



## Student's Perception Of Online Learning In Bahasa Indonesia Courses During The Covid-19 Pandemic

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**Abstract.** *The purpose of this study was to determine student perceptions of online learning during the COVID-19 pandemic. The method used in this study is a quantitative approach using survey methods. Through this method, data is obtained based on the questionnaire documentation distributed through Google Forms. The subjects of this research are STIE Dwi Sakti Baturaja students who take Indonesian language courses, totaling 60 people. Subject selection using purposive sampling method. The results show that 50% of learning accesses easily, 25% of online learning provides high learning motivation, 51% of learning materials are complete and easily accessible, 35% of online learning helps me understand learning materials, 53% can do online learning independently during shopping. online, 60% of the ability to use technology increases during online learning, 50% of lecturers respond to questions and opinions that arise, 22% of interactions between lecturers and students are intimate, 32% of online learning makes students actively involved in asking questions and giving opinions during the process learning, 46% of online learning makes it easy to collaborate with fellow students (group work), 53% of online learning makes students believe their scores will increase, and 51% of online learning room facilities prepared by dictionaries are very helpful. As for this online learning barrier, namely the lack of motivation provided so that the learning atmosphere is not conducive. Not only that, the level of communication that exists between students and lecturers is considered poor because miscommunication often occurs.*

**Keywords :** *Students Perceptions, Online Learning, Pandemi Covid-19*

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**Abstract.** *Tujuan penelitian ini untuk mengetahui persepsi mahasiswa terhadap pembelajaran daring selama masa pandemi covid-19. Metode yang digunakan dalam penelitian ini yaitu pendekatan kuantitatif dengan menggunakan metode survey. Melalui metode ini, data diperoleh berdasarkan dokumentasi angket yang didistribusikan melalui Google Form. Subjek penelitian ini adalah mahasiswa STIE Dwi Sakti Baturaja yang mengambil mata kuliah Bahasa Indonesia yang berjumlah 60 orang. Pemilihan subjek menggunakan metode purposive sampling. Hasil penelitian menunjukkan 50% mengakses pembelajaran dengan mudah, 25% pembelajaran online memberikan motivasi belajar yang tinggi, 51% materi pembelajaran lengkap dan mudah diakses, 35% pembelajaran online membantu saya dalam memahami materi pembelajaran, 53% dapat melakukan pembelajaran online secara mandiri selama pembelajaran online, 60% kemampuan memanfaatkan teknologi meningkat selama pembelajaran online, 50% dosen memberikan respon terhadap pertanyaan dan pendapat yang muncul, 22% interaksi antara dosen dan mahasiswa terjalin akrab, 32% pembelajaran online membuat mahasiswa terlibat secara aktif dalam bertanya dan memberikan pendapat selama proses pembelajaran, 46% pembelajaran online membuat memberikan kemudahan untuk berkolaborasi sesama mahasiswa (kerja kelompok), 53% pembelajaran online membuat mahasiswa yakin nilainya meningkat, dan 51% fasilitas ruang belajar online yang disiapkan kamus sangat membantu. Adapun penghambat pembelajaran daring ini, yaitu kurangnya motivasi yang diberikan sehingga suasana pembelajaran tidak kondusif. Tidak hanya itu tingkat komunikasi yang terjalin antara mahasiswa dan dosen dinilai kurang baik karena sering terjadi miskomunikasi.*

**Keywords :** *Perspektif Mahasiswa; Pembelajaran Daring; Pandemi Covid-19.*

## PRELIMINARY

At the beginning of 2020, the world was shocked by the emergence of the Covid-19 virus, which spread to Indonesia. Even on March 11, 2020 the World Health Organization (WHO) has even declared this incident as a global pandemic (Cucinotta & Vanelli, 2020). This also indirectly paralyzes educational activities in the context of face-to-face learning ranging from early childhood education to higher education can't carry out the learning as usual. The government also made a decision through the Ministry of Education and Culture to prohibit all forms of meetings in the context of face-to-face learning as usual to online learning (Directorate General of Higher Education, Ministry of Education and Culture Circular No. 1 of 2020). Online learning is learning which bring students and lecturers to carry out learning interactions with the help of the internet (Kuntarto, 2017). This is because one of the transmissions of the virus is through the closeness that we usually do in daily learning between humans and one another without being able to be seen by the eye, so it is necessary to limit meetings to prevent the massive spread of the virus

