



Comparative Analysis of Student Preferences for the Use of Online Learning Media: Same or Different?

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Abstract: UIN Ar-Raniry students came from various educational backgrounds, such as senior high school, vocational school, islamic high school, and islamic boarding school. Students from the 2024/2025 academic year are part of a generation that is familiar with technology. They have their own preferences in responding to the use of online learning media. This research aims to analyze student preferences for learning classes and learning resources associated with online learning media. Data was obtained by administering a Likert scale questionnaire via Google Form. Based on research data, it is known that even though they are used to technology, they do not consider online learning media as a necessity. Their attitudes towards online learning media tend to be good or neutral, with a balanced preference between using online and offline learning media. In general, the preferences of students from various educational backgrounds show similarities in the use of online learning media, without any significant differences based on their educational backgrounds.

Keywords: Student preference, online learning media, primary education.

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INTRODUCTION

Online media is widely used in learning lately (Lubis & Dasopang, 2021). Various online media applications specifically designed for learning can be easily obtained and even accessed for free (Jannah et al., 2024; Lubis et al., 2021; Lubis & Lubis, 2024; Ningsih et al., 2023). This application is applied at almost all levels of education, from lower to higher education. The types of online media used for learning are very diverse. Among them are moodles (Anggraeni & Sole, 2018; Samsuddin et al., 2016), edlink (Anti & Bahri, 2022), google classroom (Hutapea, 2022), and others. Teachers use these online media to make it easy to set assignments. Assignments given can be given in a structured manner and stored properly, without worrying about being scattered or lost (Adzkiya & Suryaman, 2021; Styawati et al., 2021; Zamaludin et al., 2016).

At the tertiary level, the use of online learning media is a must. This is done with the consideration that students are adult learners. They have been able to utilize online learning media well according to their desired goals. They can also filter what is good and what is not. In addition, online learning media can improve learning outcomes, motivation, and knowledge (Weichhart et al., 2018; Widyaningsih et al., 2020). Students are motivated to search for learning materials independently and easily. They can determine their free

time to study through these media. This has positive implications for their learning outcomes.

UIN Ar-Raniry is a university that has adopted technology in its learning process. Online learning media has been used since the Covid-19 pandemic. Various online learning platforms have been used. The current online learning application that is used en masse is edlink. However, the implementation of online learning media certainly has its own challenges. These challenges are in the form of varying responses related to the media or learning platform. This can be seen from the intake that enters UIN Ar-Raniry. UIN Ar-Raniry students come from different schools and regions. This allows them to differ in responding to the online media that is applied. Students who come from schools that are well-established in terms of facilities such as the internet, will give different responses. This will be different again from the response of students who come from remote schools where learning facilities are inadequate. In addition to differences in terms of geographical background, UIN Ar-Raniry students also come from different educational institutions. They come from high schools, islamic high schools, vocational high schools, and Islamic Boarding Schools or Dayahs. Students who come from schools that have implemented digital policies or digital classes will easily adapt to the learning system policies at UIN Ar-Raniry. However, it will be different for students who come from Islamic boarding schools or dayahs. They were previously limited in the use of technology media in learning when in school. Thus, the varied school backgrounds make students respond differently in responding to online learning media. Based on this phenomenon, a study was conducted to analyze student responses to the implementation of online learning media at UIN Ar-Raniry. The responses include information related to preferences for online learning or blended learning and face-to-face or offline. Furthermore, information related to student preferences for the use of online and offline learning resources. With the assumption that students will prefer and utilize online media in learning.

Various instruments or sources that help the teaching and learning process are called learning media. In general, this media functions as a forum for lecturers to communicate with students, and can also arouse students' interest and influence their ideas and emotions to increase the effectiveness of learning. All types of tools or sources used in the learning process to help students understand and master information are called learning media (Arsyad, 2011; Lubis, 2023). This can include real objects, technological advances, or a combination of both that are used for learning.

The purpose of learning media is to produce an interesting and dynamic educational experience (Ahlanafila et al., 2024; Lubis & Wangid, 2019; Nurliza et al., 2024). This helps students understand the teaching material better and successfully meet learning objectives. Learning media includes various tools and resources designed to facilitate the teaching and learning process, increase interaction between lecturers and students. Learning media plays a role as a support to achieve learning objectives and does not eliminate the function of lecturers in learning (Maritsa et al., 2021).

