



Students Perceptions in Online Class Learning During the Covid-19 Pandemic

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ABSTRACT

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The article was to determine student perceptions in online learning. This research was conducted by survey method by giving questionnaires to 239 active students of Bina Bangsa University. Quantitative data were analyzed by descriptive statistics and qualitative data from open-ended questions to gain insight into student perceptions. The analysis shows that 80% of students are willing to take part in online learning, 62% of students claim online learning provides benefits, and 32% of students have difficulty understanding the material. In conclusion, the perception of students in online learning is relatively good with several obstacles that require improvement. So it is recommended that online learning should be planned, implemented, and evaluated in order to minimize problems and maximize the achievement of learning objectives. An abstract should explain a brief, comprehensive summary of article contents; it allows readers to survey.

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INTRODUCTION

The Covid-19 pandemic currently occurring has greatly affected the mobility of all human activities, including activities in education. Virus-19 which can be transmitted through the air limits human interaction and communication directly or face to face. Even though this situation does not mean human activities must stop, one of which is education (Ilyasa et al., 2020; Ichsan et al., 2020). According to the circular issued by the Minister of Education and Culture Number 3 of 2020 concerning the Prevention of Covid-19 in the Education Unit and Number 36962 / MPK.A / HK / 2020 concerning online learning. Educators are expected to present a fun learning process for students. Online learning means learning activities are carried out with online media and face-to-face meetings are replaced with internet-based virtual (Putra et al., 2020). According to Lin et al., (2017) one prominent challenge of online learning is how to help students learn autonomously, persistently and actively.

The applications in online learning that are used by lecturers and students are different from each place. Online teaching carried out at various universities is required to quickly adapt to the various applications offered, including the zoom application (Fauzi & Khusuma, 2020). Online learning platforms have a knowledge

recommendation system. When learners search for a certain course, the system will automatically recommend similar courses so that learners have more personalized choices (Zhang & Qin, 2018).

According to Dewi (2020) interaction in learning can use applications such as classroom, video conference, telephone or live chat, zoom or through whatsapp groups. Learning in this way is one of the educational innovations in response to the challenges of the availability of varied learning resources (Manullang et al., 2020). According to him, a model and learning media will be successfully determined by the characteristics of the participants being taught. However, according to (Hasri et al., 2019) if the learning media is less varied students will easily get bored and not pay attention. Lack of attention from students makes learning ineffective and hampered.

In fact, (Kusnayat et al., 2020) in Indonesian universities in particular feel that they are not ready to use learning technology with online system. Moreover, with the implementation of this online learning system, it was found several cases including students who were mentally disturbed, stressed and unable to follow the learning process properly. Of course, this case is a problem that must be studied and explored again.

Corona virus Diseases 2019 (COVID-19) is a new type of disease that has never been identified before in humans. Common signs and symptoms of COVID-19 infection include symptoms of acute respiratory problems such as fever, cough and shortness of breath. The average incubation period is 5- 6 days with the longest incubation period of 14 days (Dewi, 2020). The COVID-19 outbreak was first detected in Wuhan City, Hubei Province, China in December 2019, and was designated a pandemic by the World Health Organization (WHO).

Team Leader Expert Team for the Acceleration of Covid-19 Handling Wiku Adisasmita (Suprabowo, 2020), explained that new normal is a change in behavior to keep running normal activities but by implementing health protocols with the aim of preventing the transmission of Covid-19. This condition forces people to behave with new habits of adopting a clean and healthy lifestyle, wearing a mask when leaving the house, and always washing their hands. All community activities must reduce physical contact with other people, avoid crowds, as well as work and study from home.

Perception

Perception is the stage of knowing the environment including objects, people, and symbols or signs that involve the process of recognition (Hermawan & Tyas, 2018). Meanwhile, Baity (Hermawan & Tyas, 2018) states that perception is the initial process of an individual in interpreting sensory impressions in order to give meaning to their environment. This shows that perception is a person's response to what they receive with their surroundings, but basically this is likely to be different from reality.

