

# Students' Perception toward Online Teaching and Learning Process during Covid-19 Pandemic Era

M. Syahrul Maulidin<sup>1\*</sup>, Rahmawati Sukmaningrum<sup>2</sup>, Faiza Hawa<sup>3</sup>

<sup>1</sup>English Education Study Program, Universitas PGRI Semarang, Indonesia

<sup>2</sup>English Education Study Program, Universitas PGRI Semarang, Indonesia

<sup>3</sup>English Education Study Program, Universitas PGRI Semarang, Indonesia

\*[syahrulmaulidin21@gmail.com](mailto:syahrulmaulidin21@gmail.com)

## Abstract

This study is based on a study that attempted to describe students' perception of the online teaching-learning process. The main purpose of the study was to determine students' perceptions of the implementation of online learning as seen through interactivity, independence, accessibility, and enrichment. This study used the descriptive qualitative method. The population was one hundred eighty in class eleven-grade, and the sample was thirty-six students in class eleven-grade. The writers used a questionnaire in Google Form to collect data. The questionnaires are twenty-four questions and it was used close-ended questions on a scale of 1-5. The writers found that students' perceptions toward the online teaching-learning process are as follows: 32% answered agreed with interactivity, 39% agreed with independence, 42% agreed with accessibility, and 38% were neutral on enrichment. It can be concluded that online learning can support the teaching-learning process. Although in online learning, students have problems such as lack of confidence, lack of discipline, and also require a large quota.

**Keywords:** students' perception, covid-19, online learning

## Introduction

Perception is a term commonly used in the context of experience. Perception entails taking and receiving responses from everyone. Everyone has a perception that they can receive and share their experiences. According to (Abdul Rahman Shaleh, 2004) perception was defined as the process of combining and organizing data for our senses (sight) to be developed in such a way that we can be aware of those around us, including ourselves. Because it is necessary for effective communication, perception is known as the communication core. Furthermore, perception is our assumptions following a stimulus from one of our five senses. The stimulus then adapts into a thought, which causes us to form an opinion about a current case or event.

Covid-19 pandemic in Indonesia is part of the corona virus disease 2019 (Covid-19) that occurs throughout the world. On March 2, 2022, the first positive case of Covid-19 in Indonesia was found when two Indonesian citizens were confirmed to have contracted it from a Japanese person. Then, the pandemic hit 34 provinces in Indonesia on April 9, 2022. This pandemic certainly disrupts the activities of Indonesian citizens because the virus is easily

# The 2<sup>nd</sup> Undergraduate Conference on Applied Linguistics, Linguistics, and Literature

Vol. 2(1), August, 2022

Online ISSN: 2807-8926

transmitted through the air and physical contact between humans. So, the Indonesian government restricts crowding activities and people are also required to wear masks. All of activities must stay at home, work from home, study at home, and physical, social distance. To prevent virus transmission, the education sector must follow this rule by conducting online learning.

Online learning is a learning approach that is implemented not in face-to-face classroom setting, but rather through information technology and internet access. However, online learning is simply a subset of distance learning, which is an umbrella term for any learning that takes place over time and not in a traditional classroom. During this pandemic, online learning is very effective in carrying out the learning process, though it has advantage and disadvantages. Therefore, the purpose of this study is to find out what the students' perception are toward the implementation of online learning seen from the lens of interactivity, independence, accessibility, and enrichment. The subject of this study was the eleventh grade of students in SMAN 1, Banjarharjo, Brebes.

## Literature Review

### Perception

Perception is an internal process that allows people to select, organize, and interpret the stimuli around them (Mulyana, 2010). The stimulation they receive must be in accordance with the senses of each individual. In addition, perception is a process that begins with our senses and can lead to responses to other humans. However, students' perception is the process by which students give information gained land from an object special consideration. In this study, the author analyzed the perceptions of students when they engage in online learning.

### Covid-19

Covid-19 has become a pandemic at this time. This pandemic has affected many sectors; one of sector is education sector. The current covid-19 situation in Indonesia, on April 13, 2022 that confirmed cases 6.036.909, and confirmed deaths 155.746 (Wilson & Wilson, 2021). During the covid-19 pandemic, the main priority in developing learning policies is the health and safety of students, teacher, education staff, families, and the community (Reznani et al., 2021). All of institutions of education changed offline learning into online learning to prevent the spread of the virus.

### Onlin learning

Online learning is education that occurs through the use of the internet. However, during the Covid-19 pandemic, online learning is an alternative means of carrying out the learning process. Online learning was the best option in pandemic situation. According to the finding (Yuzulia, 2021) online learning has advantages and disadvantage, such as poor internet connection, lack of motivation to study, difficulty concentrating during online learning, and feeling more stressed because of the many tasks that must be done. However, the advantage was that students perceive online learning to be more structured than offline learning, and they feel more comfortable participating in online discussions. In general, online learning is all learning activities assisted by electronic technology and online learning has the four characteristics: 1) interactivity. 2) independence. 3) accessibility. 4) enrichment (Rusman, 2011).

