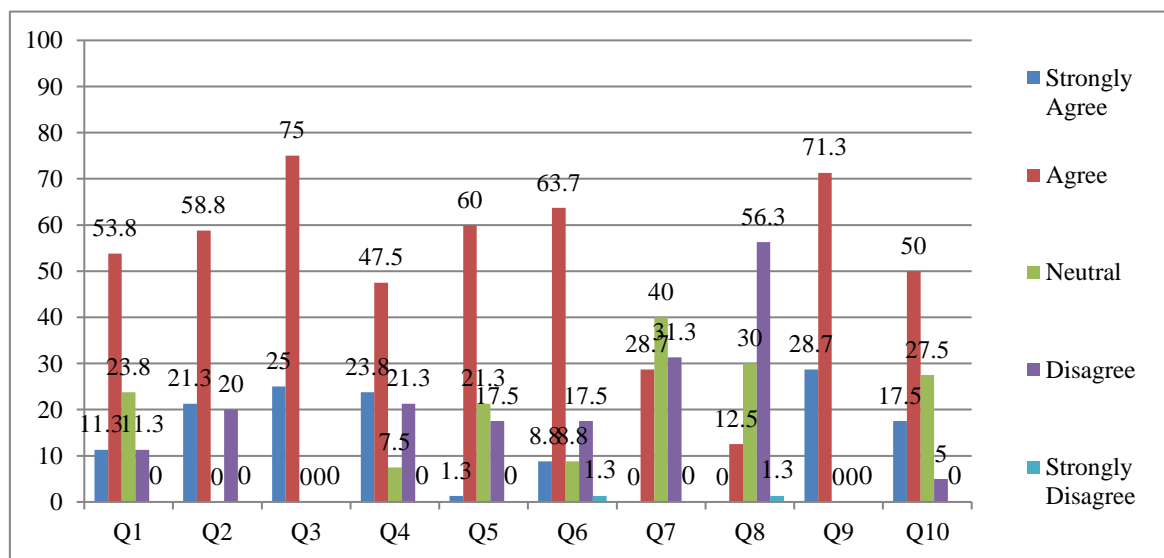


Figure 1. Percentages of learners' readiness towards online learning

Seven items in the following questionnaires were utilized to identify learners' attitudes towards online learning.

Table 2. Frequencies, percentages, mean scores and standard deviation of students attitudes

| No | Items | | SA | A | N | D | SD | N | Mean | SD |
|----|---|---|------|------|------|------|------|-----|------|-------|
| 1. | I feel that online learning is equivalent to traditional classroom instruction. | F | - | 3 | 14 | 50 | 13 | 80 | 2.09 | .697 |
| | | % | - | 3.8 | 17.5 | 62.5 | 16.3 | 100 | | |
| 2. | I feel that online learning can provide high-quality learning experiences. | F | - | 20 | 3 | 52 | 5 | 80 | 2.47 | .941 |
| | | % | - | 25.0 | 3.8 | 65.0 | 6.3 | 100 | | |
| 3. | I believe that the major method of teaching in online learning should be student-to-student interactions and collaborative activities. | F | 5 | 58 | 7 | 5 | 5 | 80 | 3.66 | .927 |
| | | % | 6.3 | 72.5 | 8.8 | 6.3 | 6.3 | 100 | | |
| 4. | I am aware that group participation is a critical component of online instruction. | F | 13 | 30 | 13 | 22 | 2 | 80 | 3.38 | 1.129 |
| | | % | 16.3 | 37.5 | 16.3 | 27.5 | 2.5 | 100 | | |
| 5. | I feel that online learning is the most effective method of learning during a pandemic. | F | 15 | 57 | 2 | 3 | 3 | 80 | 3.98 | .842 |
| | | % | 18.8 | 71.3 | 2.5 | 3.8 | 3.8 | 100 | | |
| 6. | I am at ease studying online and believe that I am capable of absorbing the content in the same way as I would in an in-person session. | F | - | 21 | 22 | 32 | 5 | 80 | 2.47 | .924 |
| | | % | - | 26.3 | 27.5 | 40.0 | 6.3 | 100 | | |
| 7. | Online learning teaches me to be a critical thinker capable of consistently and properly developing assignments. | F | 5 | 36 | 15 | 19 | 5 | 80 | 3.21 | 1.076 |
| | | % | 6.3 | 45.0 | 18.8 | 23.8 | 6.3 | 100 | | |

