

E-Learning on the Subject of Sociology in SMAN 1 Yogyakarta

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Abstract—E-learning about Sociology at SMA Negeri 1 Yogyakarta. Thesis. Yogyakarta: Graduate Program, Yogyakarta State University, 2018. This study aims to (1) To know the e-learning policy in learning sociology subject in SMA Negeri 1 Yogyakarta. (2) To describe e-learning viewed in terms of Human Resources (HR), teaching materials and infrastructure in SMA Negeri 1 Yogyakarta. (3) To know the obstacles faced in e-learning in SMA Negeri 1 Yogyakarta. 4) To know the effort to overcome the obstacles faced in e-learning in SMA Negeri 1 Yogyakarta. This research used descriptive qualitative approach with principal research subjects, teachers and students. The data collection techniques used are observation, interviews, and documentation. The validity of the data was examined by using source triangulation, i.e. checking data obtained through multiple sources. The result of the research shows that: (1) Providing guidance and motivation for teachers or students to get e-learning based learning (2) In terms of Human Resources (SDM) is by giving additional sociology teacher, in terms of materials / teaching materials given method or games in e-learning in the classroom, in terms of infrastructure can be given additional computer let if there is a broken computer can still learn. (3) Obstacles (4) The driving factors of e-learning: the great motivation in internet usage, either from the principal, teachers, or students, owned facilities are enough for e-learning implementation. Inhibiting factors: the limited ability of teachers in e-learning in school, human resources are not optimal in e-learning.

Keywords—learning, e-learning, policy.

I. INTRODUCTION

Education in general is any effort planned to influence other people, individuals, groups or communities so that they do what the educator expect for [1]. Education is the process of changing the attitude and behavior of a person or group of people to mature human beings through the efforts of teaching and training, processes, ways, educational acts [2]. Education is a conscious and well-planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual power, self-control, personality, intelligence, noble character, as well as skills needed by him, society, nation and state [2]

Education became one of the important concerns of the government as it is with education, human beings can develop and can develop its civilization. The rapid development of technology and ICTs has influenced many fields, including education. The development of technology

in education is now influential on learning media, which originally only use the board, or can be called black board / whiteboard, now already using LCD, Internet, even distance learning [3].

The rapid development of technology has affected all aspects of life, especially how the use of internet media in improving the quality of education. This is because technology has affected everyday life. Technology always has various connections, ranging from hardware just to how to solve problems [4]. The progress of information and communication technology in recent years has grown very fast [5]. The Internet has become an inevitable part of daily life, especially in the world of education is closely related to the need for concepts and mechanisms of technology-based teaching and learning. Internet itself is meant as a network consisting of several computer components that are connected to each other either in an area or between regions, while according to Prasojo and Riyanto in [6]. The Internet is short for interconnected-networking that is connected to each other. The development of the internet is so that in the information can be very much, any field that is in want sure can be searched source. Internet also as a medium of communication and learning media that is useful for teachers, students, and society in general and have an influence on the world of education, especially in studying sociology, many students who struggle because they consider sociology is science uncertain and even difficult to learn because they have to memorize many things. Sociology is one of the social sciences. The existence of curriculum changes in SMA especially sociology subjects is expected that human resources that are inputs in social science can play a role in solving educational problems in the learning process.

In the National Education Strategic Plan (*RENSTRA*) 2010-2014, the national education system should be able to ensure equal distribution of educational opportunities as well as to improve the quality, relevance, and efficiency of education management to address the challenges of changing local, national, and global lives. The Government has established educational development to be one of the national priorities in the National Medium-Term Development Plan (RPJMN) for 2010-2014. RPJMN Year 2010-2014 mentioned that education is an important instrument in economic and social development. Education is expected to support efforts to alleviate poverty, promote equity and gender equality, and strengthen cultural values.