## **Method**

This study used descriptive qualitative design. Basically, this section describes how the study was conducted. Qualitative methods are useful in implementation study because they help to answer complex questions like how and why efforts to implement best practices succeed or fail (Hamilton & Finley, 2020). The target of this study is SMAN 1 Banjarharjo Brebes. In this study, the population consisted of 180 students. A sample is a group of people, object, or items selected for measurement from a larger population. This sample consists of 36 students in the eleventh grade of SMAN 1 Banjarharjo Brebes. This study used a questionnaire as a data collection technique. A questionnaire is a set of questions sent to others who are willing to respond to user requests (Arikunto, 2010). The respondents must answer the questionnaire with the Likert Scale. The likert scale is a structure questionnaire with answer that have been provided (Pratama et al., 2019). The writers provided five scales as follow: 1) Strongly agree. 2) Agree. 3) Neutral. 4) Disagree. 5) Strongly disagree. The writers used Google Form to an analysis data technique. Google form is one of product in Google Docs. According to (Sianipar, 2019) this application can be used to distribute online questionnaires via laptops or smart phones connected to the internet, distributing links that will be directly connected to the questionnaires. All respondents responses will be automatically collected, compiled, and analyzed, accompanied by real-time response information and graphs of response results, quickly and safely.

## **Finding and Discussion**

### **Research Findings**

The study was carried out in two stages because the eleventh grade students at that time were half of the total, and the offline learning policy must consist of 50% of the total students in one class. The writers distributed the questionnaires that had been made through Google Form. This was done because students were not allowed to bring laptops or smart phones, so the writers printed a questionnaire and then distributed it to students. Finally, the writers get the data in one day, and it will show in the finding and discussion.

### **Student's Perception toward Online Teaching and Learning seen from Interactivity Aspect**

The interactivity aspect is one of the communications. It emphasizes communication, which is essential for effective student and teacher engagement. Communication must be available either directly or indirectly. In online learning, communication skills are very important for students to be able to improve their speaking skills.

*Table 1 Result of Percentage from Interactivity Aspect*

Likert Scale	Frequency	%
Strongly Agree	14	7%
Agree	70	32%
Neutral	61	28%
Disagree	64	30%
Strongly Disagree	7	3%

The result of the table above, 32% of students answered agree, students in eleven-grade of SMAN 1 Banjarharjo found that the interactivity aspects were supported in online learning. Students and teachers solve the issues of online learning through communication and discussion session. Based on the study results, students' lack of self-confidence can be overcome by communicating with their friends, and finally, students can believe in themselves.

### **Student's Perception toward Online Teaching and Learning seen from Independence Aspect**

This aspect provides freedom of learning for students, not only that, it can create new learning methods by increasing their knowledge and skills. This shows that students can learn more independently under the supervision of teachers because online learning has the support of flexibility in terms of time, place, and teaching materials. Learning independence is an act of attitude of someone who has a sense of responsibility as a student and also has a high motivation to achieve success because these two things can affect the effectiveness of their learning activities to become independent.

*Table 2 Result of Percentage from Independence Aspect*

Likert Scale	Frequency	%
Strongly Agree	32	18%
Agree	70	39%
Neutral	43	24%
Disagree	29	16%
Strongly Disagree	6	3%

From the result above, consist of 39% students answered agree, eleventh grader of SMAN 1 Banjarharjo felt that the aspect of independence was helped in online learning. Students' independence in online learning can still run as usual in offline learning. Students of SMAN 1 Banjarharjo have high motivation and responsibility, so they have a very kind of independence in learning.

### **Student's Perception toward Online Teaching and Learning seen from Accessibility Aspect**

Language learning methods have developed along with technological advances through online learning. Learning resources are more easily accessible by using the internet, which has a wide reach, so students can access material easily and it can increase the effectiveness of learning. In addition, with the use of online learning, teachers must adapt the material to the needs of students so that online learning can be carried out properly.

*Table 3 Result of Percentage from Accessibility Aspect*

Likert Scale	Frequency	%
--------------	-----------	---

Strongly Agree	55	22%
Agree	106	42%
Neutral	69	27%
Disagree	17	7%
Strongly Disagree	5	2%

The result of the accessibility aspect above, consists of 42% students answered agree. They felt that accessing material in online learning made it easier for students to learn. However, there are differences in accessible materials between online learning and offline learning; in online learning access the material used technology as a learning media, and in offline learning used the traditional learning as a learning media.

### **Student's Perception toward Online Teaching and Learning seen from Enrichment Aspect**

Enrichment aspects such as providing various learning resources and learning materials are part of online learning. Teachers must select and identify appropriate learning processes, methods, and approaches for learning activities in order to improve online learning. Teachers should try to guide and facilitate learning with discussion methods to help students understand and analyze knowledge so that the learning process will be active.

*Table 4 Result of Percentage from Enrichment Aspect*

Likert Scale	Frequency	%
Strongly Agree	8	4%
Agree	48	22%
Neutral	83	38%
Disagree	62	29%
Strongly Disagree	15	7%

Based on the table above, 38% of students answered neutrally. In online learning, teachers have tried to supervise and facilitate students for an effective learning process. However, in online learning students felt that online learning was the same as traditional learning. In addition, students can be aware of the situation by enhancing their learning through the use of technology to conduct online learning independently.

