

The Perceptions of the Use E-Journal by English Department Students at Fatmawati Sukarno State Islamic University Bengkulu in Fulfilling the Needs for Academic Writing During Pandemic

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ABSTRACT

This research aimed to determine the perception and use of E-Journals in fulfilling academic writing needs by 8th-semester students of the English Department at UIN Fatmawati Sukarno Bengkulu during the COVID pandemic. Thus the variable consists of two, namely the dependent variable Academic Writing with the following indicators are Using resources to achieve academic writing, Level of staff in finding sources, Frequency of accessing sources, Scope of source search, and Determining the required information sources. While the independent variables consist of E-Journal-free indicators are Utilization, Update, Accessibility, Frequency, Speed, Convenience, and Security. This research method uses quantitative descriptive with samples taken using a random sampling technique consisting of a sample of 60 students. Then for data collection has used the instrument through questionnaires and observations. This research's results indicate that the study Level of student e-journal perceptions during the pandemic was on a scale of 3.31 (good). Furthermore, the study results showed that the level of use of e-journals as a source of information for academic writing is on a scale of 3.16 (good). In this case, the researcher suggests several things that need to be improved, including increasing the means of accessing e-journals and improving in updating and completeness of e-journal websites.

Keywords : Academic Writing; E-Journal; Pandemic Covid

INTRODUCTION

The first thing in analyzing perception, according to (Rakhmanina et al., 2021), is to know the definition of perception first. Perception is the object, occurrence, and relationship experience obtained by continuing and interpreting the knowledge of the message. Then the perception of Writing according to (Hakim et al., 2020), Writing generates language and expresses ideas, feelings, and opinions. It can be understood that Writing is one of the communication media that can send information to other people even around the world. Among students, Writing is one of the most critical skills at the academic level. The same opinion shows the importance of Writing (Efrizal, 2019). Writing is one of the four language skills that play a crucial role in learning a second language. In addition to the essential skills, Writing is also considered quite challenging to master; this can be seen from (Febriani, 2018) there were several students' writing problems related to the process of developing ideas in Writing; some students did not seem enthusiastic to write texts based on teacher instructions, bored to write text in learning to write.

Furthermore, although writing skills are challenging to master for academic students, they must be able to write, especially academic writing. One of the products of a student as a substitute for academic staff in scientific writing. At this level, this writing is called academic writing. Students' academic writing types include reports, research, dissertations, essays, theses, etc (Haryanto, 2019). A thesis was written by the student in fulfilling the undergraduate degree requirements. Making the

content of the thesis, in addition, requires information based on various valid and credible sources, and it takes much time to edit and revise to find good results from research findings.

There are features of academic writing: the writer, publish date and edition, abstract, content, introduction or preface, reference, and bibliography (Hoge, 2007) then the academic writing aims for researchers to provide information and explain something to the reader. Thus the characteristics of academic writing, according to (Akkaya & Aydın, 2018), are clear and limited focus, logical structure, evidence-based arguments, and impersonal tone.

After the characteristics of academic writing are met, scientific work can be assessed with aspects of academic writing assessment. According to (Yanti et al., 2018) several things are aspects of assessment in academic writing, as follows: (1) scope of content and quality of content, (2) presentation of content and organization of content, (3) form of language style of language, and (4) mechanics and grammar (Lockwood, 2015).

Therefore, in a pandemic condition like this, writing still has to be learned even though it is challenging to master, especially writing a thesis for 8th-semester students at UIN Fatmawati Sukarno Bengkulu as a condition for graduating with a bachelor's degree. The role of technology during the Covid-19 era is vast; for example, learning from home with a system Long distance (PJJ) using E-learning as learning media (Rakhmanina et al., 2021). Based on the statements above, we know that amid Covid-19, students in Indonesia are required to study from home, and several public facilities are closed and limited, one of which is the library. With these regulations, finding accurate information for academic writing becomes difficult because students find it difficult to get physical books. In this case, students need a new container to temporarily replace the use of the library, which has been limited due to this pandemic. In addition to the speed of information, utilization can save time, cost, and energy. Students can use the e-journals from anywhere and anytime.