Online Learning

According to Retnoningsih (2017) online learning is a learning process that is facilitated and supported by utilizing information and communication technology. Furthermore Saifuddin (2017) states that online learning is distance learning that connects students with their learning resources using the internet physically separately but can communicate and interact with each other. Learning with this method, both students or teachers can send and access subject matter widely from various sources so as to increase interactivity and learning efficiency. Nevertheless, there were many more reactions shown by students with changes in face-to-face learning methods to online. Among them are related to short learning times, increasing tasks, unused quotas, and

hostile signal conditions. In addition, the online learning process that is currently being implemented is an impromptu system that requires students' ability to master technology and use it properly. On the other hand, there are also students who live in remote areas and even in mountainous areas with limited infrastructure and other supporting capacities which further widen the digital divide.

Based on this, the purpose of this study is to determine student perceptions related to the online learning system, both in the form of student readiness, mastery of technology, and other constraints experienced by students while implementing this learning. The benefits of this research are to become a reference material for readers as well as an evaluation material that can immediately find solutions to minimize the problems faced by students while using this online learning system. So that in the future online learning will be even better and learning outcomes can be achieved maximally.

METHOD

The data collection method is a survey method, namely data collection by giving a questionnaire to the participants and the method of observing the condition of the research subject. Participants in this activity were students of Universitas Bina Bangsa in the even semester of the 2019-2020 academic year who were randomly selected. Participants consisted of students from mathematics, law, PTI, management, and accounting education programs with a total of 239 students as respondents. The following are the stages carried out in this research, namely:

The research was conducted in June 2020. The description: Analyze the problems or analysis experienced by students during the Covid-19 pandemic. The analysis was carried out to find out the problems especially during the implementation of online learning that are being experienced by students.

The sample consisted of Universitas Bina Bangsa students who were active in the even semester of the 2019/2020 academic year of all majors who responded to a questionnaire distributed online. Next, prepare a questionnaire according to the problem, namely about student perceptions about online learning. The questionnaire used is an adaptation of (Saifuddin, 2017) which is modified according to the research problem. The questionnaire consisted of 10 statements and questions about student perceptions of online learning which were then validated first by 2 experts.

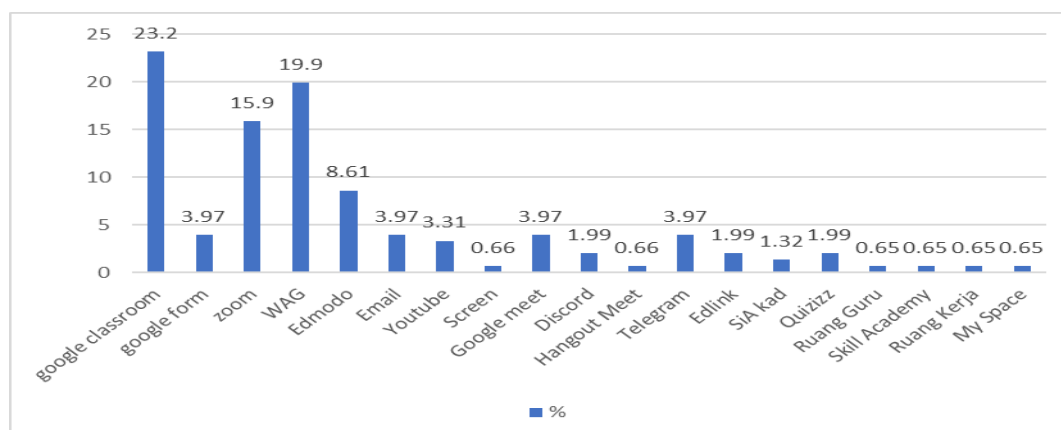
The distribution of questionnaires was carried out online by distributing googleform links. The questionnaire is given to all Universitas bina Bangsa students with a span of 1 week in June. Data from the distribution of questionnaires were collected both quantitative and qualitative data. From the distribution of questionnaires to all Bina Bangsa University students, who responded there were 239 students who then became research subjects.