General Mean

3.03

SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree

Table 2 shows that the mean score value of the participant responses ranges between 2.09 and 3.98, followed by the standard deviation of 1.076 and 941. The highest mean score was found in the fifth statement of the questionnaire, "I feel that online learning is the most effective method of learning during a pandemic," with the mean score of 3.98 and the standard deviation of 842. The second highest mean score was in questionnaire number three, "I believe that the major method of teaching in online learning should be student-to-student interactions and collaborative activities," with a mean score of 3.66 followed by a standard deviation of 927. The mean score of 3.38 with a standard deviation of 1.129 was found in number four of the questionnaire "I am aware that group participation is a critical component of online instruction." Furthermore, the mean score of 3.21 with a standard deviation of 1.076 was found in the seventh item of the questionnaire, "Online learning teaches me to be a critical thinker capable of consistently and properly developing assignments. Another, the mean score of 2.47 with a standard deviation of 941 was found in the number two of the questionnaire "I feel that online learning can provide high-quality learning experiences". Equally, the mean score of 2.47 with a standard deviation of 924 was found in the sixth statements of the questionnaire "I am at ease studying online and believe that I am capable of absorbing the content in the same way as I would in an in-person session. Finally, the lowest mean score and standard deviation was found in the first statement of the questionnaire "I feel that online learning is equivalent to traditional classroom instruction.

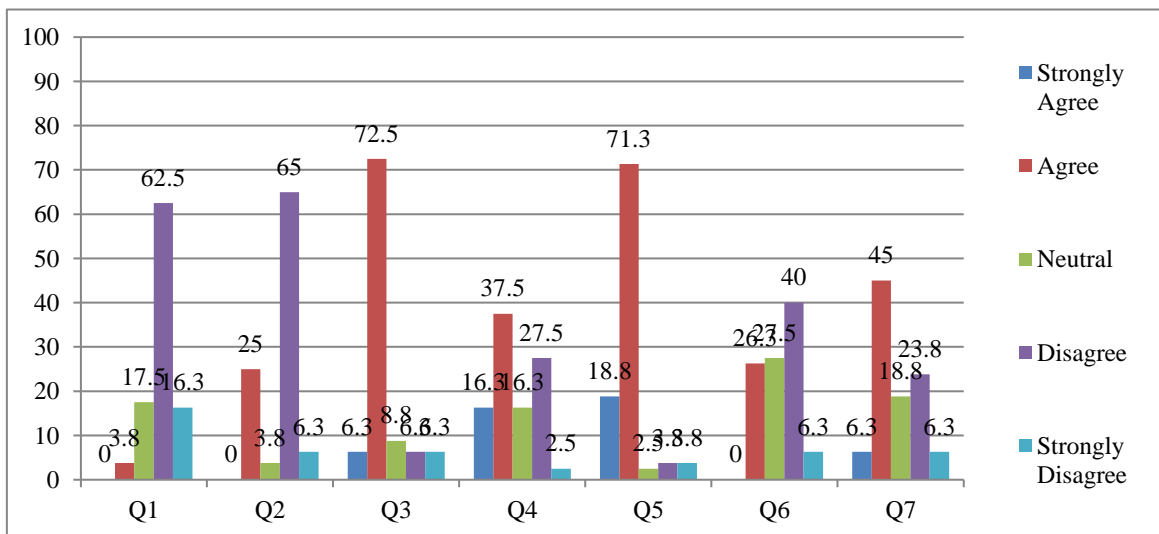


Figure 2. Percentage of learners' attitudes towards online learning.

Six items in the following questionnaires were utilized to identify learners' interests towards online learning.