Problems in the field of equalization of educational opportunities and quality improvements that affect the relevance and change of local, national and global cultures, as well as the expansion of access to education are still the government's PR this. E-learning is one of the programs in the stretcher by the government for solve the problem. This can give the government agenda. Perhaps e-learning can provide solutions to assist governments in various aspects [7]. In the Law on National Education System (UU-SISDIKNAS) number 20-year 2003/ CHAPTER VI (line, step, and type of education) or the tenth part of distance education Article 31 states that distance education serves to provide educational services for community groups that cannot join learning by face to face/regular. E-learning enables learners to learn to understand computers in their own places without having to physically meet face to face in class with their teacher [8]. Effective learning can be said that learning that utilizes information and communication technology optimally in learning process as a tool, one of utilization of information and communication technology in learning is by utilizing e-learning [9]. Through this e-learning media, it is expected that teachers can manage learning materials, such as arranging syllabus, uploading material, giving task to students, taking job of making test/quiz, giving value, monitoring activity, managing value, interacting with students and fellow teaching team, through discussion forums or chat, and so on. Instead learners can take advantage by accessing tasks, learning materials, discussions with learners and teachers, viewing conversations and learning outcomes [10]. Besides or advantages is learning using e-learning has potential to increase equity and access to education in a country.

Utilization and development of ICT is now more rapidly. This is marked by the increasing need for a computerized information system in the field of education. Paradigm of conventional education system or face-to-face learning, nowadays by utilizing information technology especially internet make distance education system, which is not limited by space, time, distance so that relation between teacher and student can be done anywhere. One of utilization of computer technology by using internet. Internet technology be a solution in overcoming the learning process slowness. Therefore, the principal issued an e-learning policy in the subject of sociology because the application of the internet in the field of education is clearly implementation now. The concept of e-learning is an internet-based education system that is well received and much for now, one of the utilizations of the website.

The use of the website is intended for teachers and learners to get a reference material of learning, and standard questions that become the reference in every school. Teachers can add and enrich insight in the making of problems and examinations. Implementation of the use of the website must also be actual and appropriate to support access and distribution of knowledge for the needs of education and intellectual life of the nation as contained in the Constitution 1945.

SMA Negeri 1 Yogyakarta is one of the schools located in urban areas that have cultural characteristics and have applied e-learning based learning. School is a place to seek

knowledge, especially in SMA Negeri 1 Yogyakarta which become examples of schools that are aware of the importance of education renewal. The existence of the motivation given by the Principal related to the implementation policy and the application of e-learning based learning is always given, to make the learner spirit to follow the learning process, besides the existence of computer training make all teachers ready in doing the learning. The training has been there several years ago also become a positive factor in the implementation of e-learning in SMA Negeri 1 Yogyakarta. Utilization of e-learning in the learning must be really monitored its implementation, not only that learning sociology with the utilization of this technology has not been done maximally by the school and learners. This is because of computer facilities obstacle in schools to support e-learning implementation. Obstacles of e-learning in SMA Negeri 1 Yogyakarta can be seen, among others:

The first is the lack of interaction can slow formation of deep values in process of teaching and learning which resulted in the teaching and learning process tends toward training rather than education. Changing the role of teachers from the original master of conventional learning techniques, now also required to know the learning techniques that use ICT (Information, Communication and Technology). The role of teachers in applying e-learning-based learning in SMA Negeri 1 Yogyakarta is still merely utilizing as an additional learning, not an application in daily learning.

Infrastructure support as a supporter of e-learning activities is also found several obstacles, such as one of the teachers who said when using the internet to find the source of learning materials found that school-owned Internet access is still slow, often failed, and not all places affordable Wi-Fi internet access. The use of e-learning based website also needs to be owned by the school, but SMA Negeri 1 Yogyakarta does not yet have the website facilities. The second is the competence of teachers in implementing internet-based learning is still a little, in terms of human resources are still reluctant in applying the learning.

With reference to the above background then the author is interested in taking the title "E-learning on the sociology subjects in SMA Negeri 1 Yogyakarta"

The rest of this paper is organized as follow: Section II describes proposed research method. Section III presents the obtained results and following by discussion. Finally, Section IV concludes this work.

II. RESEARCH METHODS

This research used qualitative research type with descriptive approach. This type of research was chosen because this research was not aimed at testing the hypothesis but aimed to gain a deep understanding and interpretation of the data. The data might also come from field notes, photographs, personal documents, archives and other official documents. Therefore, in the research, the researcher attempted to reveal a problem or social phenomenon of special attention in this research that researchers will reveal e-learning to sociology subjects in SMA Negeri 1 Yogyakarta.