The data is then analyzed based on each questionnaire statement given. Quantitative data were analyzed using descriptive statistics to determine the percentage of each questionnaire item. Qualitative data from open-ended questions were analyzed by means of content analysis to gain insight into students' perceptions to support quantitative data. Conclusions were drawn after the data was analyzed.

RESULT AND DISCUSSION

The data obtained through a questionnaire on student perceptions of online learning were then presented and presented in a descriptive qualitative manner based

on the responses given. The first analysis is on the statement "online platform (application) in the online class used". Here are the percentages



Graph 1. online platform (application) in the online class

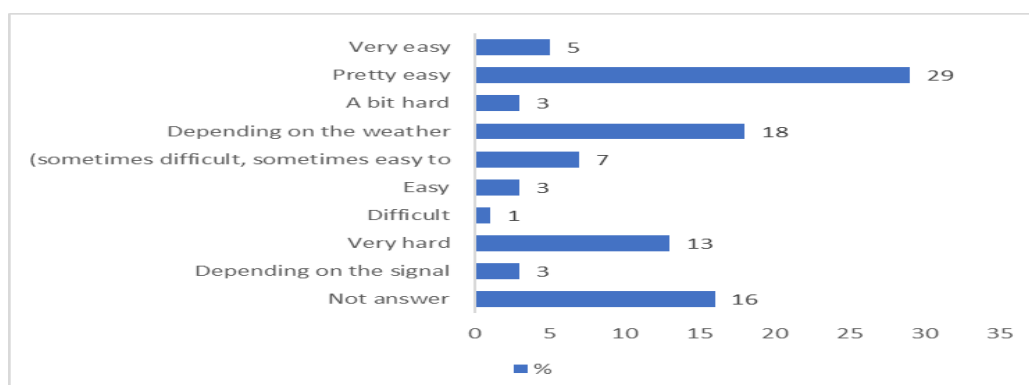
From graph 1 it is known that there are many online platforms that are known and used by students in the learning process. The top three are google classroom, WAG, and zoom, which means that these 3 platforms are the learning media most often used by students.

Google Classroom is an efficient portal service to make it easier for teachers to manage teaching materials and assignments. Furthermore (Naserly, 2020) states that Google Classroom is considered an online learning medium that is internet quota friendly. The results of the study (Batita et al., 2019) show that the increase in student motivation with Google Classroom learning is in the high category of 84.82. No wonder this media is more widely used in the learning process. It is also supported by Previous research (Gupta & Pathania, 2020) the data showed that Google Classroom increased student participation and learning and improved classroom dynamics.

Being in the second rank most used means that WAG is a medium that is often used. Based on the results of preliminary observations, it is known that WAG is a very familiar platform among students and lecturers. The research results (Surani & Chaerudin, 2019) state that the use of WAG helps group members get information about course materials and assignments with fast access to information anywhere and anytime. Further results from (Salem M. Alqahtani et al., 2018) survey data reveal that students consider that WhatsApp can be used as an online teaching learning platform that assists them in the learning process.

Furthermore, Zoom is also no less a user in learning. Zoom is a video conferencing service that has the practical ability to present a meeting atmosphere online (Naserly, 2020). The results of field observations showed that zoom users suddenly skyrocketed because of the ease with which they could face long distances. The assumption of being able to supervise the learning process with video conferencing is one of the motivators for lecturers to use zoom as one of the learning.