Learning media can be physical and online media. Physical learning media include books, tape recorders, computers, and films are examples of learning media. Along with technological advances, digital applications such as Zoom and other e-learning platforms are now included in learning media. This second type is called online learning media (Bustamin et al., 2023; Sinaga et al., 2024). Massive online learning media was used during the Covid-19 pandemic and had a significant impact on its continued use (Firman & Rahayu, 2020; Sari & Hamami, 2022; Yulyani, 2020). Almost all levels of education are required to implement technology-based learning. Although the use of technology-based learning media does not have the same function as during the Covid-19 pandemic. Online learning media is utilized in the world of education with various factors as its background. Accessibility factors, time efficiency, motivation, and extensive information. These factors are separate considerations for users of online learning media (Sadikin & Hamidah, 2020). Accessibility of learning resources becomes easier through online learning media (Kuntarto, 2017). Learners can access learning resources anywhere and anytime. They can

manage their own time to browse the literature they need. They don't need to bother coming to the library according to its operational schedule.

Learners, including students, can manage their time in independent learning through online learning media. Assignments given by lecturers can be done anywhere. Lecturers also don't need to bother providing special time to collect documents. Lecturers simply provide instructions on the online learning platform (Minarti et al., 2023). On the other hand, students can adjust their time in doing assignments given by lecturers. Thus, the available time is not wasted in vain.

Online learning media can motivate students to learn. Students as individuals who are accustomed to technology have their own way of learning. They will prefer knowledge that is delivered in a varied way. They are not only monotonous depending on audio sources, but they also prefer audio-visual sources (E. S. Handayani & Subakti, 2021). Thus, online learning media can meet these needs so that their motivation to learn increases.

Students can obtain extensive information through online learning media. Students can access various learning resources without limits. They can access online sites that are used for learning. Thus, they can absorb a lot of information so that their insights become broader (L. Handayani, 2020). On the other hand, online learning media also has its own weaknesses. This media is closely tied to the internet network and the availability of adequate electricity. There is an internet network, but electricity often goes out, which will make online learning media unusable. Likewise, there is stable electricity but no internet network, of course this media will not function properly (Ismayanti, 2021).

In addition, students must be smart in filtering the information they are looking for. Not all websites on the internet provide accurate information. Anyone can upload information online on the internet. There is no special person or institution that can filter valid and hoax news. Thus this can be wrong information.

METHODS

The respondents of this study were odd semester students across faculties in the 2024/2025 academic year at UIN Ar-Raniry. Respondents were divided into four categories, namely graduates of Senior High School, Vocational High School, Madrasah Ibtidaiyah, and Islamic Boarding School. The research instrument used was a questionnaire. The questionnaire was in the form of a Likert scale which was given online via Google Form. The research data was analyzed using a quantitative descriptive-comparative approach.

RESULTS

The respondents involved in this study were UIN Ar-Raniry students in the odd semester of the 2024/2025 academic year. They came from various study programs and faculties. They are taking general compulsory courses coordinated by the UIN Ar-Raniry MKWU Unit. The courses they take are compulsory courses for all students at UIN Ar-Raniry. Based on the data obtained, it can be described based on major themes, namely student preferences in choosing offline and online classes, finding online and offline learning resources, and giving assignments online and offline in online learning media.

Learning Class Preferences

UIN Ar-Raniry implements a face-to-face learning system in class. However, sometimes, UIN Ar-Raniry also implements online learning classes. The online classes implemented at UIN Ar-Raniry are more in the form of blended learning. Lectures are not entirely conducted online. Online classes are conducted when the lecture schedule coincides with special days. In the odd semester of the 2024/2025 academic year, online learning has been implemented several times following the governor's circular and also the rector's circular. The governor's circular regarding the online learning process was implemented

when the National Sports Week event was held in Aceh. This was done to avoid congestion and unwanted things due to unexpected crowds. Furthermore, online learning was implemented during the Regional Head Election (Pilkada). This was done so that students could exercise their right to vote in their respective regions. The majority of students studying at UIN Ar-Raniry come from outside the Banda Aceh City area. Likewise, during UIN Ar-Raniry's dies natalis, online lectures were implemented.

