



Students' perceptions of the implementation of online learning amidst the Covid-19 pandemic

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Abstract

This study investigates the students' perceptions of the implementation of online learning amidst the covid-19 pandemic. It is done at Universitas Kristen Indonesia strictly in Postgraduate Program and conducted in the odd semester of the 2020/2021 academic year. The respondents in this study were carried out by purposive sampling technique, namely the technique of determining the sample with specific considerations, and the number of the respondents was 90 students. The data collection technique used in this study was through the distribution of questionnaires. The data analysis in this study used a qualitative descriptive analysis technique. The measurement of the questionnaire data score is calculated using a Likert scale measurement scale. With categories strongly agree (SS), Disagree (TS), Agree (S), and Strongly Agree (SS). The result of the study is that students' perceptions of online learning, which consist of acceptance and evaluation indicators, show an average value of 82%, meaning that students of the education administration study program have a good perception of the implementation of online learning carried out by UKI. It can be said to be following the percentage interval of student answers in the 70%-85% interval, which is in the good category.

Keywords: perception, Covid-19 pandemic, online learning, implementation

Introduction

The current Covid-19 virus pandemic in Indonesia impacts all levels of society. One of the impacts of the Covid-19 virus is in the education sector. The world of education is experiencing changes due to the Covid-19 pandemic, even affecting all aspects of human life. Indonesia is one of the countries affected by the spread of the Covid-19 virus and, over time, has become the country with the most cases in Asia, based on data obtained from the Ministry of Health of the Republic of Indonesia. The Indonesian government has made many efforts to stop the spread of the Covid-19 virus and anticipate the transmission, and the government has issued various policies, such as isolation and social and physical distancing to large-scale social restrictions ^[1].

The circular letter of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Corona Virus Disease 2019 (Covid-19) explains that the teaching and learning process at all levels of higher education will be carried out at home through online/distance learning. For Universities, following the Circular Letter of the Director-General of Higher Education of the Ministry of Education and Culture concerning Learning During the COVID19 Pandemic Emergency Period, dated March 23, 2020, he urges all Universities to regulate learning from home, which can be carried out in various forms of positive activities, both online and offline. The closure of universities is based on evidence that reducing physical and social contact between students will reduce virus transmission between humans and reduce the number of health workers who treat patients ^[2]. This online/distance learning system applies from March 2020, and until now, the Ministry of Education and Culture has not allowed universities to carry out face-to-face learning even though there has been a distribution of safe zones for the spread of Covid-19 ^[3].

The Covid-19 pandemic that has affected the world of education is an unprecedented situation for teachers, parents, and students. Even so, the government continues to strive for the learning implementation to continue, one of which is through online learning. Online learning that was carried out suddenly encountered obstacles so that its implementation did not run optimally ^[4]. The obstacles found in the field are the lack of adequate facilities and infrastructure to support its implementation, not all students have facilities for online learning, and most importantly, there are still educators who have not been able to use technology so that it becomes an obstacle to its implementation. All the obstacles found in the field were caused by not being adequately prepared for the implementation of online learning, affecting the quality of education. The impacts of online learning activities can be seen from aspects of the spirit of learning, literacy of online learning technology, intrapersonal communication activities, collaborative activities, and independent learning independently ^[5]. Online learning carried out at home has advantages in its implementation. Students can access materials and assignments given by the teacher without time and place restrictions. Online learning makes it easier for students in the learning process and still get maximum education and knowledge during this pandemic.

Several things that can be done during online learning (online) are communicating with each other and discussing

online [6]. Changes in the learning system from face to face involving teachers and students in the classroom experienced changes in the online learning system resulting in teachers having to change their learning strategies. Teachers' methods, approaches, and teaching strategies must be varied so that students remain motivated in participating in the teaching and learning process [7]. Teachers are still responsible for controlling the implementation of learning and carrying out good coordination with parents. In online learning, the primary control is given to parents in its implementation. Learning carried out in universities also uses online/distance learning through parental guidance [8]. It is done to provide students with unlimited access to learning during the Covid-19 pandemic emergency. This study aims to determine how students perceive the implementation of online learning during the Covid-19 pandemic. The study results are expected to be the basis for improving the implementation of online learning to maintain education quality during the Covid-19 pandemic. Based on the description stated above, the researcher is very interested in conducting a research entitled "Students' Perceptions of the Implementation of Online Learning in the Covid-19 Pandemic."