The second analysis is on the question "whether the online platform in online class is easy to access from where you live". Here are the percentages:

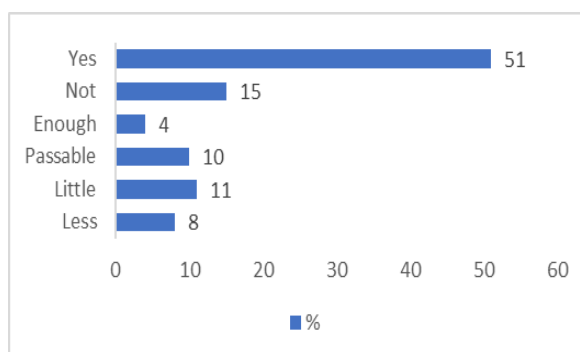


Graph 2. Online Class access

From graph 2 it is known that there are very various situations experienced by students in accessing online platforms to participate in the learning process. The total which states that it is very easy, fairly easy, and easy does not reach 50%. This shows that students find it difficult to access the internet from where they live.

Based on the results of field observations, it is known that there are many students who are far from internet access, including some in remote places and in mountains. No wonder 18% of students stated that it depends on the weather to access the internet. From the results of the questionnaire it was known that 13% of students or about 32 students stated that it was "very difficult" to access the internet. This needs to be a concern to overcome these difficulties and if learning is still forced, not all students can benefit from the material presented. Based on the results of open-ended questions, it is known that the use of the zoom platform is often constrained by an unstable signal, so that the Zoom they access is sometimes intermittent. So it is necessary to consider other media that all students can access. This is in accordance with the opinion (Naserly, 2020) which states that the location reach of each provider that students use varies with the location where they access the internet so this is the most crucial aspect and needs attention.

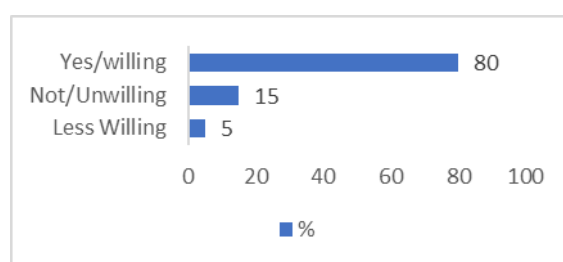
The third analysis is the question "did you master the online platform (application) in the online class that you participated in during the Covid-19 pandemic?" Here are the percentages:



Graph 3. Mastering the Online Platform

From graph 3 it is known that more than 50% of students master the use of online platforms during the learning process. But what needs to be paid attention is that many students have not mastered the online platform that is being implemented by their lecturers. So that teachers need to socialize how to use the platform that will be applied or ensure that all students have mastered the platform that will be used in the learning process. But what needs to be paid attention is that many students have not mastered the online platform that is being implemented by their lecturers. So that teachers need to socialize how to use the platform that will be applied or ensure that all students have mastered the platform that will be used in the learning process. According to (Syarifudin, 2020) teachers are expected to modify learning in order to attract students to continue to follow the learning process.

The fourth analysis is the question "during the Covid-19 pandemic, are you willing to conduct lectures online". Here are the percentages:



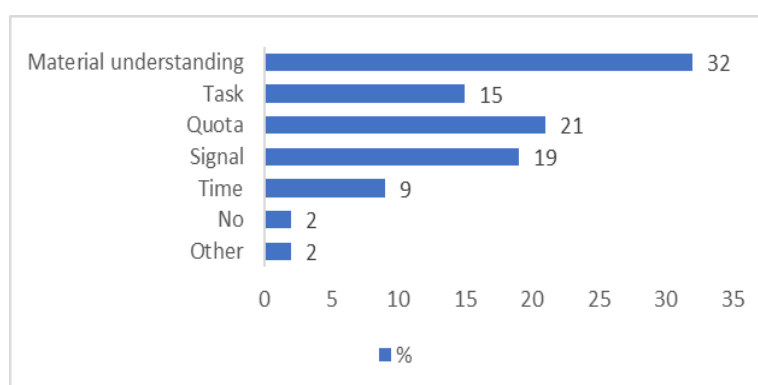
Graph 4. Willing to Take Online Lectures

From graph 4, almost all students, namely 80%, stated that they were willing to take courses online. Based on open-ended questions, the students' reasons were mostly to help break the chain of transmission. However, it should be noted that 15% of students are not willing and 5% are less willing to do online lectures.

