

18. Students' Perception of Online Learning During the Covid-19

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STUDENTS' PERCEPTION OF ONLINE LEARNING DURING THE COVID-19 PANDEMIC AT SMP SWASTA SINAR SENTOSA

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Abstract

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The purpose of this study is to find out how students at SMP Swasta Sinar Sentosa felt about online learning during the covid-19 pandemic. This study uses a quantitative approach to conduct a descriptive investigation. A survey method was used in this study. The information was gathered utilizing a questionnaire at SMP Swasta Sinar Sentosa, 26 of the ninth graders took part in this investigation. The researcher discovered that learning online during the covid-19 pandemic is less effective than learning in the classroom. The students showed positive and negative perceptions. Online learning at SMP Swasta Sinar Sentosa, students learn through a variety of applications, including WhatsApp, Zoom, and Google Classroom. Based on the analysis of the data, the conclusion can be drawn that students' perceptions of online learning during the covid-19 pandemic have positive perceptions and negative perceptions. This can be seen from the percentage of the data based on some dimensions. Perception related to the dimension of teaching material with a percentage of 71,79 % agree perception related to the dimension of atmosphere or learning environment with a percentage of 74,03 %disagrees, and perception related to students' interaction with a percentage of 69,22 % disagree. From the finding that has been discussed, the students cannot adapt and adjust to all the dimensions contained in the online learning process..

Keywords: Perceptions, Online Learning, Covid-19.

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1. Introduction

The COVID-19 pandemic has changed people's lives. The infection of the coronavirus originated in Wuhan, the city of China at the beginning of December 2019, and had been spreading to the entire world. Almost all sectors experienced significant changes and had to adapt to a new life, a new system, and of course new rules. Coronavirus is a microorganism that causes respiratory disorders ranging from mild to severe symptoms, the incubation or quarantine period is between 6 to 14 days. The spread of the coronavirus is very easy and very fast because it can be through direct contact with other infected people. The COVID-19 pandemic has led to a dramatic loss of human life worldwide and presents an unprecedented challenge to public health, food systems, and the world of work. The economic and social disruption caused by the pandemic is devastating: tens of millions of people are at risk of falling into extreme poverty, while the number of undernourished people, currently estimated at nearly 690 million, could increase by up to 132 million by the end of the year. Because of the COVID-19 epidemic, learners must study online. They learn through available applications by utilizing the power of devices. They communicate with these sophisticated devices via formal and informal networking platforms such as email, blogging, and so on. Education has become more convenient and accessible to everyone thanks to the internet. Zoom, WhatsApp, and Google Meet are some of the most popular programs among students. online learning is defined as learning that takes place via the internet utilizing computer-based resources and a network. Electronic learning, e-learning, online learning, internet-based learning, virtual learning, or web-based learning are all terms used to describe online learning (Sinaga, 2022). The delta coronavirus first appeared in early April 2021. However, it was



caught and spread. In Indonesia, all sequencing efforts were carried out in 12 provinces (Tampubolon, et al., 2021).

According to an informal interview with students at SMP Swasta Sinar Sentosa, the majority of them felt that online learning was challenging for them, but some did not. They believe that internet education is ineffective. Students were also asked if the online learning barrier was ineffective by the researcher. The problem is that students have a hard time comprehending the content because it cannot be explained in person and in detail by the teacher. They also said that learning is more likely to lead to training or completion of the assignment, leaving the student feeling drained and unmotivated. Furthermore, they are restricted by a poor network connection, making it difficult for them to gather assignments. Some students choose online learning because they believe it is more efficient in terms of gathering assignments. Furthermore, online learning allows students to communicate with their peers, study from anywhere, and effortlessly collect assignments. From this phenomenon, the researcher is interested to conduct the study with the title, "Students' Perceptions of Online Learning During the Covid-19 Pandemic".