Students have their own preferences regarding face-to-face lectures in class or online lectures or blended learning. The following will be presented first regarding online lectures or blended learning. Table 1 presents the data.

Table 1. *Preference for Blended Learning Lectures*

No.	School	Respondent	Always	Score	Often	Score	Somet ime	Score	Never	Score	Total	Maximum Score	Final Score
			4		3		2		1				
1	Senior High School	38	1	4	6	18	29	58	2	2	82	152	53,94736842
2	Vocational High School	27	0	0	4	12	21	42	2	2	56	108	51,85185185
3	Islamic Senior High School	29	1	4	4	12	23	46	1	1	63	116	54,31034483
4	Islamic Boarding School	31	0	0	2	6	25	50	4	4	60	124	48,38709677

Based on these data, it can be seen that students' preferences for online learning or blended learning are not too high. When analyzed based on school background, Islamic high school graduates have the highest preference, which is 54.31. Their preferences are only one point different from high school graduates and three points different from vocational high school graduates. Meanwhile, the lowest preference is the preference of Islamic boarding school graduates, which is 48.38.

Students who graduated from Islamic boarding schools are accustomed to face-to-face learning patterns. The learning system in Islamic boarding schools still adheres to a manual pattern, compared to digital. This is done so that students are not affected by the negative impacts of technology. However, Islamic boarding schools use digital technology for administrative processes and special exams.

On the other hand, graduates of Islamic high schools, vocational high schools, and Islamic high schools are accustomed to previous technology-based learning processes. Islamic high schools, vocational high schools, and Islamic high schools implement digital class policies. This is what causes their preference for online learning or blended learning to be higher.

However, if analyzed from the quality of student preferences for online learning or blended learning, then their preferences are in the moderate category. They are less enthusiastic about online learning or blended learning. However, there is still a chance for them to accept online learning or blended learning. They do not reject it absolutely.

The next statement submitted to students is related to their response to preferences for face-to-face learning in class or offline. This statement is submitted to counter the previous statement, namely their preference for online learning or blended learning. In general, to analyze the consistency of their answers to previous answers. Response data for face-to-face learning can be seen in table 2.

Table 2. Preference for Blended Learning Lectures

No.	School	Respondend	Always	Score	Often	Score	Somet ime	Score	Never	Score	Total	Maximum Score	Final Score
			4		3		2		1				
1	Senior High School	38	11	44	14	42	13	26	0	0	112	152	73,68421053
2	Vocational High School	27	6	24	11	33	10	20	0	0	77	108	71,2962963
3	Islamic Senior High School	29	8	32	7	21	14	28	0	0	81	116	69,82758621
4	Islamic Boarding School	31	7	28	10	30	12	24	2	2	84	124	67,74193548

Based on the data in table 2, it can be seen that students who are high school graduates have the highest preference in responding to this statement. Followed by students who are vocational school and MA graduates. Meanwhile, students who are graduates of Islamic boarding schools have the lowest preference in responding to this statement. When compared to the data in table 1, students who are graduates of Islamic boarding schools should have the highest response to the statement of face-to-face learning preferences. This can be seen in table 1, the preference of Islamic boarding school graduates for online learning or blended learning is at the lowest level.

Learning Resource Preferences

Learning resources are available in manual and electronic form at UIN Ar-Raniry. The library provides various book collections that can be accessed by students. Students can read them in the library or borrow them for free. On the other hand, UIN Ar-Raniry also provides online learning resources. In this case, the university provides internet network facilities and subscribes to open access articles. Students in utilizing learning resources have different preferences between online and offline. Table 3 presents data related to student responses to online learning resources.

Table 3. Preference for Online Learning Resources

No.	School	Respondend	Always	Score	Often	Score	Somet ime	Score	Never	Score	Total	Maximum Score	Final Score
			4		3		2		1				
1	Senior High School	38	9	36	17	51	12	24	0	0	111	152	73,02631579
2	Vocational High School	27	14	56	9	27	3	6	1	1	90	108	83,33333333
3	Islamic Senior High School	29	5	20	15	45	9	18	0	0	83	116	71,55172414
4	Islamic Boarding School	31	2	8	13	39	16	32	0	0	79	124	63,70967742

Based on the data presented in table 3, it can be interpreted that students utilize online learning resources very well. Students who are graduates of vocational high schools have the highest preference in utilizing online learning resources. The second position is occupied by graduates of vocational high schools and followed by graduates of Islamic high schools in the next position. Meanwhile, graduates of Islamic boarding schools have the lowest preference in utilizing online learning resources. Their responses to the utilization of online learning resources are contrasted with statements related to the utilization of manual or offline learning resources available in the library. This information can be seen in table 4. The following is the information.

