STUDENT'S PERCEPTION IN ONLINE LEARNING (A CASE STUDY ON SALUT KOTA KEDIRI)

Mohammad Fauzi Hafa
Universitas Terbuka, Malang, Jawa Timur, Indonesia
fauzih@ecampus.ut.ac.id

ABSTRACT

The aim of this study is to describe the students' perception of SALUT Kota Kediri in online learning and to find out the obstacles faced by the students while doing online learning. This research used qualitative approach. The subject of this research was the 24 students of SALUT Kota Kediri who has taken the *Strategi Pembelajaran* Subject. The results showed that the students' of SALUT Kota Kediri has the negative perception. And the obstacles faced by the students while doing online learning were no direct explanation from tutor, difficult to understand the material easily, technical issue and internet quota or signal sometimes trouble.

Keyword: Students' Perception, Online Learning, SALUT Kota Kediri

INTRODUCTION

Choosing the appropriate method in teaching is the important thing to achieve the goal of learning. One of the best methods in teaching is online learning. Online learning refers to learning and other supportive resources that are available through a computer (Carliner. 2004). Based on this statement, the computer was used as the media to teach will display the materials in response to a learner's request. It means that the computer prompts the learner with many information and presents appropriate materials based on the learners' response.

Online learning creates and opportunity for flexibility and revision of content that was not provided by older forms of mediated teaching and learning. One of the reasons why we must use online learning is the easy accessibility to direct internet from any place in the world (Smart & Cappel, 2006). A huge content resources from the internet allows many different forms of interaction and corresponding increase in autonomy and control for the students (Garrison & Baynton, 1987). It means that using online learning, it will help the teacher or student in order to be easier understanding the materials.

There are two kinds of online learning namely synchronous and asynchronous. Online learning can be implemented using many kinds of devices such as phone, laptops, and etc., with internet connection (Dhawan, 2020; Singh, 2019; Smart & Cappel, 2006). Based on this statement, there has been shift from conventional to online learning. In Indonesia itself, there are so many institutes and universities have shifted to online learning, one of them is Terbuka University. There are many convenient ways in online learning included LMS, Microsoft Teams, Google Meet, Zoom and etc. However, based on this condition teacher and students must continue the learning using online learning without getting interrupted.

But in fact, there are many students' perception about online learning. Most of them argued that online learning is not suitable for teaching and learning. According to Zhong (2020), there are some factors affect to this perception for instance the unreachable access of

internet, the internet accessibility, insufficiency of technology and students' interaction in online learning and keep silence while discussion with instructors. Online learning sometimes is not suitable for kinesthetic students. The reason is that the situation related to the conventional teaching is missing. Based on this explanation, online learning besides gives positive perception, it also gives negative perception.

Talking about the perception, student's perceptions in the learning process give the idea about the media used in teaching and learning process. The materials can be assumed that it is appropriate or not to the students and classroom condition (Rianto, 2020). So, it can be concluded that students' perception about online learning give the idea that this learning strategy suitable with the materials, class condition and learning model or not. A study of online learning from Nambiar (2020) stated that students assumed regarding to the online learning is not good for them. The example of this disturbance was students only talk digitally and they cannot discuss each other. Based on her statements, the knowledge and information are missing in online learning (Britt, 2006). In other hand, Nambiar as cited in Yuzulia (2021) added that lack of interest, problems in clarifying doubts, technical difficulties, and the laziness to join in the class is the major factor which reducing the effectiveness of online learning.

In the implementation of online learning in SALUT Kota Kediri uses two major online learning namely Microsoft Teams and LMS. The online learning has done as the students needed. Based on the explanation mention before, the research about the student's perception in online learning (a case study on SALUT Kota Kediri) in order to know how is the online learning in SALUT Kota Kediri and what are the students' obstacles while doing online learning is conducted.

METHOD

This research was participated by 24 students from *Strategi Pembelajaran* Subject at SALUT Kota Kediri. The data gotten from the field analyzed and described qualitatively. Descriptive technique was chosen as the way how to analyze the data in order to be actual and systematic order. The data here gained through questionnaire which is consisted of 18 items questions. The questions measured the students' perception of online learning and the student's obstacles while joining in the online class. In this research, there were 3 ways how to analyze the data namely (1) data reduction, (2) data display, and (3) conclusion drawing/verification (Miles and Huberman as cited in Sugiyono, 2010). The data gained were analyzed by the intensity of common students' answer and were stated in percentages. The analyzed data were presented using Likert scale and reported in percentage form.