Previously or often referred to as the conventional model, the interaction of teachers with students was only done face-to-face directly in the classroom, with technology interaction of teachers with students can be done with information technology media and supporting media, including internet, e-learning and etc. Currently, several online learning platforms that are commonly used, that are Schoology, Google Classroom, and Flexible Learning. This is in line with Darmawan's statement (Irawan, 2021) which states that along with the times and the era of globalization which is marked by the rapid development of products and the use of information technology, the conception of learning implementation has shifted to modern learning efforts. The role of information technology is very important and strategic in supporting online learning because learning activities are carried out online, both uploading learning materials and meetings can be done through face-to-face or virtually. This can be interpreted that in addition to the face-to-face learning method there is online learning or what is commonly referred to as online learning which is the implementation of distance education assisted by information technology and various media that can be done online as is the current trend, especially since the COVID pandemic. 19. The emergence of the COVID-19 outbreak has also had an impact on various areas of people's lives, including education in Indonesia. The central and regional governments have adopted a policy that all students conduct distance learning, in order to prevent the spread of COVID-19. This also occurs in the higher education environment, where universities eliminate teaching and learning activities (KBM) directly on campus and are replaced with online learning. This requires adjustments to the learning system from face-to-face learning to online learning.

According to Pangondian, Online learning is needed in learning in the era of the industrial revolution 4.0 (Septiyanti, 2020). Moreover, this class of online learning college has started far, but its implementation has not been maximized. This pandemic is a very appropriate context in which we innovate to explore online learning creativity by compiling simple, precise and accurate schemes even without face-to-face as usual.

During the current COVID-19 pandemic, online learning is a learning strategy that is commonly used as an option for lecturers to teach without having to meet face-to-face with students on campus and of course following the government's advice to study from home. However, in the implementation process there are still problems and obstacles that occur, including the problem of unstable internet connections, internet quotas being wasteful, and the emergence of many tasks that burden students. This is in line with the news on Kompasiana.com on July 10, 2020 which stated that there were 3 difficulties found in learning the online system, including a slow internet network, limited internet quota, and ineffective teaching and learning. In addition, other online learning problems arise in the use of teaching materials, student interactions, and the learning atmosphere/learning environment as in research conducted by (Adijaya, 2018). Based on some of these phenomena, it can be concluded that online learning still has several obstacles in its implementation, so that it becomes an obstacle in the process of implementing online learning.

Online learning can be carried out using media that can be adapted to needs, ease of use, and benefits for lecturers and students. In its implementation, online learning has several conditions,

including: a) there are organizers and participants in online learning activities, b) positive thoughts of teachers and students in online learning activities, c) learning methods that can be accepted by all students, d) evaluation of the teaching and learning process of online learning, and (e) the existence of feedback from the organizers of online learning. (Ningsih, 2020:126) Learning materials, student interactions, and the environment play an important role in determining the course of the online learning process to achieve better learning outcomes. In practice, online learning creates conversation in the process. Some of the problems that arise during online learning include; material that is difficult to understand, interaction of students with teaching staff, a learning atmosphere that makes them bored, and not forgetting the obstacles to using learning facilities. According to Adijaya (Rusdiatho, 2021) In interactions with new learning methods, students are influenced by perceptions which are useful for increasing students' interest in online learning.

Each university has different policies in conducting online learning, one of which is STIE Dwi Sakti Baturaja. STIE Dwi Sakti Baturaja is one of the private universities in Baturaja. STIE Dwi Sakti Baturaja also conducts online learning using e-Learning such as Google Meet, Google Classroom, and Zoom according to the choice of each lecturer. Based on the results of an interview with the Head of the Study Program on September 7, 2021, that in the online learning process there are still obstacles experienced by lecturers and students. The obstacles experienced by lecturers in teaching are that not all learning strategies/methods are suitable to be applied in online learning, problems in IT skills, for example in making learning videos, and online learning takes more time than face-to-face learning, for example in preparation. Meanwhile, the obstacles commonly faced by students are sometimes unstable internet connections, wasteful internet quotas, and different student abilities. Based on some of these phenomena, online learning is interesting to research and study more deeply, so that the adaptation process from face-to-face learning to online learning can be carried out properly.

The implementation of online learning at STIE Dwi Sakti Baturaja needs to be studied by looking at the student's response to the online learning process, so that the form of online learning that students want can be known. Therefore, the authors are interested in conducting research on student perceptions of online learning for Indonesian language courses.

Several previous studies on online learning have been conducted. Adnan & Anwar, (2020:1) explained that online learning in Pakistan, he stated that during the online learning process could not show good results. Students cannot access the internet due to financial and technical problems, lack of interaction between lecturers and students, and slow response times and non-existent class socialization. According to (Maulah et al., 2020) researching the perception of biology students towards online lectures as a learning tool during the Covid-19 pandemic as many as 50 students with a student population from universities in Jember Regency. The results of his research stated that most students liked the WhatsApp application as an effective learning medium (47%), semi-two-way communication model (70%), learning style with percentage (64%), and biology students stated that students were still not satisfied with online learning method with various factors causing it.