The results of the open-ended questions regarding student reasons were surprising. Only a few mentioned the difficulty of access or the exhaustion of quotas, but focused more on the delivery of material. Some of the reasons were "because the explanations from all the lecturers were unstable", "because not all lecturers explained the material and always gave assignments without explanation", "the material given was poorly understood and much more difficult".

These findings need to be material for introspection for teachers, especially lecturers in order to better prepare teaching materials and deliver teaching materials so that learning objectives can be maximally achieved. Next, reduce tasks that are not discussed later.

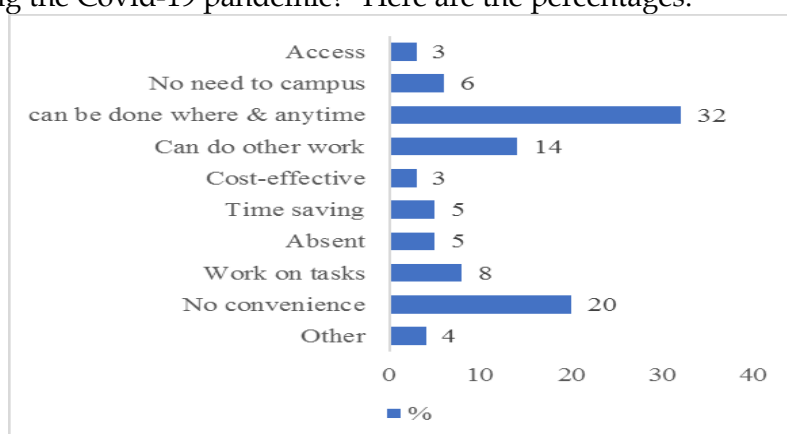
The fifth analysis is the question "what difficulties are there when participating in online classes during the Covid-19 pandemic". Here are the percentages:



Graph 5. Difficulty Taking Online Lectures

Graph 5 reinforces students' answers to open question number 4 above. As many as 32% of students had difficulty understanding the material when taking online lectures. The other biggest difficulty is the quota, this of course needs to be considered because most of the students are workers. The increase in quota spending every month is certainly a burden. The campus policy by providing quota subsidies has lightened the burden on students a little and it is certainly good to continue. Another solution that lecturers can use is to use a quota-friendly platform for students, one of which is WAG.

The sixth analysis is the question "what convenience is there when taking online classes during the Covid-19 pandemic?" Here are the percentages:



Graph 6. Ease of Taking Online Lectures

Graph 6 shows that apart from student complaints with online learning, it cannot be denied that many students also find it easy. There are 32% of students who think online learning is easy to do anywhere and anytime, 14% say they can do other work, 6% don't need to go to campus, and 5% say they save time. According to (Dhawan, 2020) flexibility is another interesting aspect of online learning, a learner can schedule or plan their time for completion of courses available online.



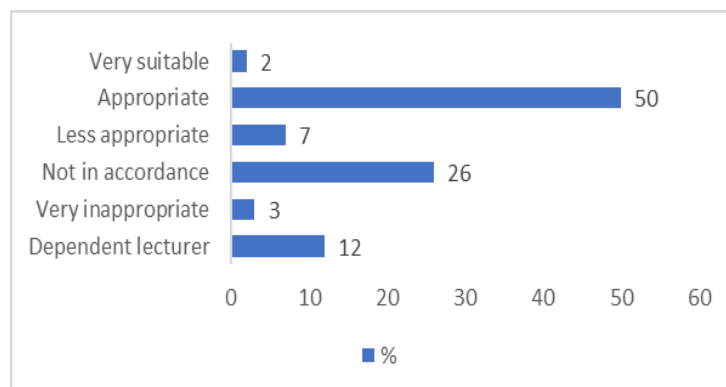
Picture 1. Respondent Activities During Online Lectures

Based on the researcher's experience during teaching, it is recorded in the following picture 1. This statement is supported by direct observation which is known that most of the students are workers. So that this convenience opens up opportunities for them to work instead of focusing more on studying at home. This is certainly an astonishing finding, because the convenience that students declare is not all the best for these students.