Setting this research is one element that supports the success of a study. This research was conducted in SMA Negeri 1 Yogyakarta. The reason for choosing the location in this place with the consideration that SMA Negeri 1 Yogyakarta was the best high school in Yogyakarta that has facilities and a good learning system. Facilities for learning is good and support for computer. Learning using computers, especially e-learning is going well. The observations took place from January to March 2017.

Analysis unit as the subjects of this research were teachers, principals, administrators, and students who are in SMA Negeri 1 Yogyakarta. The determination of research subjects used purposive sampling; the selection of this sampling technique was to obtain satisfactory data. Based on the results of research that researchers have shown that e-learning of sociology in SMA Negeri 1 Yogyakarta was not maximal and more used by students of class X and XI, while students in class XI were not allowed to follow e-learning.

Qualitative research has the main source of data originating from words and actions, the rest of the main data sourced from documents and others. There are two types of data needed in this study, namely:

A. Primary data

Primary data is obtained by digging the original source directly through the respondent. The data are obtained directly through observation and interviews used to answer the problems of research and direct observation in the field. The primary sources of this study were the principal, teachers, students, Chief of PR and Administrative

B. Secondary data

Secondary data is obtained from indirect sources but were able to provide additional data and reinforcement of research data. Secondary data source can be obtained through literature studies, documents, manuals, and relevant reports to complement this research activity. For this research to be responsible, the data source element becomes the key in the research in a variety of appropriate additions, so that the objective to obtain the research results can be achieved in detail.

This research used the data source orally and in writing, so in this research the data collection techniques are:

a. Observation

Observation is the foundation of all science. In addition, observation can also be interpreted a process of viewing, observing, scrutinizing and recording behavior systematically for a particular purpose. In this observation was choose place used as research object namely SMA Negeri 1 Yogyakarta. Observation activities aim to collect data used to provide conclusions. Observation technique that is done by direct observation that is observation that done directly to object that researched.

While the method used in the observation activity is by anecdotal record method that is observer record carefully and record the behavior that is considered important and meaningful immediately possible after the behavior appear [11].

This observer technique was done to know the general description of SMA Negeri 1 Yogyakarta which includes the

state of teachers and the state of learners. In addition, the observations were conducted to find out the implementation of e-learning in sociology subjects in SMA Negeri 1 Yogyakarta.

b. Interview

Interview is a meeting of two people to exchange information and ideas through question and answer so that it can be constructed meaning in a certain topic [12]. Interview technique is done by making the guidance of interviews in accordance with the problems that will be used to ask the respondent with the respondent. Interviews used to supplement data previously obtained through the observation process

Interview conducted in this study was semi-structured interviews. Semi-structured interviews mean that written content on the interview guide is only a topic of discussion that refers to a central theme or central theme that has been defined and adapted to the purpose of the interview. By semi structured interview, researcher can get information according to what is expected from the informant. Therefore, in semi structured interview, it is necessary to have an interview guidance that contains a number of related questions, but later the question can also be developed while in the field which will eventually result research findings. In addition, researchers are also free to improvise in asking questions in accordance with the natural flow that occurred but still based on the specified topic. Thus, will be obtained complete data to analyze problems to be studied.

This technique was used to know the implementation of e-learning in SMA Negeri 1 Yogyakarta, the goals and obstacles faced by users (teachers and students) in e-learning in SMA Negeri 1 Yogyakarta.

c. Documentation

Documentation is a record of past events. Documentation may bend writings, drawings, or monumental works of someone [12]. In qualitative research, documentation is a complement of the use of observational data collection techniques and interviews more credible and reliable research results. Checking the validity of the data used several techniques as follows:

d. Extension of observation

Through the extension of observation means the researcher returned to the field, make observations, interview again with the source data to be researched where ever met or not. With the extension of this observation means the relationship of researchers with resource persons will increasingly formed rapport, the more familiar (no longer distance), the more open, trust each other so that no information is hidden again. Extension of this observation was done so that researcher could obtain more complete data again.

e. Increase persistence

Increasing perseverance in this study means making more careful and continuous observations. In this way the data certainty and sequence of events will be recorded in a definite and systematic way.

f. Triangulation

Triangulation in testing of credibility is interpreted as checking different data sources to improve the accuracy of a study. Researcher tests each source of information and evidence of findings to support a theme. This ensures that the study will be accurate because the information comes from various sources of information, individuals, or processes.

g. Member Checking

The purpose of member check in this study is to find out how accurate the data obtained in accordance with what provided by the data provider

Member check implementation can be done after one period of data collection is complete, or after got a conclusion. The trick can be done in various ways but by this research is done individually, by the way the researchers come to the data giver, or through group discussion forums.