Furthermore, e-journals can be used as a medium to fulfill writing information needs. Thus, according to (Park, 2007; Voorbij and Ongerling, 2006) in (Islam et al., 2020), the need and use for accessing e-journals have dramatically increased. This is because researchers in conducting their studies have been able to spend less effort to get accessible information than having to do a physical literature study. Several characteristics of e-journals distinguish them Based on e-journals printed journals. There is a title with ISSN, volume number, and issue number, as well as the names of the editors along with their e-mail address and a link to their affiliate home page, printing process journals, which can be downloaded in PDF (Portable Document Format), cataloging in published data E-journals provide CIP data, copyright e-journals (Rowland et al., 2004). Then there are advantages of e-journal, namely savings and friendly, availability of fast access, multimedia facilities, amazing and easy search capabilities, economical (Jones, 2009) henceforth there is a similarity of opinion toward Khan, but Navjoyanti further adds to the disadvantages of e-journals. Namely, difficulty reading computer screens, dependence on equipment, less permanent, requirements for login is quite complicated, and more maintenance (Khan, 2012).

The use of e-journals among english department students is about the accessibility of E-Journals with Free access. e.g. eric.ed.gov, lipi.go.id, scholar.google.com, PortalGaruda.org, etc. Exclusive access for example the electronic journal published by UIN Fatmawati Sukarno Bengkulu at ejournal.iainbengkulu.ac.id. Selective access. for example, id.scribd.com, Fee Based Access example Cambridge.org, Consortium-based access model, Users type keywords in Google, and some relevant links appear (Khan, 2012). Based on the description above, the research can conclude that the English E-Journal in this research context is one of the sources of electronic information used by students to fulfill their information and learning needs which can be accessed online for free or for a fee.

However, based on interviews with several 8th semester English students in the English Department at UIN Fatmawati Sukarno Bengkulu, the researcher found that students had difficulties fulfilling the information needs for writing scientific papers. The problems faced by 8th-semester students, especially in classes that have taken academic writing courses and are currently compiling a thesis, are that students have difficulty expressing ideas for scientific writing, besides that students have

limitations in finding reading sources for academic writing, students are in addition still do not know the use of E-Journals as a source of information and students having difficulty accessing information supply facilities during the pandemic and students not being familiar with distance learning systems and regulations during the pandemic. In this research, the resource is more specified as e-journal as a measuring tool and academic writing as the ability to be measured and strategy developed. This research was conducted during the COVID-19 pandemic with the experience of participants who have used e-journals as a source of information for academic writing during the COVID-19 pandemic from 2020 until now. Finally, this research aims to find out the 8th English Department students' perceptions at UIN Fatmawati Sukarno Bengkulu about using E-Journal during the COVID-19 pandemic and to find out the level of utilization of E-Journal by English Department students in fulfilling the needs of Academic Writing.

RESEARCH METHOD

This research was conducted in the class of 8th semester English Department students at UIN Fatmawati Sukarno Bengkulu, consisting of population 137 and sample 60 determined by solving formula and random sampling technique, located at Jl. Raden Fatah Pagar Dewa Bengkulu City. The study was conducted for a month, from 8 June 2021 to 18 July 2022. Moreover, used a quantitative with a descriptive method of research. According to (Sugiyono, 2013), data collection used an instrument Questionnaire with 26 statements. Furthermore, the data analysis technique uses the Likert scale; respondents choose not only positive statements but also negative ones. On a positive statement, the alternative answer strongly agrees to get the highest score is 4 and the alternative answer strongly disagrees gets a score the lowest is 1. While in the negative statement, the alternative answer is Strongly agreed to gets a score of 1, and the alternative answer strongly disagree gets a score of 4. Therefore, validity analysis and data reliability test using SPSS v.26 programs with 26 valid results and this questionnaire are reliable.

Percentage of respondent

The percentage of respondents is calculated using the formula (Gay, 2012) in (Blessinger, 2015).