In this study, students will determine their interest in several things that affect the online learning process. Among them are perceptions of ease of access, student motivation, timeliness of learning according to schedule, learning materials according to the syllabus, understanding of materials, communication and interaction between lecturers and students, students and each other, online learning facilities and media, online learning environment, and obstacles that arise. encountered in online learning. The results of this perception will be important information for lecturers to find out how students are interested in online learning and the tendency of students to achieve better results (Zhafira, 2020:40).

## RESEARCH METHODS

This study uses a quantitative approach with a survey method. Data analysis is presented in a quantitative descriptive manner. The research subjects in this study were STIE Dwi Sakti Baturaja students who took Bahasa Indonesia's courses with a total 60 students. The selection of research subjects was carried out using purposive sampling technique. The research data collection technique

was obtained using a questionnaire created using Google Form. Questionnaires were distributed via google forms to reduce physical contact in the midst of the Covid-19 pandemic situation in accordance with health protocols. The questionnaire used adopted a questionnaire by (Maulana & Hamidi, 2020) as many as 12 statement items consisting of 4 items measuring aspects of teaching and learning, 6 items measuring aspects of the capability or ability of lecturers, and 2 items measuring aspects of infrastructure. After getting a response from the respondent, then the data was analyzed using SPSS 20.

## RESULTS AND DISCUSSION

Based on the survey results through a questionnaire, there were 13 statement items consisting of 5 items measuring aspects of teaching and learning, 6 items measuring aspects of the capability or ability of lecturers, and 2 items measuring aspects of infrastructure.

Variabel	Indicators			
	STS	TS	S	SS
Access learning easily	4 (7%)	7 (11%)	30 (50%)	19 (32%)
Online learning provides high learning motivation	10 (16%)	29 (48%)	15 (25%)	6 (10%)
Learning materials are complete and easily accessible	5 (9%)	20 (33%)	31 (51%)	4 (7%)
Online learning helps me understand learning materials	8 (13%)	26 (45%)	23 (35%)	3 (5%)
Independent learning can be done during online learning	6 (10%)	12 (21%)	32 (53%)	10 (16%)
Miscommunication often occurs when online learning takes place	3 (5%)	4 (6%)	36 (60%)	17 (27%)
Lecturers respond to questions and opinions that arise	2 (3%)	24 (40%)	30 (50%)	4 (7%)
Interactions between lecturers and students are intimate	8 (13%)	30 (50%)	13 (22%)	9 (15%)
Online learning makes students actively involved in asking questions and giving opinions during the learning process	7 (11%)	31 (51%)	19 (32%)	3 (5%)
Online learning makes it easy to collaborate with fellow students (group work)	5 (9%)	20 (33%)	28 (46%)	7 (11%)
Online learning makes students believe their scores will increase	3 (5%)	19 (32%)	32 (53%)	6 (10%)
Online study facilities prepared by dictionaries are very helpful.	0	9 (15%)	31 (51%)	20 (33%)

Perception is a series of stimulus descriptions captured by the individual's five senses, the result of which is an understanding. According to Raimanu, this understanding will regulate individuals to manage themselves by developing learning skills, thought processes, and self-motivation to achieve their goals (Rusdiantho, 2021). The results of this study explain that 60 students who filled out questionnaires and participated in online learning in the Even Semester of the 2021/2022 Academic Year stated that students' perceptions of online learning in the Covid-19 pandemic phase varied greatly and received positive responses from students.

Based on table 2 regarding student perceptions of online learning in the Covid-19 pandemic phase, it explains that online learning can be accessed easily. From this statement, most of the students (50%) stated that it was easy to access online learning. During online learning, lecturers and students are required to be able to use information technology as a connecting tool for learning. This is in line with Yuniarti and Hartati (2020:159) in the era of the industrial revolution 4.0, Indonesian education must be optimized by using technology as a tool that helps in the world of education. Thus learning provides opportunities for students to learn about the development of information technology. These results are in accordance with Napitupulu's research, (2020:26) which states that the ease of using technology plays an important role in the online learning process.