RESULTS AND DISCUSSION

This result of this research covers two main aspects in the implementation of online learning at SALUT Kota Kediri. The data gotten through online survey were used to measure the student's opinion regarding to the distance learning, the platform used, internet access, discussion's quality, tutor's preparation, and questions about to the student's feeling during following the online learning.

Table 1. Questionnaire of Students' Perception

No.	Questions	Agree (%)	Disagree (%)
1	I can learn effectively during online class	25%	75%
2	I do not have tools to join online learning (PC, Laptop, Phone, and etc.	8.3%	91,7%
3	My teacher gives me group project during online class	70.8%	29.2%
4	I have internet access and can use any devices for online learning at home	48.8%	54.2%
5	Online class is more effective than offline class	4.2%	95.8%
6	Online class is more comfortable than offline class	16.7%	83.3%
7	Online class saves time	95.8 %	4.2%
8	The quality of discussion during online class is bad	79.2%	20.8%
9	There is a lack of interaction during online class	87.5%	12.5%
10	I feel more comfortable to get involved in online discussion	25%	75%
11	It is harder for me to understand the material in online learning	62.5%	37.5%
12	I easily get distracted and hard to concentrate during online class	79.2%	20.8%
13	I feel lazy and not interested during online class	66.7%	33.3%
14	The transfer of knowledge happens more in online learning	16.7%	83.3%
15	Online class is more structured than offline class	91.2%	8.8%
16	Lack of computer skill makes me uncomfortable during online class	54.2%	45.8%
17	It's easier to finish group work online	29.2%	70.8%
18	I don't feel more worried during online class	45.8%	51.2%

Table 2. Student's Overall Perception

Questions	Yes (%)	No (%)
Do you like online learning?	25%	75%

Based on the results from table 1, it can be seen that almost 75% felt that online learning is not effective. From the open-ended questions, students explain about unstable internet access and the difficulty to learn about the materials from the tutor in online class become the main problem on this occasion. It is proven by the 54.2% students have not good internet access.

S1: "*It's very hard to join in the class. I settle at mountainous region so my internet connection is too slow.*"

S2: "*I often late in the online class because my internet access is not stable. I am very disappointed.*"

S3: "*The tutor explanations often too fast, so I do not understand it well.*"

Based on the students' answer above, it can be concluded that most of the students agreed that the tutor's explanation is too fast. This makes the students difficult to understand the materials. Actually, this is not 100% the tutors' fault because the materials in the BMP is much, so the tutor should deliver the materials in fast way. Besides that, in the course outline the students should read first the materials before joining online class. But, in the fact only some students do that instruction. Too add the explanation before, some students also stated

that the tutor often only give them task but he/she does not give more explanation how to finish it. So, it makes the student hard to understand the materials.

For about 75% students disagree with the item number 10. The students often get distracted during joining the online discussion given by the tutor. Besides that, they often feel difficult to understand about what tutor explains in online class. They think that the tutor's explanation is too fast.

S1: "*I do not like online discussion. The internet access sometimes become the problem.*"
S2: "*I often miss communication with the tutor explanation.*"
S3: "*I do not understand what the other students say in the online class discussion.*"

To add the data above, the students agreed (79.2%) that the quality of online discussion is bad. The results showed that the students felt uncomfortable while joining online discussion, but the students felt more confident if they turn off the camera. They disagree (83.3%) about the statement number 6. It is proven by the short interview from the students below.

S1: "*I am confident to share my answer about materials when the tutor allows to shut down the camera.*"
S2: "*I really appreciate the tutor's policy if I do not use camera because I am confident to get involved in online discussion.*"
S1: "*If my friends could not see my face, I feel confident while joining online discussion.*"

From the data above, it can be seen that the online discussion is really worst. In normally, if the students do online discussion, they must open camera. It means that the students respect to the tutor and the other students.

Regarding to the statement number 13, the students agreed (66.7%). They think that the activity in the online class is monotone. The students were only given the materials and only discuss online. The students stated that the activity make them not interested to join online class.

S1: "*Every week the tutor only does the same activity. I need more.*"
S2: "*I feel lazy to join online class because the class flow is monotone.*"

Regarding to the question about what is the obstacles while joining the online class. The data gotten was as follows:

S1: "*There is no direct explanation from the tutor. So, I cannot understand it well.*"
S2: "*In online learning, I cannot understand the materials directly. I feel more comfortable while joining offline class.*"
S3: "*My internet quota is limited so sometimes during the online class, my phone directly shut down.*"
S4: "*Sometimes there is technical issues while joining class, for instance, I forget my LMS Account and my Microsoft Teams Account. So, I must reset it to admin in SALUT*".

