THE STUDENTS' PERCEPTION TOWARD ONLINE LEARNING DURING COVID-19 PANDEMIC AT ENGLISH EDUCATION STUDY PROGRAM OF UNIVERSITAS PERADABAN

Hana Nurshafa

the Graduate of English Education Study Program
Universitas Peradaban Bumiayu – Brebes
Email: hanashafa98@gmail.com
Phone: +62 823 2892 1008

Abstract

The research explores students' perception toward online learning during covid-19 pandemic at English education study program of Universitas Peradaban. The objective of the study is to describe the students' perception and obstacles toward online learning during covid 19 pandemic. This is a descriptive qualitative quantitative research in which the data are taken by questionnaire and interview. The questionnaire is given to 30 students and interview with 9 students of English Education students. The techniques of data analysis are data reduction, data display, and conclusion. Based on the result of the research, it finds out the positive perception and negative perception toward online learning.

A. Introduction

At the end of December 2019 the Corona virus or COVID-19 emerged from Wuhan, China. The spread is so wide. On March 2, 2020, the President announced the first case of COVID-19 in Indonesia, which infected mother and children. Which then encourages the community to stay at home, then continues with the Work from Home (WFH) direction until education is affect. The government requires learning from home to stop the spread of the COVID-19 virus. The Ministry of Education and Culture, Nadiem Makarim issued UU Number 4 of 2020 concerning a policy for online learning from home as well as the cancellation of the National Examination during the COVID-19 pandemic (Wijayanengtias and Claretta, 2020: 17).

According to Firman, et al, (2020: 81) through the Ministry of Education and Culture Nadiem Makarim, the Government has prohibited tertiary institutions from carrying out face-to-face (conventional) lectures and ordered to hold lectures or learning online (Kemendikbud Dikti Undang - Undang Number.1 of 2020). In an effort to prevent the spread of Covid-19, WHO recommends temporarily stopping activities that have the potential to cause crowds. For this reason, conventional learning that gathers many students in one room needs to be review for its implementation. Learning must be carried out with a scenario that is able to minimize physical contact between students and other students, or between students and lecturers. According to Milman in Firman, et al (2020: 81) the use of digital

Hana Nurshafa 37

technology allows students and lecturers to be in different places during the learning process.

Online learning or distance learning is learning that is done using the internet as a place to transmit knowledge. This form of learning can be done anytime and anywhere without being bound by time and without meeting face to face. In this era, the development of online learning technology is increasingly sophisticated with various applications and features that make it easier for users, not being bound by time and being done without meeting face to face is an advantage of online learning that educators usually use. At this time, online learning is the only form of learning that can be done in the event of a natural disaster or a global pandemic. Therefore, online learning can be said to be the only learning option that educators can do to improve the quality of learning in Indonesia (Siswanto, 2020: 4).

Universitas Peradaban has also started implementing online learning by utilizing applications to carry out learning activities during the pandemic, such as the English education study program. The kind of platforms at the Universitas Peradaban that are commonly used are WhatsApp, Google Meet, Google Classroom and so on. Lecturers and students must utilize the available resources for the success of this learning model.

During the pandemic, all schools and universities impose online learning, not all students are familiar with the online learning system so this has become a new thing that requires adaptation. Students' views of this learning system will be different. So, the writer wants to know the students' perception about online learning that implemented and to get information about the obstacles of COVID-

Hana Nurshafa

19 pandemic on learning in English Education at the Universitas Peradaban.

B. Literature Review

Sujanto (1986: 31) states that perception is a word that comes from English "perception" which means response. Response is a picture of observation that remains in our consciousness after observing. In the big psychology dictionary, perception is defined as a process of observing someone's environment by using their senses so that they become aware of everything that is in their environment.

1. Process of Perception

There are 3 processes of perception, they are: 1) Physical process, which starts when the object causes a stimulus and finally the stimulus hits the senses or receptors 2) Physiological process, namely the stimulus received by the senses or receptors followed by sensory nerves to the brain. 3) Psychological processes are processes that occur in the brain so that individuals can realize what they receive with that response, as a result of the stimulus they receive (Liiweri, 1994: 173).