The process of data analysis is done by using several criteria such as.

h. Data collection

Data obtained from observations, interviews, and documentation are then written in field notes of what was seen, heard, witnessed, experienced, and findings about what was encountered during the study and were the materials of data collection for the next stage.

i. Data reduction

Data reduction is the process by which researchers conduct selection, focusing attention on simplification, abstraction, and transformation of "rough" data from written records in the field. This data reduction process is intended to further refine, classify, direct, remove unnecessary data and organize data so that it is easy to need a conclusion which then continued with the verification process.

j. Conclusion

Withdrawal of conclusions concerning interpretation of researcher, namely the depiction of the meaning of the data displayed. Researchers seek to find meaning from data that has been produced in research, as well as analyze data and then make conclusions. Before drawing conclusions, researchers should look for patterns, relationships equations and so on between details to be studied then concluded. In the process of data deduction is a process that requires a consideration that is accounted.

III. RESEARCH RESULTS AND DISCUSSION

Based on the results of research obtained during the research, resources owned by SMA Negeri 1 Yogyakarta both in terms of educators and educational staff are as follows: Educators and education are important component in helping the process of fluency and the ongoing process of teaching and learning. Educators and non-educational personnel are also differentiated according to the level of formal and non-formal education. The state of educators and teachers based on the level of formal education in SMA Negeri 1 Yogyakarta as described in Table I as follows:

TABLE I. EDUCATOR DATA BASED ON FORMAL EDUCATION LEVEL

No	Education level	Number and Status of Teachers				Total
		GT/ PNS		GTT / helper teacher		
		Male	Female	Male	Female	
1	S3	-	-	-	-	
2	S2	10	6	-	-	
3	S1	33	26	-	-	
4	D4	-	-	-	-	None
5	D3	-	1	-	-	None
6	D2	-	-	-	-	None
Total		43	33	-	-	76

Source: Administrative Documents

From Table I, based on the data above can be seen that SMA Negeri 1 Yogyakarta has 76 teachers with adequate educational background in accordance with the needs of teaching and learning process. All the educators in SMA Negeri 1 Yogyakarta have been in college, there are not S3 graduates, teachers with S2 are 16 people consisting of 10 men and women 6 people and mostly have taken S1 as many 59 people consist of men 33 people and women amounted to 26 people while for D3 level as much as 1 person, there are no teachers with D4 and D2. Educator data based on Non-formal education level are described in Table II as follows:

TABLE II. EDUCATOR DATA BASED ON LEVEL OF NON-FORMAL EDUCATION

No	Type Development Competence	Number of Teachers Who Have Been Following Activity Competency Development / Professionalism			
		Male	Total	Female	Total
1	Upgrading KBK / KTSP	10	10	5	5
2	Upgrading Method Learning (including CTL)	15	15	8	8
3	Upgrading PTK	15	15	8	8
4	Upgrading Work Writing Scientific	10	10		
5	Certification Profession / Competence	10	10	12	12
6	Upgrading PTBK	10	10	15	15
7	Other Upgrading	7	7	4	4

Source: Document SMA Negeri 1 Yogyakarta, 2016.

Based on the data above the number of teachers who have good qualifications in non-formal education programs is very diverse, many teachers who already have or have good experience in the field of curriculum upgrading, learning methods that include the skills using computer, internet and learning using the internet.