Based on the data above, the students have negative perceptions about online learning. It is proven by short interview about online learning. The student's answer brings the negative perception. Most of the students need offline learning than online learning. It can be seen from overall students' perception that mention 75% students agree that they do not like online learning.

To add the explanation above, the students feel that they lack of motivation and easier to get distracted while doing online discussion. The data gotten from questionnaire shows that the students often complain with the tutor technique to teach in online learning. The tutor only does the same thing every week that makes the students bored. So, it means that the teacher should give them more interactive distance learning (McLeod, 2019).

The main problems faced by the students were no direct explanation from the teacher, poor internet connection, difficult to understand materials easily and technical issue. Although online learning is more structured than offline learning, can be accessed from everywhere, and makes the students comfortable to share their opinion if they turn off the camera, most of the students cannot be always attend to the class because of the internet access. The students were not only come from the city but also the students come from rural area. It makes the internet access is to limited. Because of the internet access, the students often ask permission how if they turn off the camera. This result in line with Hutauruk and Sidabutar (2020) states that the obstacles faced by students in the online learning process are fundamental. It must be fixed, including obstacles in the field of internet networks.

In the conclusion, it can be concluded that most of the students prefer to choose offline learning than online learning to study about the materials of *Strategi Pembelajaran*. The reason why the students were more enjoy while joining the offline class because there is only little problem while joining in the class.

CONCLUSION

Online learning can be alternative teaching method but it has several problems in its implementation. Not only from the students itself but also the technical issue as the major problem in online learning. It is very important for us the internet connection because online learning will not run well without the strong internet connection. The government should expand the internet connection until the rural area in order to cover the students from that area. This research also revealed that the students are lack of motivation while joining online learning. They think that offline learning is better than online because of the situation and condition. They also think that the materials given by the teacher become optimal at offline learning. The students need direct explanation about the materials because if the materials sent through online class, they feel that it will difficult to understand it.

Online learning is very helpful for students because it can be accessed everywhere and every time but it is not appropriate for conventional teaching in practice. The students feel uncomfortable to share their opinion during online class. Teacher and students should be in comfort zone during online class because it will determine the failure or success while teaching online learning. So, it can be concluded that the teacher should create convenient learning environment in order both of them can reach the goal of learning easily.

REFERENCES

Britt, R. (2006). Online education: A survey of faculty and students. *Radiologic Technology*, 3(77), 183–190.

Carliner, S. 2004. *An Overview of Online Learning, 2nd Edition*. Massachusetts: Hrd Press. Inc

Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. *Journal of Educational Technology Systems*, 49(1), 5-22.

Garrison, D.R. & Baynton, M. (1987). Beyond Independence in Distance Education: The Concept of Control. *American Journal of Distance Education, 1*(3), 3-15. Retrieved January 29, 2023 from https://www.learntechlib.org/p/139178/.

Hutauruk, A., & Sidabutar, R. (2020). Online Learning Constraints During a Pandemic Among Mathematics Education Students: A Descriptive Qualitative Study. *Journal of Mathematics Education and Applied*, 2, 45-51.

McLeod, S. (2019). Constructivism as a theory for teaching and learning. https://www.simplypsychology.org/constructivism.html.

Miles, M.B., Huberman, A.M. and Saldana, J. (2014) Qualitative Data Analysis: A Methods Sourcebook. Sage, London.

Nambiar, D. (2020). The impact of online learning during COVID-19: Students' and teachers' perspective. *The International Journal of Indian Psychology*, 8(2), 783-793.

Rianto, A. (2020). Blended Learning Application in Higher Education: EFL Learners' Perceptions, Problems, and Suggestions. *Indonesian Journal of English Language Teaching and Applied Linguistics* 5(1), 55-68.

Singh V., Thurman A. (2019). How many ways can we define online learning? A systematic literature review of definitions of online learning (1988-2018). *American Journal of Distance Education*, 33(4), 289–306.

Sugiyono. 2010. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.

Smart, K. L., & Cappel, J. J. (2006). Students' perceptions of online learning: A comparative study. *Journal of Information Technology Education*. doi:10.28945/243.

Yuzulia, I. (2021). The Challenges of Online Learning during Pandemic: Students' Voice. *Jurnal Bahasa dan Sastara* 13(1), 8-12. https://doi.org/10.31294/w.v12i1.

Zhong, R. (2020). The coronavirus exposes education's digital divide. The New York Times. https://www.nytimes.com/2020/03/17/technology/china-schools-coronavirus.html.