The second item, namely online learning provides high learning motivation. From this statement, most of the students (48%) disagreed. In learning activities, motivation is needed by every

student so that they can study harder and can understand the material well. Conversely, if students do not have high learning motivation, the learning process does not take place conducive so that the achievements achieved will also decrease. According to Raharja et al., (in Rusdiantho, 2021) motivation plays a role in fostering curiosity, pleasure, and enthusiasm for learning. During the Covid-19 pandemic phase, students certainly experienced obstacles in online learning. One of the reasons is the learning model and media which make it difficult for some students to understand and make it difficult for students to concentrate. So that student motivation becomes very low towards the learning process. This is in line with Firmansyah's research (2021:595) which states that low motivation is due to extrinsic factors, namely poor internet connection, difficult internet quota requirements, difficulties in using internet access, and wrong learning models that make it difficult for students to understand. learning materials.

The next questionnaire item, Online learning helped me understand the learning material. From the data, most of the students (45%) disagreed. To see the indicators of success in the learning process, it can be seen from the results or evaluation of the learning. From these data it can be concluded that the understanding of online learning materials is still lacking. This is not in accordance with research conducted by Widiyono, (2020:174) which explains that during online learning it is less effective because students' understanding is still lacking (75.81%) and it is hoped that lecturers will be able to provide a more optimal understanding of the material.

The next questionnaire item, independent learning can be done during online learning. From the data, most of the students (53%) agreed. During online learning, students are required to access the materials themselves, find relevant teaching materials themselves, and perform individual tasks. this will shape the personality of students to be more independent in all aspects.

The next item of the questionnaire, online learning is sometimes even miscommunication. From this statement, most of the students (60%) agreed that sometimes there was even miscommunication between lecturers and students in the online learning process. This is because the lecturer provides instructions and information that is not understood by students. This is in accordance with the research of Laili & Nashir, (2021:695) explaining that (48%) miscommunication occurs between students and lecturers, especially if there is an internet connection, other factors such as lack of focus in explaining learning material. So it takes a strategy or a different learning style according to the needs of students.

The next questionnaire item, the lecturer responds to every question and opinion that arises. From the available data as many as (50%) agreed. Lecturers are teaching staff who are the key in improving the quality, relevance, and efficiency of education. Lecturers are required to provide responses and feedback so that communication in online learning is maintained and material can be conveyed. The ability of lecturers to be good communicators for their students so as to provide convenience for students in the learning process, and provide guidance when students are having difficulties (Maulana & Hamidi, 2020:229).

The next questionnaire item, the interaction between lecturers and students is getting closer. Most of the students (50%) disagreed. Student interaction is important in the online learning process, both between lecturers and students, and between students and students. Student interaction with lecturers in online learning must be built so that effective communication can be established. If students cannot solve the problems they face, they can ask the lecturer. To achieve good learning outcomes, the interaction between lecturers and students must be maintained properly. This is in accordance with Adijaya's research, (2018:106) which explains that (51.85%) students find it difficult to interact with lecturers.

The next questionnaire item, online learning made me actively involved in asking questions and giving opinions during the learning process. Positive responses from students (51%) stated that they did not agree that students who had participated in online learning were actively involved in asking questions and giving opinions and being an effective facility in the discussion process and good feedback. This is in accordance with Yuniarti & Hartati, (2020:163) which states that students are more active in asking questions in class (43%) than in online learning (57%).

The next questionnaire item, online learning makes it easy to collaborate with fellow students such as research and group work. From the data above, most of the students (46%) agreed. Even though access is limited so that they have difficulty doing group assignments, collecting data, or studying together, group work or discussion can still be done. Student responses explained that the limitations in the process of interaction, discussion, collaboration, and providing feedback between students and lecturers did not prevent students from conducting discussion activities. This is not in accordance with Muliaddk's research, (2021:629) as many as (87%) students responded negatively to this statement.

The next questionnaire item, online learning made me believe the value of the courses I was taking increased. Most of the students (53%) agreed. For more than 1 year online learning has been running very effectively, it can facilitate students in increasing good grades. In line with Nuriyansyah's research, (2020:63) which states that as many as 121 students (89.6%) agree that online learning is believed to increase grades.

## CONCLUSION

Online learning is a form of effort made by the government to break the chain of the spread of Covid-19. This research shows that during online learning students receive good responses regarding the ease of accessing it, the relevance of time and appropriate learning materials, lecturers who provide opportunities and responses to students to provide opinions and questions, so that a good and intimate interaction is formed between students. with the lecturer, and this makes students actively involved in the learning process and students get a satisfactory final evaluation. In addition, the facilities and media used are very helpful and make it easier for students to collect assignments and exams online. On the other hand, students must also get high motivation so that they are able to understand the material that has been explained, thus avoiding serious miscommunication and being able to collaborate and interact between students and each other. This is because the tasks given are many and heavy. Not only that, fast responses and feedback from lecturers are needed so that the learning process and interaction between lecturers and students can still run intensely even though it is carried out online.

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