Literature Review

Perception is defined as a process of observing someone's environment by using their senses to become aware of everything in their environment. Perception can be interpreted as receiving stimuli through five senses, preceded by attention so that individuals can know, interpret, and appreciate what is observed both outside and within the individual. Perception has its function in the human sensory system, namely to determine the object that is in that place (recognition) and where the object is (localization) [9]. It is essential for survival because we often have to know an object before knowing its importance. So if we know an object is an apple, we know it tastes good, and if we know an object is a tiger, we know it is a wild animal that is dangerous to disturb. Other than recognition and location, another perceptual function is to maintain a constant appearance of objects, even though the impression received by the retina is constantly changing [10].

The indicators of perception are a) Reception - The process of acceptance is an indicator of the occurrence of perception in the physiological stage, namely the functioning of the senses to capture stimuli from the outside then followed by the sensory nerves to the brain, so that a conclusion emerges; and b) Evaluation - External stimuli that have been captured by the senses, then evaluated by the individual very subjectively. One individual assesses a stimulus as something complicated and tedious, but the other individual assesses the same stimulus as something excellent and pleasant [11]. The factors that influence a person's perception are as follows: a) Internal factors (feelings influence internal factors, attitudes, individual personalities, prejudices, desires or expectations, attention (focus), learning processes, physical conditions, mental disorders, values and needs as well as interests and motivations, and b) External factors (external factors are influenced by family background, information obtained, knowledge and needs around, new and familiar things or unfamiliar objects) [12].

Online learning is very well known among the public and academics for online learning [13]. Another term that is very commonly known is distance learning. Online learning is learning that takes place in a network where teachers and those being taught do not meet face to face. Online learning is the use of the internet network in the learning process. Online learning can be done from anywhere and anytime, depending on the supporting tools' availability. The provisions for online learning have been regulated by the Minister of Republic of Indonesia Education and Culture Regulation through Circular Letter Number 4 of 2020 concerning the limitations in the implementation of online learning [14]. The limits are as follows: a) Students are not burdened with demands to complete all curriculum achievements for grade promotion; b) Learning is carried out to provide a meaningful learning experience for students; c) Focused on life skills education, including regarding covid-19; d) Assignments and activities are tailored to the interests and conditions of students, and take into account the gaps in access and learning facilities at home; and e) Evidence or products of learning activities from home are given qualitative feedback from the teacher, without having to be in the form of quantitative scores/values [15].

There are some benefits of conducting online learning. First benefit of online learning is building very efficient communication and discussion between educators and students. Second, students interact and discuss with each other without going through the teacher. Third, it can facilitate interaction between students, teachers and parents. Fourth, the right means for exams and quizzes. Fifth, educators can quickly provide material to students through pictures and videos. Besides, that students can also download the teaching materials. Sixth, it can make it easier for educators to make questions anywhere and anytime without a time limit [16, 17]. The principle of online learning is the implementation of meaningful learning, namely a learning process that is oriented toward interaction and learning activities [18, 19]. Learning is not fixated on giving learning tasks to students. Teaching staff and being taught must be connected in the online learning process.

The sudden change in learning from face-to-face to online has created a variety of responses and obstacles for the world of education in Indonesia, including educators who are the spearhead of education and directly deal with students [20, 21]. Some educators experience problems when implementing online learning, including learning applications, internet networks and devices, learning management, assessment, and supervision. The obstacles faced by educators in dealing with online learning are, of course, very many, considering this is a sudden activity that is not planned in the curriculum. Some educators, who are technology literate, are quick to think about how to carry out effective, cognitive, and psychomotor online learning activities at once at home [22, 23]. Online learning is considered unpleasant for students. They feel several obstacles such as signal interference during learning, they feel wasteful because the quota runs out quickly, it is difficult to understand the material presented by the educator, and they feel that their social activities with their friends are hampered [24].

Most students feel online learning is not practical because, in practice, educators are more dominant in giving assignments and not explaining the material.