2. Factors That Affect Perception

According to Gitasaroso (2017: 11), there is 2 facrors that affect perception, they are internal factors and external factor. 1) Internal factors: responses, attitudes, individual personality, expectations, attention (focus), learning processes and interests. 2) External factors: information obtained, knowledge, surrounding needs, intensity, new things, and familiar.

Online learning is a learning that conducted electronically using media based on computer as well as a network. Online learning is also known with the

terms electronic learning, e-Learning, online learning, internet-enabled learning, virtual learning, or web based learning. Online learning is a system that can facilitate students to learn more broadly and has many variations. Through the facilities provided by the system, students can study anytime and anywhere without being limited by distance, space and time. Learning materials learned more varies, not only in verbal form, but more such as visuals, audio, and motion. In general, online learning is very different from learning conventional. Online learning emphasizes more on accuracy and ingenuity of students in receiving and processing information presented online (Siswanto, 2020: 23).

C. Method of Investigation

This research applied qualitative-quantitative descriptive. Walidin et al. (2015: 76) stated that qualitative research is research that aims to gain a deep understanding of human and social problems, not describing the surface part of reality as quantitative research with positivism. Williams (2007: 66) stated that quantitative research is research that involves collecting numerical data and use mathematical models as data analysis methodologies.

According to Mulyadi (2011: 10), descriptive research is a discussion for the exploration and clarification of independent variables on the dependent variable by describing several indicators relating to the problem and the unit discussed.

This research uses two data collection methods i.e. qualitative and quantitative. Technique of data collection is using questionnaire and interview. The writer selected respondents using a purposive sampling technique that was selected based on academic ability. For the questionnaire will be

distributed to 10 students in each class of English Education Study Program. The writer also chose 9 students who would be the subject of the interview based on the GPA scores which were divided into 3 intervals. The interviews will take from students who have filled out a questionnaire of 3 people with different levels of cumulative achievement index. This sampling uses a cumulative achievement index ranging from 3.00 to 4.00. Here are the details: interval I is 3.00to 3.33, interval II is 3.34 to 3.66 and interval III is 3.67 to 4.00.

The student's GPA was averaged and searched for the one that is close to the number will be interviewed to collect the data. The questionnaire distributed online through Google Form. The author gave directions and asked the respondents' willingness to fill out the questionnaire. For data collection, interviews conducted online through WhatsApp. The author paid close attention to every answer from the interview subject without criticizing the answers given. The source of data in this study focuses at students of English education study program Universitas Peradaban academic year 2018, 2019, and 2020. This research conducted the students' perception regarding the online learning while pandemic by using several indicators such as students' response, attention, learning process, information obtained, knowledge, obstacle, and attention.

D. Findings and Discussion

This research was conducted to 30 respondents from 3 different classes, they are class year 2018, 2019 and 2020. The writer selected respondents using a purposive sampling technique that was selected based on academic ability. The author also chose 9

students who would be the subject of the interview based on the GPA scores which were divided into 3 intervals.

The questionnaire distributed online through Google Form. The author gave directions and asked the respondents' willingness to fill out the questionnaire. For data collection, interviews conducted online through WhatsApp. The author paid close attention to every answer from the interview subject without criticizing the answers given.

Based on the analysis from the questionnaire and interview, the writer got the data about students' perception during online learning in English education study program:

1. Students Response

From the data that presented, students are not excited when online learning, they often lazy, sleepy, bored and many obstacles that they feel. Eventually some of them feel comfort with online, but most of them still choose offline learning because they can more understand without worrying about the obstacles that usually faced.

It is 43.3% students excited for online learning and 56.7% are not excited; 33.3% prefer online learning and 66.7% offline learning; then 23.3% students are able to focus on online learning meanwhile 76.7% are not.

2. Students Attention

From the questionaire it shows that 70% students pay attention to the lecturer and 30% are not; 46.7% students think that online learning is fun and 53.3% is not; and 40% students can not understand the materials easily but 60% are not.

The data shows that they have focus difficulties in carrying out online learning, but they keep trying to pay close attention to what the

Hana Nurshafa

lecturer's said. From the interview, if there was a sudden incoming message, it will break the concentration. A student said that she will not skip the material given by the lecturer, afraid if suddenly there are any questions, ambitious to get a good value, and there are also those who think that as a person who will become a teacher, she does not want to be affected in the future because of their actions that underestimate their teacher (lecturer) and then their students will also underestimate her in the future.