Table 3. Frequencies, percentages, mean scores and standard deviation of students interests

| No | Items | | SA | A | N | D | SD | N | Mean | SD |
|----|--|---|------|------|------|------|-----|-----|------|-------|
| 1. | Without familiarization and competent direction, it is quite difficult to comprehend the information in online learning. | F | 4 | 60 | 1 | 9 | 6 | 80 | 3.59 | 1.015 |
| | | % | 5.0 | 75.0 | 1.3 | 11.3 | 7.5 | 100 | | |
| 2. | Due to the absence of connection between professors and students, online learning is often unsuccessful. | F | 40 | 32 | 1 | 7 | - | 80 | 4.31 | .888 |
| | | % | 50.0 | 40.0 | 1.3 | 8.8 | - | 100 | | |
| 3. | Computers and internet connections have a significant impact on the success of online learning activity. | F | 27 | 53 | - | - | - | 80 | 4.34 | .476 |
| | | % | 33.8 | 66.3 | - | - | - | 100 | | |
| 4. | Online learning is less engaging due to the fact that it is conducted in isolation from other pupils. | F | 25 | 46 | 3 | 6 | - | 80 | 4.13 | .802 |
| | | % | 31.3 | 57.5 | 3.8 | 7.5 | - | 100 | | |
| 5. | Online learning is a powerful motivator for students to learn in a pandemic situation. | F | 10 | 58 | 8 | 4 | - | 80 | 3.93 | .652 |
| | | % | 12.5 | 72.5 | 10.0 | 5.0 | - | 100 | | |
| 6. | Using online learning adds excitement to learning. | F | - | 15 | 23 | 35 | 7 | 80 | 2.58 | .897 |
| | | % | - | 18.8 | 28.7 | 43.8 | 8.8 | 100 | | |

General Mean

4.34

SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree

Table 3 shows that the mean score value of the participant responses ranges between 2.58 and 4.34, followed by the standard deviation of .476 and .897. The highest mean score was discovered in the third item of the questionnaire, "Computers and internet connections have a significant impact on the success of online learning activity," with the mean score of 4.34 and the standard deviation of .476. Next, the second highest mean score was found in the second item of the questionnaire, "Due to the absence of connection between professors and students, online learning is often unsuccessful," with a mean score of 4.31 followed by a standard deviation of .888. Furthermore, the mean score of 4.13 with a standard deviation of .802 was found in number four of the questionnaire "Online learning is less engaging due to the fact that it is conducted in isolation from other pupils. Moreover, the mean score of 3.93 with a standard deviation of .652 found in number five of the questionnaire, Online learning is a powerful motivator for students to learn in a pandemic situation. In the same case, the mean score of 3.59 with a standard deviation of 1.015 found in the first questionnaire "Without familiarization and competent direction, it is quite difficult to comprehend the information in online learning. The last, and the lowest mean score of 2.58 with a standard deviation of .897 found in sixth statements of the questionnaire: "Using online learning adds excitement to learning."