Percentage of respondent

$$P = \frac{F}{N} \times 100\% =$$

P = Percentage

F = Frequency

N= The total number of students

Interval Score Score

An interval scale is needed to place the respondent's position in a the object of assessment is included in the criteria very satisfied, satisfied, quite satisfied, not satisfied.

Formula of Interval scale : {a (m-n) : b}

Information:

a= Number of attributes

m= Highest score

n= Lowest score

b= Number of rating scales to be formed

If the rating scale applied is 4, where the lowest score is 1 and the highest score is 4, then the interval scale can be calculated as follows: $\{1(4-1) : 4\}$, so the distance of each point is 0.75. In order that an assessment can be obtained as follows:

- a. Very Good = 3.25 - 4
- b. Good = 2.6 - 3.25
- c. Fairly Good = 1.75 - 2.5
- d. Not Enough = 1.00 - 1.75

The use of the interval scale on the score above in its application to the analysis data to interpret perceptions and use of e-journals.

FINDINGS AND DISCUSSION

Result

The researcher presented the research results into tabulation techniques with a frequency distribution table format that presented the results of a questionnaire from 26 statements that the respondents had answered.

Table.1
Respondent's Gender

Gender	Frekuensi	Presentage
Man	15	25%
Women	45	75%
Total	60	100%

Based on the table above, it can be viewed that most of the respondents I met at the time of distributing the questionnaire were women, with a percentage of 75%. Meanwhile, the researcher met the male respondents with 25% less than female respondents. Therefore, based on the data above, the number of female respondents that the researcher met during the questionnaire distribution can be viewed.

In the following table, the researcher will describe the results of the research that has been obtained as follows:

Table.2
Statement Questionnaire Results

No	Statements	SA	A	D	SD
Perception of E-Journals During a Pandemic					
1	I always use E-journals for learning needs and sources of information during the Covid-19 pandemic	39 (65%)	18 (30%)	3 (5%)	0 (0%)
2	I became more critical of the phenomenon because the E-journal always discusses the news that is currently being discussed (up to date)	39 (65%)	17 (28,3%)	4 (6,7%)	0 (0%)
3	The material in the E-journal is easier to find than in other print sources during the pandemic because the E-journal can be made available before the print version is published.	20 (33,3%)	16 (26,7%)	18 (30%)	6 (10%)
4	I can access the E-journal anytime, 24/7 when I need it to be a learning resource during the pandemic or before the pandemic	38 (63,3%)	13 (21,7%)	5 (8,3%)	4 (6,7%)
5	I can only access the E-journal in certain places (public spaces where there is only internet and wi-fi network)	38 (63,3%)	18 (30%)	3 (5%)	1 (1,7%)
6	I often access free E-journals such as those found on the website eric.ed.gov, lipi.go.id, scolar.google.com, PortalGaruda.org	42 (70%)	17 (28,3%)	1 (1,7%)	0 (0%)
7	I find sources of information faster by downloading the E-journal than searching offline on other sources	31 (51,7%)	21 (35%)	7 (11%)	1 (1,7%)
8	I'm faster to access using a personal device or laptop when I'm reading e-Journals in public spaces during the pandemic	18 (30%)	37 (61,7%)	5 (8,3%)	0 (0%)
9	I feel calm and efficient using E-Journals because I don't need to print study resource documents in book form. E-journals are easy to use with smartphones or laptops.	5 (8,3%)	33 (55%)	15 (25%)	7 (11,7%)
10	I feel comfortable using the E-Journal, because it prevents the loss of physical documents and feels protected Based on the covid pandemic because there is no need to crowd to go to public facilities	16 (26,7%)	32 (53,3%)	8 (13,3%)	4 (6,7%)
11	I am happy to use e-journals because there is no need to apply health protocols to find E-Journals during the covid-19 pandemic	33 (55%)	27 (45%)	0 (0%)	0 (0%)
12	I am not worried about viruses that will attack my computer or mobile device when I download an E-journal that already has a publisher's site license.	22 (36,7%)	23 (38,3%)	11 (18,3%)	4 (6,7%)
13	I do not hesitate to download the E-journal document when when I access it is directed by a new hypertext link to another source that is still related to the E-journal being addressed	42 (70%)	17 (28,3%)	1 (1,7%)	0 (0%)
Level of Use E-Journals as a Source of Information for Academic Writing					
14	I can search for information materials relevant to my academic writing research purposes effectively with E-journals	37 (61,7%)	23 (38,3%)	0 (0%)	0 (0%)
15	I use E-journals as reference material for scientific writing because of the speed in accessing	33 (55%)	24 (40%)	3 (5%)	0 (0%)
16	I always get the information I need in the E-journal In order that I can complete my academic writing assignments	29 (48,3%)	30 (50%)	1 (1,7%)	0 (0%)