3. Learning Process

There is 93.3% students feeling flexible circumstance for online learning and 6.7% are not; 83.3% thinks easy access for assignments and 6.7% are not; 60% students raise their confidence during online learning and 40% are not; 23.3% students are active during the learning but 76.7% students are not; 56.7% feels the lack of interaction between teachers and students and 43.3% students do not feel that; then 90% students feel an ease of information, pictures, audio, and any topic access while 10% feel the other side.

The students do not think that online learning is fun. Online learning is bored and make them lazy. It is difficult to understand the material presented by the lecturer. Bad connection sometimes makes the students lose their lecturers explanation. It makes the students passive in the class. Online learning also causes lack of interaction between teacher and students. On the other hand, online learning makes it easier to study everywhere and easier for them to collect the assignment because it is flexible.

Online learning, however, improve students' confidence in doing presentation

because they do not need to present physically in front of friends and lecturer. Unfortunately, this situation makes the students passive in the class and decreases the interaction between students and lecturer.

4. Information Obtained

From the study, it shows that 90% students think that they get easy access to information and materials and 10% are not. Then 66.7% students say that their self-learning skill improved through online learning but 33.3% are not. Since technology usage is dominant in online learning, the access of information, picture, audio and any topic tends to be easy. The students share material and information with friends easily.

5. Knowledge

There is 96.7% students get easy access to information and technology meanwhile 3.3% are not during online learning; and 40% students say do not have problem with online learning while 60% have.

Online learning demands the students to learn by themselves. Automatically, it can improve the students self-learning skills. Because many obstacles that students have while studying, so they must try to keep understanding about the material. They can look for references from many sources, like google, youtube, etc.

6. Obstacles

Regarding to the obstacles, there are 26.7% students feel easy to get an internet connection and 73.3% students feel it hard; 76.7% students get full support from parents while 23.3% are not; and 76.7% students face the problem in using the application while 23.3% are not.

Hana Nurshafa

Most of students have problem with online learning such as the connection, data package (when using several kinds of application such as zoom and google meet), the situation which was not conducive like noisy or crowded, bored, sleepy, and too much assignment. However the most frequently encountered problem is the connection which is worse when it is raining. Fortunately, they get full support from their parents in online learning.

7. Expectation

Most students have good expectation about online learning (60%) and the rest do not have (23.3%). Of course everyone wants the pandemic to ends, but if online learning must continue, they hope that English education study program will be more enthusiastic while learning, communication and interaction between lecturer and student will be better, they want to the lecturer to be more creative, not too much explanation but practice. On the other hand, someone hope that online learning and offline learning are mixed. It means that although later offline learning will be implemented, online learning must continue to practice skills in digital era as alternative learning.

E. Conclusion

Based on the results of research, the students are not excited joining the online learning, they prefer offline learning. They actually pay attention to the lecturer but feel difficult to focus while learning for some distractions. The lecturers explanation is somehow not easy to follow for several reasons, the most is the network connection. On the other hands, online learning have benefit such easy access to information, assignments, and places to learn. It also

increases the students' confidence, skill in communication technology usage, as well as self-learning skill. A new creative method in teaching is needed such as mixing online and offline learning, etc. Lecturer's ability in teaching using technology also a must.

Acknowledgement

Hana Nurshafa

Bibliography

Booij, Geert. 2005. The Grammar of World. An introduction to linguistic Morphology Oxford: Oxford University Press

Carstair-McCarthy, Andrew. 2002. An Introduction to English Morphology, Words and Their structure. Britain: Edinburg University Press Ltd.

Katamba, F. 1993. Modern linguistics morphology. Hampshire: Palgrave

Katamba, F. 1993. Morphology. London: Macmillan Press

Kirby, Paul. 2021. Why has Russia invaded Ukraine and what does Putin want? www.bbc.com/amp/s/world-europe-56720589.amp (Accessed on June 24th, 2022 at 17.10)

Payne, Thomas E. 1997. Describing MorphoSyntax: Cmbridge University Press

Ramlan. 1980. Morfologi: suatu tujuan deskriptif. Yogyakarta: Universitas Gadjah Mada