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2. Literature review

2.1 Definition of Perception

In the Longman Dictionary of Contemporary English, perception is defined as "a) How you thought about something and your thoughts about what it looks like; b) how you perceive things with your sight, hearing, etc.; c) the abilities to quickly understand and pay attention to an object. In cognitive science, philosophy, and psychology, perception is the process of understanding or achieving awareness of sensory information. The word "perception" comes from the Latin "perception", which means "accepting and collecting the act of possessing, and understanding with the mind or sense". Furthermore, according to (Qiong, 2017), perception is the process of becoming aware of or comprehending sensory information. Perception is preceded by the sensing process, which is the process of persons receiving stimulus through sensory devices, also known as sensory processes. However, the process does not end there; the stimulus is sustained, and the next process is perception.

According to (Rinanda et al., 2019). Students' perception of online learning during the covid 19 pandemic. In order to find the students' perception of online learning during the covid 19 pandemic at SMP Swasta Sinar Sentosa, a questionnaire and observation are conducted.

2.1.1 The Concept of Teaching

"Teaching is learning in the same way that selling is buying." "Teaching is the organization and manipulation of situations in which there exist gaps or barriers that the individual will try to overcome and from which he will learn while doing so," John Brubacher (1939). Teaching is a sequence of acts intended to produce learning. Teaching is a sort of interpersonal influence aimed at modifying the potential conduct of others," Gage (1963). Smith enlarged the notion of teaching in 1963. Teaching is a set of actions involving an agent, a goal, and a situation that includes two sets of factors over which the agent has no control (class size, student characteristics, physical facilities, and so on) and which he can modify (class size, student characteristics, physical facilities, and so on) (such as teaching techniques and strategies). Content, communication, and feedback are the three key components of teaching as a scientific process. The effectiveness of teaching tactics has a favorable impact on student learning. Flexibility is incorporated into the system because it is always possible to adapt, refine, and generate new teaching and learning activities; and "The learner's terminal behavior in connection to the learning structure can be influenced by the right teaching environment." The quality of education itself is not only seen in terms of cognitive but affective and psychomotor. So that Human Resources are not only smart but also have character, are active and have high creativity (Saragih, F., Saragi, C. N., Manurung, 2022).

2.1.2 Using Technology in Teaching

According to (Cakrawati, 2017) teachers should integrate technologies with content and pedagogy. 21st-century learning involves the engagement of students in collaborative work and real-world problem solving through effective exploitation of information and communication (ICT) Education is being transformed by technology, which is altering how, when, and where students study



while also empowering them at every point of their journey. Technology empowers students on the way to personalized learning by providing them control over how they study, making education relevant to their digital lives, and preparing them for their futures. Students are inspired to become problem-solvers, critical thinkers, collaborators, and innovators as a result of technology and access to resources outside of the classroom. With a holistic solutions strategy that focuses on technology to enable individualized learning, connected and efficient classrooms and a secure, robust IT infrastructure, Intel can help school systems improve the experience of each student and educator. Educators must also be appropriately trained and supported through professional learning communities and resources.

2.1.3 Online Learning

Online learning is a type of education in which students utilize the internet to learn using their computer or mobile phone. During Covid-19, most countries around the world are using online learning. According to Nambiar (2020), as written in (Yanti, 2020), online learning and classes are increasingly becoming a part of the global education system. Education has become more convenient and accessible to everyone thanks to the internet. Online learning is a method of teaching that makes use of resources such as Zoom, WhatsApp, and Google meet (Singh & Thurman, 2019). More programs that assist online learning have emerged as a result of technological advancements, such as WhatsApp, Google Meet, Google Classroom, Zoom, and Edmodo, (Nasution & Ahmad, 2020). Similarly, (Hasan & Khan, 2020) stated that institutions are shifting to an online form of teaching and learning. The apps they used of video conferencing platforms such as WebEx, ZOOM, Google Meet, Say Namaste, as well as learning management systems like Moodle, Blackboard, etc. (Liu & Wang, 2009) discovered that the characteristics of the e-learning process are primarily centered on the internet; global sharing and learning resources; information broadcasts and knowledge flow via network courses, and finally, the flexibility of learning as a computer-generated environment for learning is created to overcome issues of distance and time in their literature review on definitions for e-learning (Liu & Wang, 2009). According to Gotschall (2000), the concept of e-learning is built on distance learning, which entails the transmission of lectures to remote locations via video presentations. However, according to (Liu & Wang, 2009), the advancement of communications technology, notably the internet, has transformed remote learning into e-learning.