Distribution of the number of students between classes equally, students in class X as many as 10 groups of general study group and 1 group of social science learning group (IIS). The students of class XI have 8 general study groups (IPA), 1 group of social science study, and 1 class of acceleration group. Students of class XII have 8 general study group (IPA), 1 group study of social science and 1 acceleration group learning. The details of the state of SMA

Negeri 1 Yogyakarta students are described in Table III as follows:

TABLE III. STUDENT DATA 2016

Class	Program	Female	Male	Total
X	IPA	161	115	276
	IPS	11	1	12
XI	IPA	170	79	249
	IPS	7	2	9
XII	IPA	184	88	272
Acceleration		22	4	26
Students number total		555	289	844

Data obtained based on the results of in-depth interviews with principals, teachers, students and officers who take care of the technical part and internet network in the school. Coupled with documents and various data related to e-learning system in SMA Negeri 1 Yogyakarta. The presentation of this data aims to answer the research questions that developed during the field. The complete systematic description of this research data refers to the problem formulation. The substance of the research questions is (1) 1. the use of e-learning as media, (2) e-learning in SMA Negeri 1 Yogyakarta, (3) obstacles faced in the implementation of e-learning, (4) overcome the obstacles that arise in the implementation of e-learning in SMA Negeri 1 Yogyakarta.

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Based on the results of observation data and documentation of teachers who become informants, the allocation of time used by the teacher in the utilization of the internet on e-learning in SMA Negeri 1 Yogyakarta, it turns out that in using the internet on learning activities found that teachers have limited time to use it in e-learning that should be utilized more by all teachers, it is still very limited time.

Utilization of the internet in learning is fondled every day, facilitate the teacher in finding the source material, explain in the classroom or outside the class that does not allow for face to face, easier in processing and presentation, and able to know the latest news so that information will be faster in can and known wide community.

Limitations of time in using e-learning are caused by the busyness of teachers who have to prepare many materials and teach in different classes so that using the internet in e-learning is still minimal, so also when teachers

are out of school, especially at home to give the task to the students have constraints because of the busyness of each teacher at home. The use of internet in learning seen from the proportion of time used is the teacher has been using the internet in learning both at home and in school average of 2 to 3 hours per day. Good to access tasks, news, or other forms and kinds of learning.

Based on the results of interviews and observations show that for the allocation of time internet use only 2 to 3 hours per day, either at school or at four others, especially at home. The allocation is still less related to teachers only take advantage of spare time alone, not every time of learning, other than that when the teacher has come home, time to access the internet or e-learning did not get time because the focus on family and work at home. Constraints in the mastery of information communication technology still affect the school, the obstacles encountered are described in Table IV:

TABLE IV. OBSTACLES OF TEACHERS AND STUDENTS IN E-LEARNING

No	Teacher	Students
1	Teachers who have not understood e-learning and application in learning.	Interaction between teachers is still difficult because there is no e-learning website
2	There are teachers who do not feel able to use e-learning.	Student's ignorance in understanding e-learning.
3	Absence of direct communication	Students are more likely to be difficult to capture the material so that e-learning does not contribute much.
4	Teacher activity in giving less task or lesson	The assigned task only takes from the internet directly without understanding the content of the material.

Based on the data of teachers and students in Table IV, it can be concluded that in the implementation of e-learning in SMA Negeri 1 Yogyakarta has not run optimally, because the interaction of teachers and students is still constrained unavailability e-learning website that becomes the bridge of communication learning is also the ability of teachers in running IT-based interaction to students who use more direct relationships without electronic intermediaries, preferring to use email, social networks or instant message that are considered more effective and efficient.

Therefore, it is necessary to review what factors affect the success of e-learning implementation. These factors include:

- Student Ability in Using E-Learning.
- Allocation and Proportion of Student Time in Using E-Learning
- Interaction between Students and Teachers through E-Learning

Learning e-learning in terms of materials / learning materials include:

- The diversity of material resources (references) obtained one of which must exist in the electronic learning of the material or teaching materials.
- The types of files used in various learning (MsWord, PowerPoint, Excel, Flash, audio, video and others)

Based on the implementation of e-learning in terms of Material and Teaching Materials can be described in detail as follows Table V:

TABLE V. MATERIAL AND TEACHERS' MATERIALS BY 2016

No	Study / Sub-Chapter	Description
1	The diversity of material resources (references) obtained	a) Sources of material used e-books, books, journals, and internet. b) The use of power points and video learning as a media presentation c) Limited learning resources.
2	Type of file used	a) Format of material used word, power-point, excel, audio, video and others. b) Teachers are still limited in the use of media that is just that-that's all. c) File storage is usually on the internet using google drive.