This was accidentally discovered when the researcher conducted an inspection by asking students to show their work by taking a selfie. The goal is to find out the truth that the student is working on the problem himself. However, other facts were revealed, clearly this was detrimental to students. Seriously paying attention to the lecturer's explanation of the material does not necessarily mean that students can understand it, especially while working.

The finding is that students who learn while working certainly need to pay attention to the lecturers to find solutions so that the learning objectives can be maximally achieved. One of them is by providing clear rules (what cans and cannot) regarding the online learning process. In addition, parents play an important role in providing direction and understanding to students so that they prioritize learning over work.

The seventh analysis is the question "whether the materials and teaching materials used in the online class are in accordance with the learning objectives of the course you are taking". Here are the percentages:



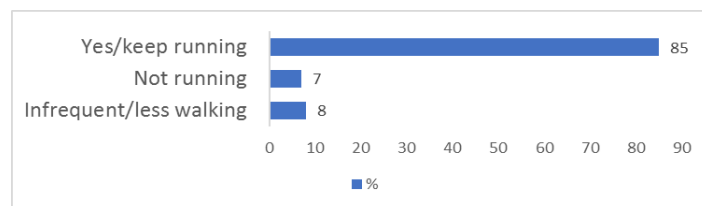
Graph 7. Response of suitability of learning objectives with material

Graph 7 shows that 50% of students stated that the material presented was "in accordance" with the learning objectives. But not a few also stated that they were not /

not suitable, namely 26% of students. If examined further, students previously stated that the reason they did not want to take online lectures (in graph 4) was because of "material delivery". This needs to be considered by the lecturer to overcome the student response.

According to (Syarifudin, 2020) the learning material is derived from the competency achievement indicators, so that the concoction of the material presented by the teacher will implement the learning objectives. There are 12% of students who stated that they "depend on the lecturer", meaning that there are still students who give a bad impression of the delivery of the material. There are many ways that lecturers can do to overcome this, one of which is to actively participate in online learning training that is being held by the directorate of learning and student affairs, the directorate general of higher education, the ministry of education and culture. The aim of the training is that the online learning that the lecturer creates can be ideal. it is essential to create multiple opportunities for student engagement in the online environment. The need for engagement has resulted in the development of guidelines for designing effective online courses (Martin & Bolliger, 2018).

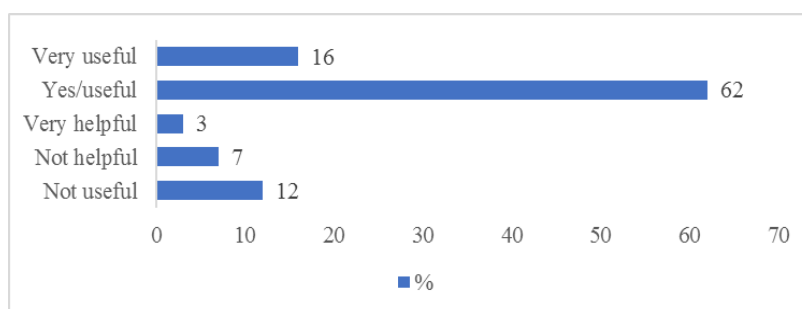
The eighth analysis is the question "whether communication and interaction with lecturers and friends continues even though the lecture is done online". Here are the percentages:



Graph 8. Communication Response with Lecturers and Friends
During Online learning

Graph 8 shows the results that cannot be doubted. With online learning students are presented with many platforms that make it easier for students to communicate. This can be an added value that must be utilized so that the learning objectives can be maximally achieved. However, according to (Adnan & Anwar, 2020) Students only communicate with their fellows digitally and never see fellow students in person, and thus the real-time sharing of ideas, knowledge and information is partially missing from the digital learning world.