Research Method

This study uses a qualitative approach with a descriptive approach. Descriptive research is a research method that seeks to describe and interpret objects. It is descriptive because this study aims to obtain an overview of student perceptions of the online learning process in courses and the obstacles encountered during the online learning process. The research was carried out in the odd semester of the 2020/2021 academic year, while the research was conducted on the UKI campus. The population in this study was all postgraduate students with 358 students, as written in the following table.

Table 1: Population and Respondent of the Study

No	Study Program	Number of Students
1	Magister of Education Administration	90
2	Magister of Law	121
3	Magister of Christian Education Religion	70
4	Magister of Management	37
5	Magister of Electronical Technique	20
6	Magister of Architecture	20
Total		358

The sampling of respondents in this study was carried out by the purposive sampling technique, determining the sample with specific considerations. The researchers' responses only focused on Master of Education Administration students, with the learning process carried out online in the 2019/2020 school year. The number of samples will be taken by the author, namely all students of the Master of Education Administration with a total of 90 people. The data collection technique used in this research is through the distribution of questionnaires. The research instrument used was a questionnaire sheet via a google form. Questionnaire sheets were used in this study to determine student perceptions of online learning. The data analysis in this study used a qualitative descriptive analysis technique. The measurement of the questionnaire data score is calculated using a Likert scale measurement scale. With categories strongly Agree (SS), Disagree (TS), Agree (S), and Strongly Agree (SS). Percentage statistics with the following formula calculates the score from the questionnaire data:

$$P = \frac{F}{N} \times 100$$

Information:

P = Percentage value of respondents' answers

F = Frequency of respondents' answers

N = Number of respondents

The percentage of the questionnaire will be expressed in the form of a category of assessment results. The category of assessment results is used to determine student perceptions of online learning during the Covid-19 pandemic. Determination of the qualitative average percentage category using the following indicators.

Table 2: Score Interpretation Category

Percentage Interval	Category
86% - 100%	Very good
85% - 70%	Good
69% - 54%	Rather good
53% - 38%	poor

Result and Discussion

Students' perceptions were observed using a questionnaire containing statements related to online learning-filled out by Master of Education Administration students via a google form. Statements regarding student perceptions, both negative and positive, consist of 2 indicators, consisting of 15 statements. The data obtained from the questionnaire on student perceptions of online learning, which consists of acceptance and evaluation indicators, can be seen in the following table.

Table 3: Overall Results of Student Perceptions of Online Learning during the Covid-19 Pandemic

Indicator	%	Category
Acceptance	81	Good
Evaluation	83	Good
Average	82	Good

Based on Table 2, it is known that the overall results of students' perceptions of online learning, which consist of acceptance and evaluation indicators, show an average value of 82%, meaning that students of the education administration study program have a good perception of the implementation of online learning carried out by UKI. It can be said to be following the percentage interval of student answers in the 70%-85% interval, which is in the excellent category.

Based on the results of research on each student's perception of online learning in courses during the Covid-19 pandemic, four alternative answers, namely agree (A), strongly agree (SA), disagree (D), and strongly disagree (SD). The four alternative answers answer various perceptions of Master of Education Administration students toward online learning. The following section will describe student answers to all respondents' statements for more details.

a. S1

In essence, the online learning system that was only implemented during Covid-19 presented a new perception among students, namely in the form of pro and contra attitudes in accepting the learning system, causing obstacles and efforts must be made by several students to support their knowledge and education. This online learning system requires more responsibility, independence and personal perseverance from the students themselves because no one controls it other than themselves. Although it creates different perceptions among students, online learning continues until the end of the semester. Online learning is beneficial in replacing conventional learning during the Covid-19 pandemic. The results showed that of 90 respondents, 20% of respondents answered strongly agree, 64% of respondents answered agree, 11 respondents answered disagree, and 5% of respondents answered strongly disagree. It can be interpreted that the online learning system during the Covid-19 period is one solution to keep the lecture process going, which aims to provide education and knowledge to every student, and it is categorized into the good category.