Online learning platforms, according to (Gómez-Rey et al., 2016), are a means to structure education in a way that fosters optimal content organization. Student participation in online learning platforms can help lecturers save time and improve learning and teaching processes both in and out of the classroom. The online learning platform is a teaching and learning tool that connects lecturers, students, and parents, as well as communication and information tools both within and outside the classroom. Zoom, WhatsApp Groups, Google Forms, Google Drive, YouTube, Telegram, and other technologies are utilized in online learning.

2.1.4 Problems in Online Learning

Handayani (2020) as quoted in (Ariastuti et al., 2021) describes a few problems that happened in online learning during the pandemic of covid-19 as follows:

1. School facilitations are not prepared.

The principal educational issues that occurred in Indonesia during pandemics were a lack of educational facilities. Students in the city may still be able to participate in online learning issues. This does not apply to regions or provinces, though cities with no access to the internet. The pupils will require a gadget in order to participate. To conduct this online learning, you'll need a laptop or smartphone, as well as an internet connection. As a result, especially in places where this device is installed, students are facing difficulties to buy quotas.

2. Confusing materials and too much homework.

Even the process of online learning itself might be problematic. Teachers' explanations are not as effective in online learning when pupils do not meet in person in the class. As a result, many students struggle to comprehend the subject. A student working with an instructor may be able to gain a better knowledge of the content. However, not all pupils in Indonesia have access to teachers. Without any specific help or when talking about children with impairments, this online learning adds to the existing

challenges. Furthermore, pupils found group work to be extremely difficult. In reality, group study is a great way to improve your understanding of lectures while having fun with your friends. Aside from honing the capacity to collaborate with others to attain a common goal. It is very difficult to carry out group communication over long distances. Especially if there are no media integrated into a task or work to do.

3. Students focus on learning.

Students' earnestness and mental condition in learning are also affected by the sudden use of online learning. Many students underestimate the value of online learning. Instead of concentrating hard on studying, the majority of them are using online learning as a way to pass the time during their vacations. The fact that many teachers give numerous hurdles decreases children's commitment to learning. They believe they are simply completing their online learning homework. This study used a descriptive qualitative method. An online survey was used as the research approach. The research took place at SMP Swasta Sinar Sentosa, which was located on JL. Selambo No.88 Hutan, Kec. Percut Sei Tuan, Kota Medan. This research conducted online because the covid-19 pandemic did not allow the researcher to go directly to the field. The researcher chose the students of the ninth grade at SMP Swasta Sinar Sentosa, which consisted of three classes, and the total number of students is 26 students. In collecting data, the researcher made a questionnaire in the form of Google Forms and was distributed through students' WhatsApp groups on February 10-27, 2022.

3. Results and Discussion

3.1 Data Requirements

The data for this study was gathered using a questionnaire whose contents are adaptable. There were twenty questions in this quiz concerning learning English via online learning during the covid-19 pandemic. Students only filled out a checklist in the Google Form's given box. The questions in this questionnaire were written in Indonesian, thus the researcher must translate them into English before presenting the findings.