The ninth analysis is the question "whether online classes are useful in the lecture process during the Covid-19 pandemic". The following is the calculation result in percentage:

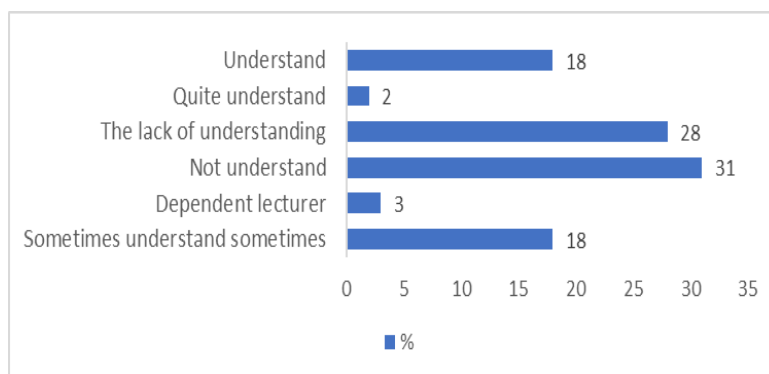


Graph 9. Online Learning Benefits Response

Graph 9 shows that 62% of students feel that online learning benefits them. This is also in accordance with the results in graph 4 which shows that more than 62% of students are willing to take online learning, which means that these students feel the benefits. However, it needs to be joint supervision between parents and teachers of student activities during the learning process.

On the other hand, 7% and 12% of students do not feel the benefits of online learning. So this becomes a lecturer "homework" in order to create more meaningful learning. According to (Kusuma & Hamidah, 2019) learning should get used to holding learning activities that have relevance to student life. According to (Syarifudin, 2020) with online learning the material provided is not complex material but material in the form of a stimulus to oversee students to compile a conclusion from the competencies to be mastered.

The tenth analysis is the question "do you understand the material provided during online learning". Here are the percentages:



Grap 10. Responses to Online Learning Materials Understanding

Graph 10 shows that there are no more than 20% who stated that they understand and quite understand the material provided during online learning. There were more than 50% of the total students who stated that they were less and did not understand the material presented. In this case, a lecturer is required to be more varied so that the material presented can be accepted and understood by students, one of which is by using learning media. According to (Syarifudin, 2020) learning media must be used by teachers in online learning. This is done to facilitate the learning process so that the material presented can be more attractive and easily accepted by students.

It is necessary to know student perceptions for further improvement of learning. According to (van der Kleij, 2019) such insights are needed to better understand the

relationships between teacher feedback and student learning, and to inform further research on strategies for teachers to enable personalization of feedback to achieve maximum learning benefits.

Overall, students provide a relatively good perception of the online learning process. Almost all students understand how to operate an online platform and are willing to be given online learning. It was also found that students who do online learning while working get advantages because in online learning, they can access anywhere. However, not a few students also complained about the difficulty in understanding the material because the lecturers' delivery method was not acceptable to them. Lack of interaction between lecturers and students is caused by many factors, one of which is network and quotas. Another finding was that online learning made it easier for students to interact and discuss with lecturers or fellow students, not only during learning even outside of learning hours. The results of the research (Gray & DiLoreto, 2016) are data shows the effect of mediation, that when students interact with each other they improve their learning either consciously or unconsciously.

CONCLUSIONS

Students' perceptions of online learning are relatively good with several obstacles that require improvement. Students tend to be willing to continue to participate in online learning and consider online learning to provide benefits and convenience in the process, which can be done anywhere and anytime. Students also tend to master the platforms used during online learning. Another trend that was found was the student's perception of the difficulty in understanding the material with online learning. So that online learning must be planned, implemented, and evaluated in order to minimize problems and maximize the achievement of learning objectives.

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First author had contribution for collecting data in this research. Corresponding author was a corresponding person with editor, from submission until publish for this article. Another authors help to improve this research paper before submit to journal.

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