17	I feel helped by the facilities provided by the campus for the provision of e-journals In order that I can access e-journals effectively and efficiently	30 (50%)	29 (48,3%)	1 (1,7%)	0 (0%)
18	I get direction and assistance Based on lecturers when I have trouble finding a credible and relevant E-Journal with the need for scientific writing information sources	19 (31,7%)	35 (58,3%)	5 (8,3%)	1 (1,7%)
19	I feel helped by the campus journal service staff when I can't access the E-journal website that has been provided by the campus so I no longer need to go to the library to look for sources of academic writing information	12 (20%)	31 (51,7%)	15 (25%)	2 (3,3%)
20	I often use the exclusive e-journal provided by the campus at ejournal.iainbengkulu.ac.id then I evaluate each journal to be used as material for my academic writing	11 (18,3%)	28 (46,7%)	16 (26,7 %)	5 (8,3%)
21	I rarely access the E-Journal on holidays and there is no coursework that requires me to look for credible sources	16 (26,7%)	26 (43,3%)	15 (25%)	3 (5%)
22	I can access the E-journal website more than 2x a week for reading resources and completing academic writing assignments	21 (35%)	33 (55%)	6 (10%)	0 (0%)
23	I find it easy to find sources of information in the E-Journal for scientific writing materials because the e-journal collection (education, teacher training, language, social, etc.) is fully available on the E-Journal website	12 (20%)	26 (43,3%)	20 (33,3%)	2 (3,3,%)
24	I often find E-journals that are relevant to my study needs in E-journals that have been provided on campus journal websites than using E-journals on external websites.	12 (20%)	29 (48%)	16 (26, 7%)	3 (5%)
25	I choose to access free E-journals such as those available on Google Scholar, Eric, Garuda Portal, and campus e-journal websites as a source of reading and learning to get information and knowledge	33 (55%)	23 (38,3%)	4 (6,7%)	0 (0%)
26	I prefer to use theories Based on lecturers' journals published on campus e-journal web facilities for sources of scientific writing such as essays, papers, and theses.	17 (28,3%)	29 (48,3%)	10 (16,7)	4 (6,7%)

Based on the table 3 shows that most of the 8th-semester English students at UINFAS Bengkulu have a positive perception or agree with using e-Journals to meet the information needs of academic writing during the pandemic.

In this research, the researchers presented the research results into two categories: students' perceptions of e-journals during the pandemic and the use of e-journals to meet the information needs of academic writing. The following is a summary of the average value of each questionnaire data variable that has been distributed which is interpreted into the interval scale values by finding the average using the SPSS V.26 application.

Table.3
Recapitulation of Questionnaire Data

No	Question Aspect	Score	Category
1	Perceptions of the Use E-Journals During Pandemic	3,31	Good
2	Level of Use E-Journals as a Source of Information for Academic Writing	3,16	Good
Mean		3,23	Good

Based on the perception indicators of e-journals during the pandemic, the average respondent was 3.31 (good), and for the use of e-journals as a source of academic writing information by 8th semester English students at UIN FAS Bengkulu, the results were at a reasonable level with final result of 3.16 (good). The results of the two above show that respondents have a good perception of e-journals, and the majority of respondents show a positive pattern towards the use of e-journals as a source of information on writing academics during the pandemic.