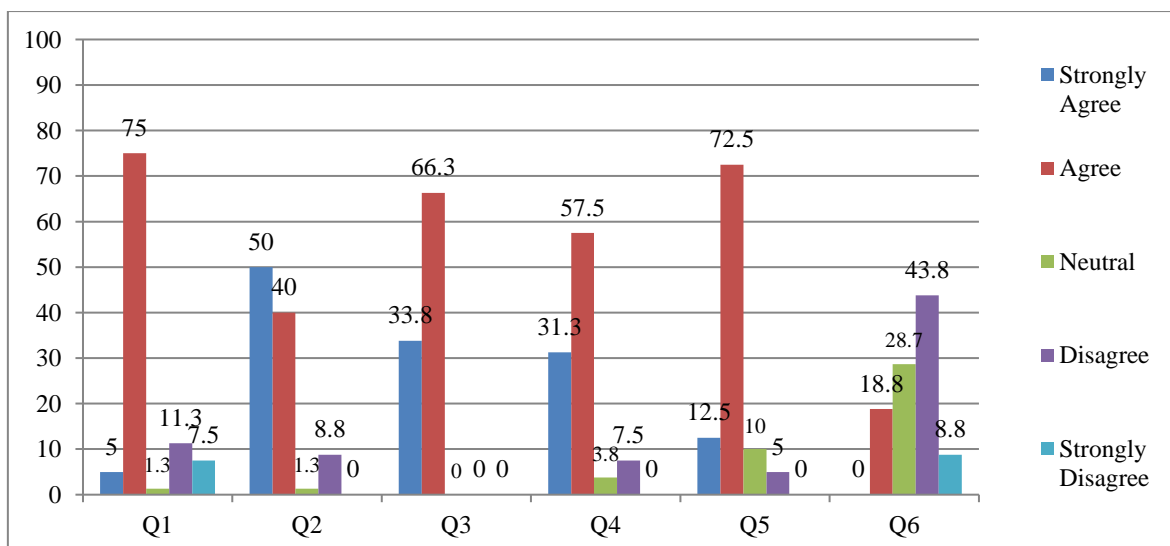


Figure 3. Percentage of learners' interests towards online learning

1. RESULT OF OPEN-ENDED QUESTIONS

| No | Label | Criteria | Aspect | Statements |
|----|-----------|-------------|---------------------|---|
| 1. | Readiness | Quite ready | Tech device support | My level of preparedness is very high because of the availability of technology tools like mobile phones, computers, and data packages for network access. |
| | | | | I can adapt to using technology and the internet. |
| | | | | With the aid of a laptop, smartphone, reliable network, internet quota, and access to learning resources before the commencement of the online learning session, I am more than prepared. |
| | | | | Because I have fantastic online learning resources, my preparation is excellent. |
| | | | | My internet connection is generally reliable, and I have enough learning-supporting technology. |
| | | | | I feel completely prepared to take part in online learning thanks to the assistance of mobile devices and computers. |
| | | | | I'm prepared and intend to actively engage by using the internet to get information before class begins. |
| | | | | Thanks to easy internet access via wifi, my readiness for online learning is fairly high. |
| 2. | Attitudes | Positive | Effortlessly | My attitude to online learning is not much different from face-to-face learning, where I pay attention to what the teacher is saying and can communicate well. |
| | | | | I follow the lessons well, and pay attention to what is taught seriously. |
| | | | | I participated online learning with a disciplined, assured, responsible, and polite attitude. |
| | | | | Paying attention when the lesson takes place in order to understand what is being learned |
| | | | | I will listen and understand well what is said. |
| | | | | In online learning I am more active in answering questions posed by lecturers |
| | | | | Online learning is very flexible, fun and not limited by space and time. |
| | | | | My attitude in online learning is quite good because online learning can be done anytime and anywhere. |
| | | | | With online learning, I can manage my time well. |

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| No | Label | Criteria | Aspect | Statements |
|----|-----------|------------------|---|--|
| 3. | Interests | Quite interested | Tech savvy Affordable and Challenging | I am very interested in online learning, because I don't need to go to campus so that it makes it easier for me to study anywhere without being limited by space and time. |
| | | | | Very interesting. I can find interesting features of educational applications that are very useful. |
| | | | | I got a new experience about using applications in learning such as zoom meetings. |
| | | | | I'm interested, because it's easy to find answers on google search engine. |
| | | | | I am interested in online learning because it can save both of transportation costs and time. |
| | | | | What makes me interested in online learning is that we can study at home. So the cost of boarding houses is reduced and there is also a lot of time with family. |
| | | | | Online learning is a very interesting and different experience from conventional learning that I have had before. |
| | | | | I am very interested in online learning because the learning process doesn't have to be in class, making it easier for us to study anywhere we want. |
| | | | | I am very interested in online learning because it increases my knowledge about the use of various types of learning applications. |
| | | | | Very interested in online learning. Through online learning I get a different learning experience using google meet, zoom, and google classroom. |
| | | | | I am very interested in online learning because it teaches me to use applications that have never been used such as zoom and others. |
| | | | | Very interested, because it is more flexible and makes it easier for me to access learning materials on the internet. |