Based on the above data in Table V, the use of power point and learning video is often used. Teachers can already use a variety of material formats that means teachers understand and have no difficulty in carrying out learning through the internet.

A. E-learning in terms of Infrastructure

a. Readiness hardware (hardware) support e-learning activities in SMA Negeri 1 Yogyakarta.

Based on the observations of researchers, SMA Negeri 1 Yogyakarta has several rooms that have computer facilities, including teacher room, ICT room, multi media room that get computer facilities. While each class also has LCD and Projector to display learning using electronics. However, the utilization is not maximal, concerning the teacher is still difficult to use computer and still glued with manual learning. (Table VI)

TABLE VI. READINESS

No.	Study / sub chapter	Description
1	Readiness of hardware (hardware) in e-learning activities	a) Already available hardware such as computer, computer room, multimedia room, LCD, projector and Wi-Fi. b) Utilization of hardware facilities that have not been maximized. c) There is still a lot of hardware that has not been fixed.
2	Software Readiness (Software) in e-learning activities	a) The Wi-Fi security is good. b) Software used is still limited to general software, such as word, pdf, and excel. c) Internet access is very good. d) Network Wi-Fi or internet is good. e) Rarely trouble or network smoothly

b. Constraints Faced in E-learning in SMA Negeri 1 Yogyakarta.

In this e-learning is still a lot of obstacles faced by teachers and students both in terms of human resources, materials and from existing infrastructure. Some obstacles faced are not entirely great effect on the implementation of e-learning then some of the obstacles below that need to be addressed and greatly affect the ongoing electronic learning in SMA Negeri 1

Yogyakarta. The obstacles encountered in learning e-learning SMA Negeri 1 Yogyakarta are as follows:

a. Constraints in terms of HR

The ability and willingness of teachers in using e-learning is still lacking, there are still many teachers who have not understood the meaning of e-learning. Teacher's commitment in using e-learning is still low, there are still many teachers who use ordinary manual learning, and there are still teachers who have not been able to use the computer that became the basis of electronic learning. Students are more dependent on active teachers in the class. Whereas in the curriculum now students are required to be more active in exploring ability not depending on the science of the teacher.

b. Constraints from Material or Learning Materials

Constraints that occur in the implementation of e-learning in SMA Negeri 1 Yogyakarta are seen from the source of materials and teaching materials used such as teachers have not fully used the Internet as a source / learning material that can be utilized for the learning process makes it affect the intensity of use of computers and the internet in learning.

c. Constraints from the Infrastructure

Infrastructure is a component that needs to be owned by schools in support learning. In this case, internet-based learning must have a lot of infrastructure, besides the utilization of good infrastructure and appropriate will give a good impact also in learning. Another problem is the lack of access and internet quota owned by the school, so not all can use, and the network is not stable or can be said is still often slow. Not only that, Wi-Fi facilities in schools are still limited, not all rooms can be reached by the Wi-Fi signal.

Solutions to Overcome the Emerging Constraints in E-learning at SMA Negeri 1 Yogyakarta are including:

1) Solutions from Human Resource Constraints (HR)

Problems that occur in e-learning in SMA Negeri 1 Yogyakarta need a solution. The solution to the problem is still the lack of willingness of teachers to use e-learning. In utilizing internet-based learning must be good at sorting out where needs and where the desire, in utilization for education must be adapted to the materials and teaching materials. To match what is expected, and the use of the Internet for education needs to be improved and tailored to the needs. Solutions for problems related to students who have not been able to apply the learning well.

2) Solutions to Overcome Constraints from Materials or Teaching Materials

The absence of e-learning website about sociology subjects that make learning resources for students and teachers are still limited, and communication between the two are also disrupted the need for e-learning website as a means of communication and information both about learning, duties, references and others that

will be useful for both parties. It needs creativity from teachers to deliver and deliver e-learning related learning materials to appeal students in using e-learning can be more leverage. So, the teacher's competence increases, and the learning outcomes are better.