Discussion

The first thing discuss in this research is the perception of using e-journals during a pandemic. Individual perception of something can affect how the individual treats the perceived object, especially during a pandemic. This is in line with the opinion of (Akbarjono et al., 2020), which state that during the pandemic, face-to-face or conventional learning activities cannot be carried out in class; therefore, the learning system changes online make teachers have to change their learning strategies and methods teachers and lecturers are required to be able to manage using technology well and make teaching strategies and cooperative learning, based on inquiry and differentiation instructions. Thus, in the current pandemic, technological media such as e-journals are being used. For this reason, it is necessary to know students' perceptions of e-journals. This is because it can affect student attitudes in using it, especially during the pandemic. Referring to the results of the analysis of data collected. The questionnaires were distributed to determine students' perceptions of using e-journals during the COVID-19 with 13 statements from 3 aspects and five indicators.

According to Schiffman and (Kourieos & Evripidou 2013), three aspects can affect the first perception of Cognitive related to knowledge about The Utilization of e-Journal and Updates of e-journals. The second is conation-related motivation, attitude, and action about the accessibility of e-journal, Frequency of e-journal, and the last is affection related to emotions, feelings, and assessment,

Speed of e-journal, Convenience of the e-journal, and Security of e-journal. Thus from the results of the questionnaire data, most of the students of English education at UIN Fatmawati Sukarno Bengkulu have the same perception of the positive statement item and the same perception of the negative statement in the use of E-Journal during the COVID-19 pandemic for semesters eight students majoring in English education at UIN Fatmawati Sukarno Bengkulu because of most of the 60 students in their perception of the use of e-journal during a pandemic.

Based on aspects of cognition with knowledge and understanding, affection with emotions, feelings, and judgments, and conation with motivation, attitudes, and actions resulted in 13 statements. In the statement, there are students with category Strongly Agreed 43%, Agree 36%, Disagree 10,3%, and Strongly Disagree 3,4%. Furthermore, the research that has been done shows that the 8th-semester English students know about the existence of e-journals. Respondents felt that e-journals were very helpful and, in addition, gave a positive response to comparisons of e-journals and printed journals as well as other physical sources of information; in addition, during the COVID-19 pandemic, respondents did not need to go out looking for information sources to the library to get physical books by accessing them. Respondents' e-journals can find reading materials that suit their needs.

Regarding the positive characteristics of the e-journal, the level of respondents who agree is almost 100%. Furthermore, based on the perception indicators of e-journals during the pandemic, the average respondent was 3.31. These results indicate that the respondents have a good perception of the e-journal. The majority of respondents, in addition, showed a positive pattern. These results are by research (Rahman, 2020) which states the respondents also gave positive answers. The results of this study indicate the need for scaffolding for reading journal articles for undergraduate students in their final year of study. A study conducted by (Mwantimwa et al., 2021) also shows that respondents who are students and lecturers have accepted the existence of e-journals as one of the premier sources of information, and their Frequency is at the optimum level.

The results obtained by the researcher also show the same pattern, where most respondents also show a positive pattern. Therefore, it can be concluded that students are aware of the existence of e-journals. Furthermore, students also consider the importance of e-journals as a primary source when they do assignments and feel the advantages of e-journals compared to printed journals. Therefore, it can be concluded that students are aware of the existence of e-journals. Furthermore, students consider the importance of e-journals as a primary source during the covid-19 pandemic when they do assignments and feel the benefits of e-journals when compared to printed journals and physical books.

The second thing that will be discussed is “The level of Use of E-Journals as a Source of Information for Academic Writing”. According to (Akbarjono et al., 2020), it is an excellent way to test knowledge and understanding of whether students can convey information effectively through writing. Through academic writing, students can express their opinions and also solve problems encountered in the classroom. Based on this statement, in academic writing, students need media to get relevant information for the study they are looking for. One of the providers of information is e-journal. Therefore, the existence of e-journals as a source of information in the university environment is very much needed.