### **Discussion**

Online learning has been carried out at SMAN 1 Banjarharjo Brebes starting in the new academic year 2020 until the end of the even academic 2022. This is due to the COVID-19 virus pandemic so offline learning is replaced with online learning as an effort to prevent the spread of the COVID-19 virus. Learning activities have been carried out for two years despite the obstacles experienced by teachers and students. The obstacles experienced by teachers are the use of technology as a basic for online learning, especially for older teacher who experience these problems in addition to the unstable internet network making it difficult for teachers and students to access the internet. In addition, the principal minimizes the problem

# The 2<sup>nd</sup> Undergraduate Conference on Applied Linguistics, Linguistics, and Literature

Vol. 2(1), August, 2022

Online ISSN: 2807-8926

of an unstable internet connection by using Google Classroom, WhatsApp Group, and Telegram so that the learning process runs as expected. However, with this case, students feel bored with the assignments that are always given by the teacher. Besides that, the interactivity in online learning can support students to interact with the teacher and also with their friends. The advantage of online learning is that students can access the material anywhere and anytime, so this can improve independent learning for students. Of course, it is beneficial for students in improving the learning process. Furthermore, the teacher remains in charge of everything. In supervising and guiding students, the teacher acts as an educator. Such as evaluating and initiating discussion sessions both before and after learning begins. It is based on students' independent learning, so the teacher must guide them if they are having difficulty learning. In addition, based on four aspects of online learning consisting of interactivity, independence, accessibility, and enrichment, it can support students and teachers of SMAN 1 Banjarharjo Brebes in carrying out online learning.

## Conclusion

The conclusion in this study are based on the findings of analysis and discussion of SMAN 1 Banjarharjo Brebes students' perceptions toward the online teaching-learning process during the Covid-19 pandemic era. It can be formulated that students' perceptions can be seen from four aspects. Students benefit from online learning as they can follow the learning process and attend classes as usual. It is possible to conclude that students' perceptions of online learning are positive because they are based on their opinion after two years of participating in online learning. Many students believe that online learning is the same as classroom learning. However, the succes of online learning depends on how the material is delivered by the teacher when doing online learning. Young teachers can ususally use technology so that it will be easier to deliver online learning materials, and students will also find it easier to explore the material.

## References

- Abdul Rahman Shaleh, M. A. W. (2004). Psikologi Suatu Pengantar dalam Perspektif Islam. In *Jakarta : Kencana*. Kencana.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Rhineka Cipta.
- Hamilton, A. B., & Finley, E. P. (2020). Reprint of: Qualitative methods in implementation research: An introduction. *Psychiatry Research*, 283(November 2019), 112629. <https://doi.org/10.1016/j.psychres.2019.112629>
- Mulyana, D. (2010). Ilmu Komunikasi: Suatu Pengantar. In *Angewandte Chemie International Edition*, 6(11), 951–952. Remaja Rosdakarya.
- Pratama, Y., Boeriswati, E., & Murtado, F. (2019). *Penggunaan Google Classroom*. 1(<http://ejournal.unsub.ac.id/index.php/sendinusa/issue/view/61>). <http://ejournal.unsub.ac.id/index.php/sendinusa/article/view/661>
- Reznani, N. S., Nurhayati, N., & Soetopo, S. (2021). Pengembangan Bahan Ajar Mata Kuliah Menyimak Berbasis Kearifan Lokal. *Jurnal Pendidikan Bahasa Dan Sastra*, 21(1), 79–94. [https://doi.org/10.17509/bs\\_jpbs.v21i1.36661](https://doi.org/10.17509/bs_jpbs.v21i1.36661)
- Rusman, D. (2011). Pembelajaran Berbasis Teknologi Dan Komunikasi : Mengembangkan

# The 2<sup>nd</sup> Undergraduate Conference on Applied Linguistics, Linguistics, and Literature

Vol. 2(1), August, 2022

Online ISSN: 2807-8926

Profesionalitas Guru. In *Jakarta: Rajagrafindo*. PT. Raja Grafindo.

Sianipar, A. Z. (2019). *Penggunaan Google Form Sebagai Alat Penilaian Kepuasan Pelayanan*. 3(1), 16–22.

<http://journal.stmikjayakarta.ac.id/index.php/jisamar/article/view/72/67>

Wilson, M., & Wilson, P. J. K. (2021). Coronavirus Disease 2019 (COVID-19). *Close Encounters of the Microbial Kind, 2019*(April), 185–196. [https://doi.org/10.1007/978-3-030-56978-5\\_12](https://doi.org/10.1007/978-3-030-56978-5_12)

Yuzulia, I. (2021). The Challenges of Online Learning during Pandemic: Students' Voice. *Wanastra: Jurnal Bahasa Dan Sastra*, 13(1), 08–12. <https://doi.org/10.31294/w.v13i1.9759>