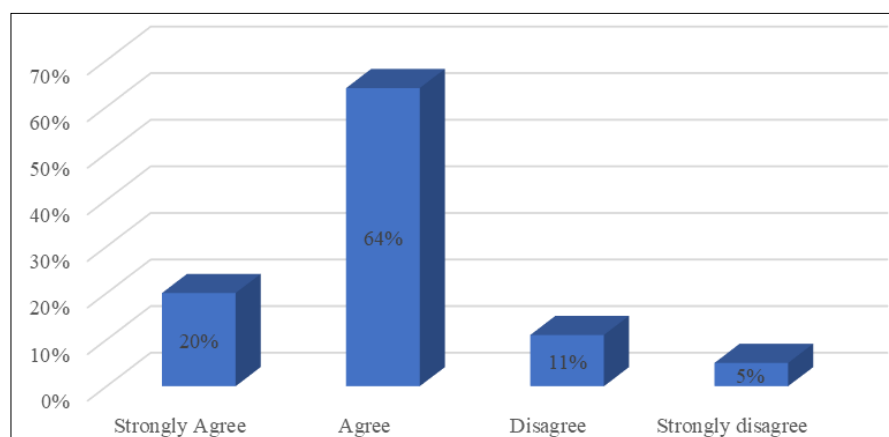


Fig 1: Online learning helps replace Conventional Learning

b. S2

Students understand the lecture material taught online. The results showed that of 90 respondents, 25% of respondents answered strongly agree, 59% of respondents answered agree, 13% of respondents answered disagree, and 3% of respondents answered strongly disagree. It means that online lectures are less than optimal for understanding the material because of the many assignments given to students. Therefore, this online/online learning system requires more responsibility, independence, and personal perseverance from the students themselves.

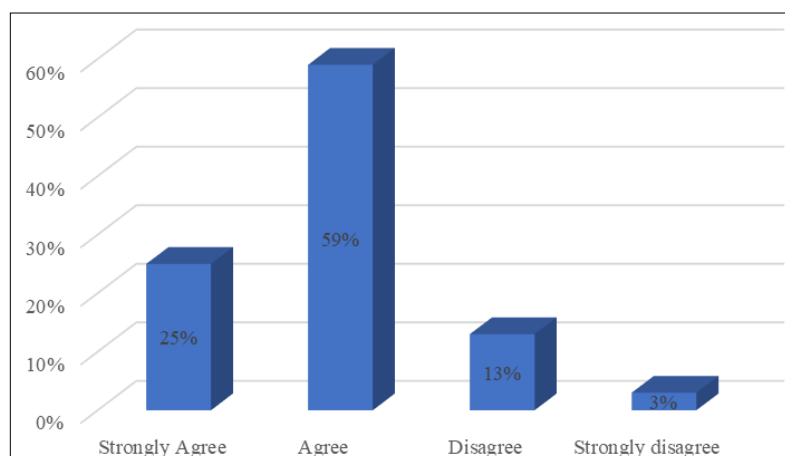


Fig 2: Understanding of Learning Materials Taught by Lecturers

c. S3

Students easily accept the scope of lecture material provided by lecturers online. The results showed that from 90 respondents, 19% of respondents answered strongly agree, 65% of respondents answered agree, 7% of respondents disagreed, and 9% of respondents answered strongly disagree. Several obstacles occur in online learning, both in terms of the network and the quota owned by students is minimal, so some students think they have to spend money to buy quotas.