There are 6 questions that related to dimension of teaching material, item number 1 until number 6

Table 1 Respondents' answer related to teaching material

No	Questionnaire Statements	Scale	Frequency	Percentage
1	The teacher explains material well through online learning	4	3	11,53%
		3	5	19,23%
		2	0	0%
		1	18	69,23%
2	The material delivered by the teacher through online learning is in accordance with the syllabus	4	5	19,23%
		3	21	80,76%
		2	0	0%
		1	0	0%
3	Online assignment given by the teacher will be evaluated if there are errors	4	4	15,38%
		3	18	69,23%
		2	4	15,38%
		1	0	0%
4	Teacher prepares enjoyable teaching material through online learning	4	10	38,46%
		3	10	38,46%
		2	4	15,38%
		1	2	7,69%
5	Teacher provides simple teaching material through online learning	4	3	11,53%
		3	7	26,92%
		2	15	57,69%
		1	1	3,84%
6		4	6	23,07%
		3	20	76,92%

	The teachers use attractive interesting audio-visual teaching materials through online learning	2	0	0%
		1	0	0%

Table 2 Analysis Students' Perception Related to Teaching Material

No	Scale	Percentage	
1	4	Strongly agree	19,87%
2	3	Agree	51,92%
3	2	Disagree	14,74%
4	1	Strongly disagree	13,46%

The data acquired in the questionnaire had the highest frequency, with a percentage of 51.92 percent agreeing with the questionnaire, as shown in the table above. Students agree with the material presented by teachers in learning through online learning during the covid-19 pandemic, they are happy if the assignment will be evaluated if there is an error, and they agree that online learning during the pandemic was effective even if it did not interact directly in the classroom, according to the data. It may be concluded that students have positive opinions of the dimension of teaching content, as evidenced by the high proportion on the table list. There are 8 questions that related to dimension of teaching material, item number 7 until number 14.

Table 3 Respondents' answer related to Atmosphere

No	Questionnaire Statements	Scale	Frequency	Percentage
7	Online learning environment is comfortable compared to in-site learning	4	3	11,53%
		3	5	19,23%
		2	12	46,15%
		1	6	23,07%
8	The learning schedule is very supportive	4	4	15,38%
		3	7	26,92%
		2	10	38,46%
		1	5	19,23%
9	The students get excellent internet connection during online learning	4	3	11,53%
		3	6	23,07%
		2	11	42,30%
		1	6	23,07%
10	You are motivated and excited in learning through online during the covid-19 pandemic	4	3	11,53%
		3	3	11,53%
		2	6	23,07%
		1	14	53,84%
11	Online learning can train in managing time	4	3	11,53%
		3	5	19,23%
		2	15	57,69%
		1	3	11,53%
12	Online learning teaches honesty in doing assignment from teacher	4	0	0%
		3	2	7,69%
		2	10	38,46%
		1	14	53,84%
13	Online learning is not boring	4	0	0%
		3	3	11,53%
		2	3	11,53%
		1	20	76,92%
14	The students are provided with supportive tools and media required for online learning	4	2	7,69%
		3	5	19,23%
		2	13	50%
		1	6	23,07%



Table 4 Analysis Students' Perception Related to Atmosphere

NO	Scale	Percentage
1	4	Strongly agree 8,65%
2	3	Agree 17,30%
3	2	Disagree 38,46%
4	1	Strongly disagree 35,57%

The data acquired in the questionnaire had the highest frequency, with a percentage of 38,46 percent disagreeing and 35,57 percent strongly disagreeing with the questionnaire, as shown in the table above. According to the statistics, students disagree that online learning can teach them how to manage their time, that it encourages honesty, and that it is dull. They are less engaged and driven by online learning, and the majority of students are too sluggish to complete their homework. The high proportion on the table list indicates that students' perceptions of the dimension of atmosphere or learning environment are negative. There are 6 question that related to dimension of teaching material, item number 15 until number 20.