Table 4. *Preference for Using Manual or Offline Learning Resources*

No.	School	Respondent	Always	Score	Often	Score	Somet ime	Score	Never	Score	Total	Maximum Score	Final Score
			4		3		2		1				
1	Senior High School	38	1	4	4	12	30	60	3	3	79	152	51,97368421
2	Vocational High School	27	2	8	5	15	18	36	2	2	61	108	56,48148148
3	Islamic Senior High School	29	1	4	5	15	19	38	4	4	61	116	52,5862069
4	Islamic Boarding School	31	0	0	10	30	19	38	2	2	70	124	56,4516129

The data in table 4 provides information that students' preferences are relatively the same for the use of manual and offline learning resources. Students who are graduates of vocational schools and graduates of Islamic boarding schools have relatively the same preferences, which is 56.4. Meanwhile, students who are graduates of Islamic high schools and high schools only differ slightly. The preference of Islamic high school graduates is one point higher than that of high school graduates.

Furthermore, if the data in table 4 is confronted with the data in table 3, then ideally the lowest preference in the use of offline learning resources is for students who are graduates of vocational schools. In the data in table 3, students who are graduates of vocational schools have the highest preference in the use of online learning resources. This shows that there are other considerations so that students continue to use manual learning resources, even though online learning resources are also available.

DISCUSSION

The results of the study show that in general, based on data on the learning class preferences aspect, it can be concluded that UIN Ar-Raniry students respond well to online or blended learning and offline or face-to-face learning. They neither accept nor reject it completely. Their preferences are at a neutral point. This allows them to take part in online or offline learning. Based on this, it can be concluded that it allows students to choose a balanced approach that combines online and offline learning. This can reduce the weaknesses of each form of learning. For example, integrating gadget usage time with offline activities can foster a more holistic learning experience (Kurniawati, 2020). Optimizing the use of gadgets in the learning process is one of the concrete steps in achieving the effectiveness and efficiency of current learning (Dasopang et al., 2022; Pratikno & Sumantri, 2020).

Furthermore, based on learning resource preference data, UIN Ar-Raniry students are in a neutral position. Graduates of high school, vocational school, Islamic boarding school, and Islamic boarding school who study at UIN Ar-Raniry make good use of technology. However, on the other hand, they also still utilize and respond well to face-to-face learning in class. In addition, they also still utilize manual learning resources provided by the campus. It is undeniable that students make extensive use of online and offline learning resources, influenced by various factors including accessibility, personal preferences, and their study context. The shift to online resources was especially evident during the COVID-19 pandemic, which forced many educational institutions to adapt to digital platforms (Risalah et al., 2020; Sari & Hamami, 2022). However, challenges such as unstable internet connections and information overload still exist, impacting students' ability to use these resources effectively. This analysis refutes the assumption that today's students prefer online learning and learning resources. This is proven by the data in table

1, table 2, table 3, and table 4. In the learning process, students are in a good or neutral position in responding to technological developments.

CONCLUSION

UIN Ar-Raniry students come from different school backgrounds. They are graduates of high schools, vocational schools, Islamic high schools and also Islamic boarding schools. UIN Ar-Raniry students for the 2024/2025 academic year are included in the category of a generation that is already accustomed to technology. However, in responding to technology as an online learning medium, they do not make online learning media a necessity. They respond to online learning media well or neutrally. They have good preferences in utilizing online learning media. On the other hand, they also have good preferences for learning media that are not online. In general, it can be concluded that the preferences of students who graduated from high schools, vocational schools, Islamic high schools and also Islamic boarding schools are the same in utilizing online learning media. Regarding the existing data, further research is needed to further explore the reasons for UIN Ar-Raniry students in utilizing online media.

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