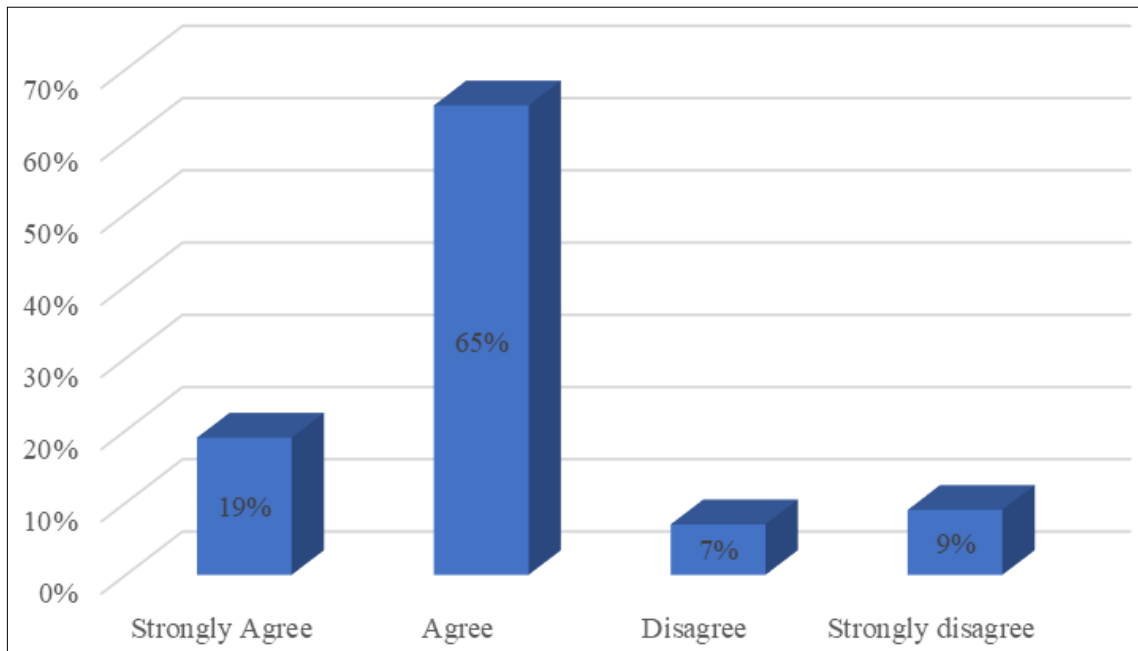


Fig 3: Easiness of Receiving Lecture Materials Online

d. S4

Students receive direction and learning objectives from lecturers before online learning begins. The results showed that of 90 respondents, 22% of respondents answered strongly agree, 62% of respondents answered agree, 10% of respondents answered disagree, and 6% of respondents answered strongly disagree. It means that although students should be able to experiment to test their knowledge and abilities freely, they must first get proper guidance and direction from the educator.