Table 5 Respondents' answer related to interaction

NO	Questionnaire Statements	Scale	Frequency	Percentage
15	Your ability increases during online learning	4	0	0%
		3	0	0%
		2	10	38,46%
		1	16	61,53%
16	The teacher conducts question and answer	4	0	0%
		3	10	38,46%
		2	16	61,53%
		1	0	0%
17	The teacher provides motivation before doing online learning	4	0	0%
		3	2	7,69%
		2	14	53,84%
		1	10	38,46%
18	The teacher explains the purpose of the learning given online	4	0	0%
		3	13	50%
		2	10	38,46%
		1	3	11,53%
19	The teacher gives example of material in the form of videos or pictures before doing online learning	4	2	7,69%
		3	18	69,23%
		2	6	23,07%
		1	0	0%
20	You ask the teacher when you have difficulties in learning through online learning	4	1	3,84%
		3	2	7,69%
		2	20	76,92%
		1	3	11,53%

Table 6 Analysis students' perception related to interaction

NO	Scale	Percentage
1	4	Strongly agree 1,92%
2	3	Agree 28,84%
3	2	Disagree 48,71%
4	1	Strongly disagree 20,51%

The data acquired in the questionnaire had the highest frequency, with a percentage of 48,71 percent disagreeing and 20,51 percent strongly disagreeing with the questionnaire, as shown in the table above. According to the statistics, students disagree that online learning improves their skills; they also rarely engage in material-related question-and-answer activities, and they tend to be passive in online learning. According to students' perceptions of the dimension of student interaction, it is a negative perception, as seen by the high proportion on the table list. According to the findings of the data analysis, students have a negative attitude toward the adoption of online learning. This is evidenced by the fact that students are unable to adapt and adjust to all of the dimensions present in the online learning process since they have never learned in this manner before. As a result, students at SMP swasta sinar sentosa had a poor opinion of online learning during the covid-19 pandemic.

3.1 Discussion

The data obtained from the first table in the questionnaire showed the highest frequency with a percentage of 51,92% agree and 19,87% strongly agree with the questionnaire. Teacher are required to provide good teaching, creatively and innovatively using interesting learning media so that students can understand the learning material and objective learning can be achieved. The teacher also provided the learning materials in accordance with the syllabus. It can be concluded that according to students' perceptions, the delivery of material by teachers in online learning during the covid-19 pandemic was optimal, almost all the students can follow the online class well.

In second table, the data obtained in the questionnaire showed the highest frequency with a percentage of 38,46% disagree and 35,57% strongly disagree with the question regarding atmosphere and learning environment during online learning. It was difficult for the students to study online because of bad internet connection, the students did not have facilities necessary for online learning. The students can not follow the lesson well because of the noise and distraction from around the students' learning environment.

From the last table, the data obtained in the questionnaire showed the highest frequency with a percentage of 48,71% disagree and 20,51% strongly disagree with the questionnaire related to students' interaction during online learning. The lack of interaction in online learning between students and teacher causes stagnant classroom. Students also not accustomed yet with online learning, most of the students didn't voice their opinion and thought during online class.

4. Conclusions

The goal of this study is to learn how students felt about online learning during the covid-19 pandemic. Based on the data analysis and discussion in the preceding chapter, it can be concluded that students' impressions of online learning during the covid-19 pandemic are both good and negative. This may be demonstrated by looking at the percentage of data that is based on certain dimensions. With a proportion of 71,79 percent, perceptions about the dimensions of teaching materials were good. With a proportion of 74,03 percent, perceptions relating to the factor of atmosphere or learning environment were unfavorable. Perceptions of student interaction were overwhelmingly unfavorable, with 69,22% expressing dissatisfaction. According to the findings, students are unable to adapt and adjust to all of the characteristics of the online learning process. During the covid-19 pandemic, there are various benefits and drawbacks of online learning. One of the benefits of online learning is that the teacher can prepare engaging audiovisual material from a variety of sources, such as the internet. Students may have difficulty accessing the content due to a poor internet connection, which is one of the downsides of online learning. There are also issues with the lack of necessary facilities for online classes. Students may be lacking in social skills due to a lack of interaction between them.

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