For this reason, the campus must provide up-to-date information to students. The e-journal that is subscribed to by the campus is one of the campus's efforts to provide up-to-date information (Khan, 2012). Especially for final students, the need to find sources of information and reference sources is increasing to complete a final project in the form of a thesis or other academic writing task. The Campus Journal Management Center provides an e-journal for all students to use to find the information they need.

The level the use of e-journals by English students in the UIN Fatmawati Sukarno Bengkulu know about the existence of e-journals. The total number of respondents was 60 students; after knowing the results of the questionnaire then, the data from the questionnaire results were analyzed. In the tatement, there are students with category Strongly Agreed 35,3%, Agree 49, 4%, Disagree12, 4%, Strongly Disagree 2,67%. Their purpose in accessing e-journals is to fulfill the need for information, learning resources, and information resources for lectures and final assignments. UIN Fatmawati Sukarno Bengkulu students use subscribed E-journals by reading journals relevant to their study or research needs and then evaluating various e-journals that have been downloaded to be used as a single unit of information according to the purpose of writing and the problems encountered. As for the access process, students or respondents quote the required data based on the e-journal obtained and then paraphrase it according to the standardization of scientific writing.

The students also think that the e-journal that is subscribed to is complete enough. In addition to the completeness of the e-journal, students are also satisfied with the campus's supporting facilities. Moreover, students think the staff and lecturers who manage campus journals have provided sufficient assistance. However, internet access, which is essential when accessing information according to students, is good. The use of e-journals as a source of academic writing information by 8th semester English students at UIN FAS Bengkulu until the time this research was conducted was at a reasonable level. Therefore, it can be concluded that the final result of 3.16 with the predicate good.

The results obtained by the researcher also show the same pattern (Mwantimwa et al., 2021) common among researchers and advanced students, and there is a relation between journal writings and the student's skills in writing. Other research also shows the same pattern, which aligns with the results (Khan, 2012). This study also shows that most students and researchers rely on electronic resources to satisfy their information needs. The article also states that the use of electronic resources has had a significant impact on users in research and education development. Where electronic sources have become their primary source of information, most respondents access e-databases and e-journals "2-3 times" a week and widely accept the "importance" of these resources in research activities via computer or handphone.

CONCLUSION AND SUGGESTION

conclusion

Based on the researcher's description and explanation described in the previous chapter, the researcher draws several conclusions on whether Students' Perceptions of the Use of E-Journals During the Pandemic are good. With an average of 3.31. Students know well about using e-journals during a pandemic and show awareness of e-journals. Students also understand the advantages of e-journals compared to printed journals and physical sources such as other books. Moreover, The use of e-journals by students as a Source of Information for Academic Writing is at a reasonably good level, with an average of 3.16. Most students are aware of e-journals and have used them, but the frequency is low. The reason for using e-journals is to meet the needs of information and reference sources in college assignments, writing scientific works such as essays, papers, and theses.

Suggestion

Based on the research that has been done, In order that students can further optimize the use of e-journals used in the future, the researcher would like to provide the following suggestions:

1. In order for students to be aware of the existence of electronic journals subscribed to by the campus, the campus can hold separate promotions distributing brochures and pamphlets from print and electronic media. This will increase the use of e-journals provided by the campus web E-Journal
2. Improved internet facilities. Improve facilities by providing free internet access during lecture hours and increasing bandwidth. In order that the internet can still be accessed smoothly by students, especially during peak hours.
3. The management of campus journals and study programs should cooperate with the library to carry out socialization and training to improve "searching skills" in the existing

database. Training should be carried out over a fixed period. This "searching skill" training is conducted So students and staff can use the search facility as much as possible To find the information they need quickly and effectively.

4. Maximizing the website already owned by the campus. It can be in the form of a guide to access e-journals, increasing the website's resilience and continuing to update the scope of journals published Based on various disciplines or majors.
5. Improved facilities for accessing e-journals. This facility can be in the form of using a special computer lab to access e-journals. In order that students can be more comfortable when accessing e-journals.

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