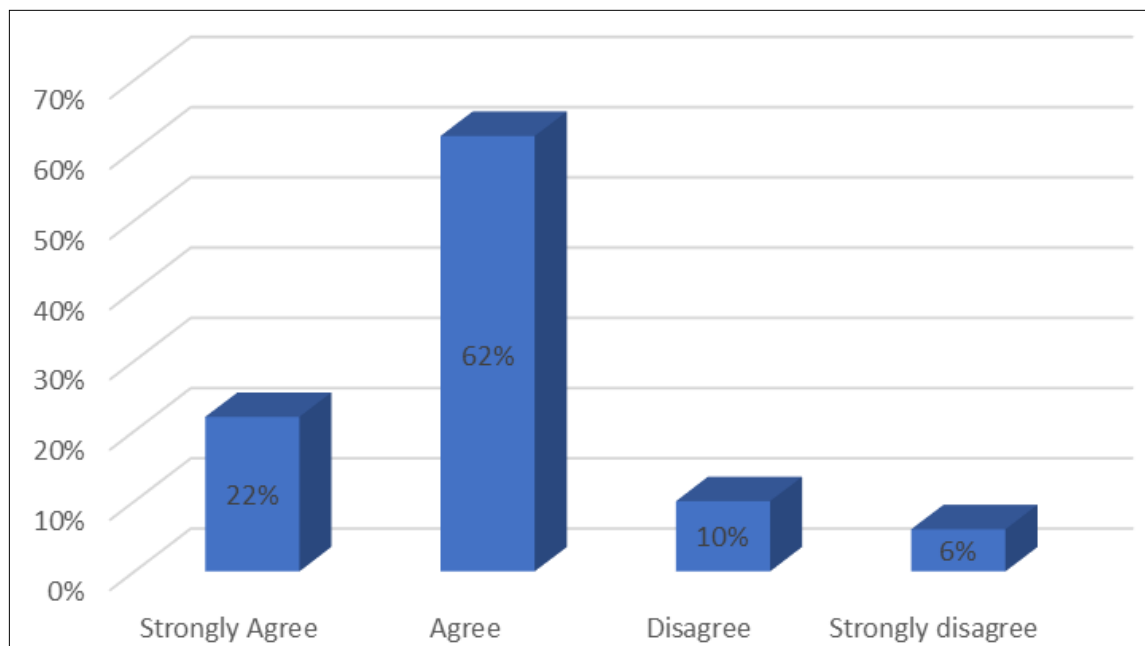


Fig 4: Receiving Directions and Learning Objectives from Lecturers

e. S5

Students get the opportunity to ask questions and get an explanation from the lecturer online. The results showed that of 90 respondents, 23% of respondents answered strongly agree, 61% of respondents answered agree, 11%

of respondents answered disagree, and 5% of respondents answered strongly disagree. Although most of the respondents thought they agreed, some respondents stated that they did not agree with the statement about getting the opportunity to ask questions and explanations from the lecturer online. It was due to the limited time that the opportunity for the lecturer to explain and the opportunity for students to ask questions was also limited, so students should be more actively looking for things related to lecture material that they do not understand personally or finding out information about knowledge with their friends.

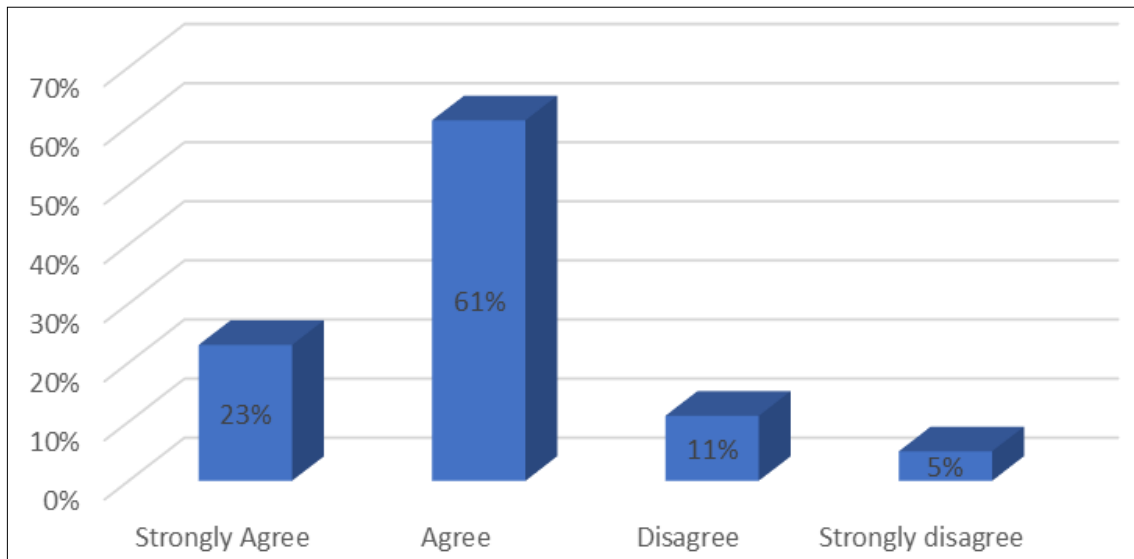


Fig 5: Getting the Opportunity to Question and Answer with the Lecturers

f. S6

Students understand the explanation given by friends through the presentation of discussion topics that have been assigned by the lecturer to be discussed online. The results showed that from 90 respondents, 24% of respondents answered strongly agree, 60% of respondents answered agree, 12% of respondents answered disagree, and 4% of respondents answered strongly disagree. It can be interpreted that students cannot understand just by hearing or just accepting what is conveyed by lecturers and friends, but they can obtain learning materials from various reference sources by utilizing the gadgets they have. One of the characteristics of online learning is having the ability to learn independently because, in the learning process, students will search, find and conclude from what they learn independently.