DISCUSSION

Online learning at the State of Islamic Institute of Palangka Raya is new and challenging for students. In this case, readiness must be the first concern of it. This is because the learning process is directly related to students. For this reason, students need technological readiness, physical readiness, the readiness of learning resources, readiness to access the internet, and the ability to manage study time at home. The observations and interviews show that students already have the readiness for technology. Students have smartphones to participate in online learning, although in this case, the smartphone does not belong to the students but the parents(Wulanjani & Indriani, 2021). Students also have an adequate internet connection to carry out online learning. Equipment readiness, technology proficiency, self-directed learning, motivation, and perceived usefulness are all indicators of a student's readiness for online learning. Smartphones were the next most popular device used by students to access educational resources after laptops(Subban et al., 2022).

Technically, the students did not report problems with dependable access to the university data packages or electrical supply. Still, they did identify shortcomings in network coverage, internet connectivity, and the availability of specialized software. Technology skills relate to students' access to and use of technology, especially information and communication technology; self-directed learning is related to the student's ability to learn independently(Perry et al., 2019). Motivation is closely related to students' enthusiasm or self-driving interest in participating in online learning, and equipment capability is related to students' ability to learn independently(Akmal, 2021).

The responses suggest that Students are highly prepared for online learning. They are familiar with social media and frequently utilize mobile technology, but they are unfamiliar with other collaborative e-learning platforms (Ngampornchai & Adams, 2016). The ability of students to participate in independent learning utilizing facilities that can be modified to their needs. Students will employ all their skills to comprehend the subject and produce a meaningful learning experience if the learning environments are more diversified.

The second research question is about students' attitudes toward the use of online learning. Most students felt competent and prefer to use online education in the future. They also asserted enthusiasm if they joined online learning. They also wanted to integrate the online learning resources as many as possible. This implied that most of them have a good attitude toward using online learning. In short, they have positive attitudes toward using the internet for their learning. Students' attitudes toward studying online are complex. Five variables were identified by the factor structure: time efficiency, discipline, assurance, and responsibility. Students' main goals revolve around the use of an efficient online learning environment with integrated technology for online communication between participants, assignment submission online, and teacher help online (Peytcheva-Forsyth et al., 2018; Um, 2021). The fact that e-learning can save a significant amount of money, time, and energy is one explanation for this study's findings. Students who take classes online can avoid using public transportation, significantly saving fuel. Since online lessons may be done from the comfort of one's home, enrolled students at virtual institutions don't have to worry about dealing with the problems of travel and transportation.

According to the findings of the descriptive study, this online learning process impacts students' motivation to learn. The majority of students engage in class activities with enthusiasm and learn more freely. Students' interests were in the high category. It can be seen from the increased sense of pleasure, curiosity, and learning as well as the high participation in online learning. Individuals with a learning interest are: creative, always want to know, study diligently, and have a high will. If a student is truly motivated in learning, they will be more likely to be diligent, persistent, and enthusiastic in pursuing knowledge, never give up on achieving goals, and perceive every obstacle as a challenge that must be overcome. This finding is in line with (Dorthy & Sinaga, 2020) when taking part in online learning, it is observed that students have a reasonable amount of passion. Online education indirectly develops student autonomy, and making students participate actively, and the introduction of online learning does not diminish their enthusiasm for learning (Rizkia et al., 2021; Setiana et al., 2021). More flexibility is provided by online learning, and it also prepares students to learn on their own regardless of location or time, among other benefits that can enhance the learning environment.

CONCLUSION

Based on the study's findings, the authors concluded that the Islamic higher education students is quite ready towards online learning, followed by tech device support. Two factors support student readiness in online learning, namely technological devices and good internet networks, to encourage each student's involvement in the learning process. Students have a positive attitude because online learning is effortless. Most of students prioritize discipline, confidence, responsibility, and courtesy as face-to-face learning. High enthusiasm makes them pay attention and understand the material, so class interaction is created well. Moreover, students are pretty interested because online learning is tech-savvy affordable and challenging.

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