3) *Solutions from Infrastructure*

The solution to answer the problems regarding the related school infrastructure is still not yet maximal computer facilities in SMA Negeri 1 Yogyakarta, it is necessary for a policy to utilize the study space for all inner school residents in utilizing existing to maximize and can be used well (see Table VII).

TABLE VII. SOLUTIONS

No.	Study / Sub Chapter	Solutions to resolve the issue
1	Human Resources (HR)	<p>a) There needs to have awareness and commitment from every teacher to be able to learn and practice using computer and internet for learning process better and more varied.</p> <p>b) Teachers who have applied the learning can provide direction / assistance to fellow teachers if experiencing difficulties in the implementation of e-learning.</p> <p>c) Need for awareness and willingness of students and teachers to implement learning so that students can learn independently, looking for sources of learning from everything encountered, from the internet, books, and others.</p> <p>d) Build awareness to learn about the importance of updating of learning, especially in the field of IT so that the increase in human resources can be maximized.</p>
2	Material Facility or Learning Materials	<p>a) It needs creativity from teachers to provide and deliver e-learning related learning materials to appeal students in using e-learning can be more leverage.</p> <p>b) There is a need for training and introduction of students and teachers on more e-learning lessons of learning and more varied files to increase students' interest and enthusiasm to explore the abilities, ideas, and creativity of the students or teachers.</p>
3	In terms of infrastructure	<p>a) There is a need for a policy to utilize the learning space for all school residents in utilizing the existing to maximize and can be used properly.</p> <p>b) The addition of internet access at any point Wi-Fi / hotspot so that in every room can be reached with internet access, so that learning e-learning or internet based can ease in learning.</p> <p>c) Existing internet quota needs to be added so all can use comfortably</p>

IV. CONCLUSION AND RECOMMENDATION

Based on the results of research and discussion that has been described above can be concluded that: (1) The e-learning policy in SMA Negeri 1 Yogyakarta is based on three considerations, First the government response in RENSTRA Year 2005-2009 is related to the problem in the field of equity expansion of education access. Second, the response to the 2010 RENSTRA to date is related to the equalization of educational opportunities and the improvement of the quality of education. Third, the response to Long-Term Development Plan (RPJP)

2005-2025 DEPDIKNAS which contains the education efforts in Indonesia to Indonesia gold, as well as application of Curriculum 2013 currently; (2) Learning e-learning in SMA Negeri 1 Yogyakarta in terms of human resources. Human resources, most teachers use computers and the internet only to search for materials or teaching materials. The utilization of e-learning is not optimal because of the low commitment of teachers. Interaction and communication between teachers and students have not been maximal so students still have difficulty in learning with e-learning; (3) Obstacles e-learning in SMA Negeri 1 Yogyakarta in terms of Human Resources (HR) is the technical ability of teachers which is still lacking, many teachers who have not understood and have not implemented e-learning. Students choose to use ordinary manual learning instead of e-learning; (4) Solutions that can be implemented by the school in terms of Human Resources (HR), including the need for awareness of all teachers using the internet in particular e-learning, giving rewards to active and creative teachers, motivating others teachers use e-learning and awareness and willingness of students to use e-learning, and need independent learning. Solutions in terms of materials or teaching materials, teaching materials and materials are more varied, among others, the policy of utilizing the school learning space can be maximized and used properly.

Based on the conclusion of the results of the study, the implication of this research result is the addition of internet access including Wi-Fi greatly give influence to the increasing of student activeness. This is reinforced by the increased activity and student learning outcomes by downloading sample material in the form of images to facilitate students and understand the material in the learning process. So, the implications of this study in the use of example images have reinforced the theory of learning in this study.

Based on the conclusions of the research results, suggestions that can be given are as follow: 1. E-learning can be used as an alternative for teachers to improve student activeness in learning. 2. There is a need for refresher in the form of training, seminars, workshops, workshops and other academics to develop e-learning lessons related to various approaches, methods, models and instructional media to be implemented and implemented in an internet classroom. 3. Teaching by using e-learning can improve students' activity and learning outcomes. However, in this study only carried about the theme concept and the variety of e-learning design style. So that researchers consider the need to develop the implementation of e-learning more for other subjects.

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