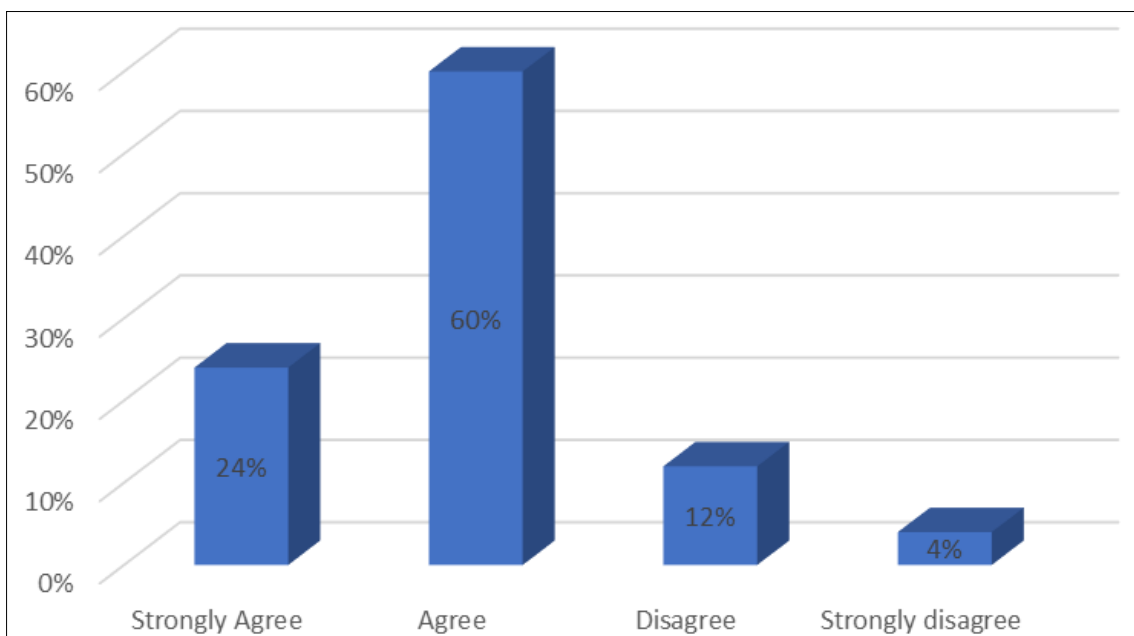


Fig 6: Understanding of the Explanations Given by Friends during Presentation

g. S7

Lecture materials are well and available online. The results show that from 90 respondents, 18% of respondents answered strongly agree, 54% of respondents answered agree, 20% of respondents answered disagree, and 8% of

respondents answered strongly disagree due to limited quotas and networks that do not match the location of different students' residences. Therefore, students can seek information about lecture materials both before and after attending lecture hours for these courses to find more information about lecture materials personally and with friends.

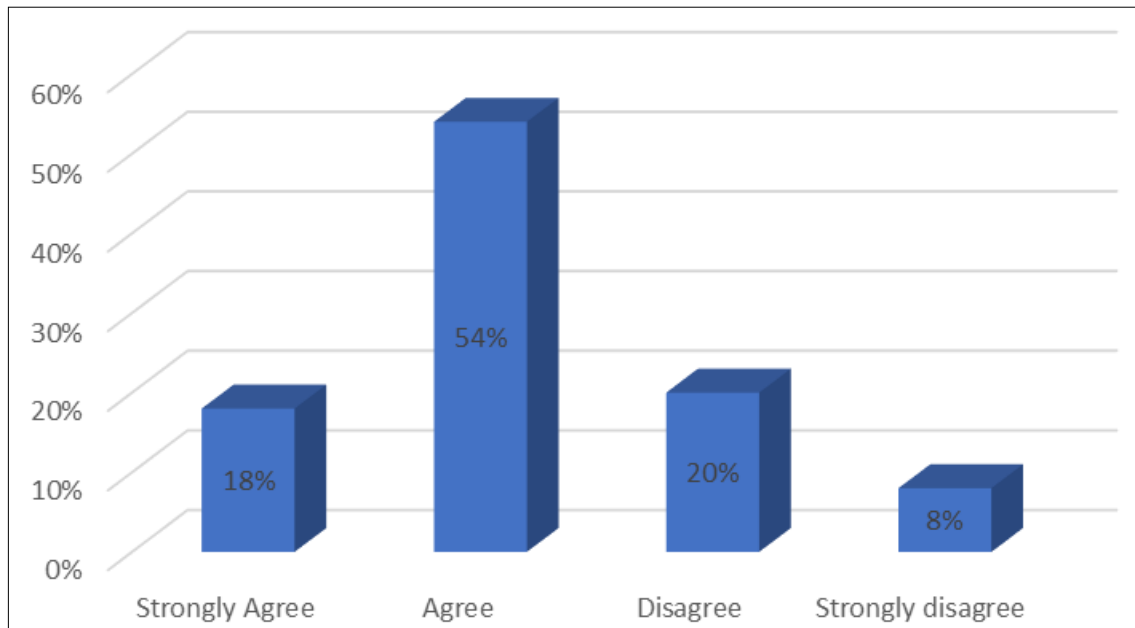


Fig 7: Learning Materials Provided are Good and Available

h. S8

Online lectures can be accessed by students easily wherever they are. The results showed that of 90 respondents, 20% of respondents answered strongly agree, 54% of respondents answered agree, 18% of respondents answered disagree, and 8% of respondents answered strongly disagree. Some respondents said they agreed because online learning can make them independent of space and time, while most respondents disagree because the location of their residence is difficult to reach by the network and the purchase of quotas that prevent them from participating in online learning.

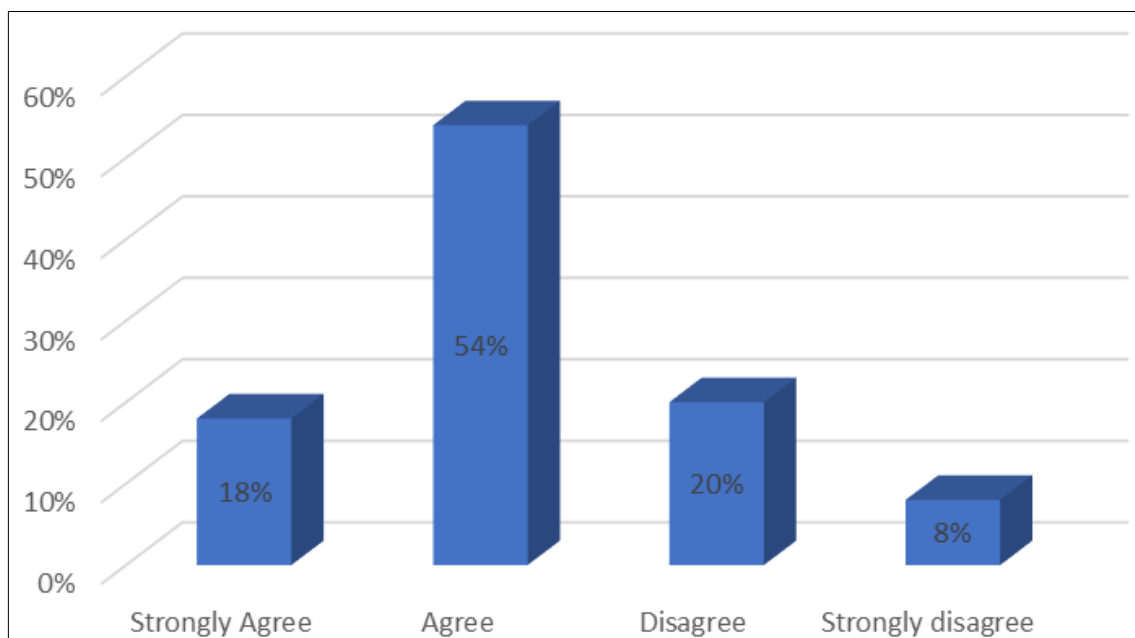


Fig 8: Online Lectures can be Accessed Easily

i. S9

Students find it easy to submit assignments on time online. The results showed that of 90 respondents, 21% of respondents answered strongly agree, 56% of respondents answered agree, 16% of respondents answered disagree, and 7% of respondents answered strongly disagree. It is due to their misunderstanding of the assignments given by the lecturers and limited space and time to ask questions/communicate directly with the

lecturers regarding their lack of understanding of assignments and network constraints, and limited quotas. It can be interpreted that in doing assignments in online learning, students must be able to freely experiment to test their knowledge so that each student can develop the ability to evaluate themselves.

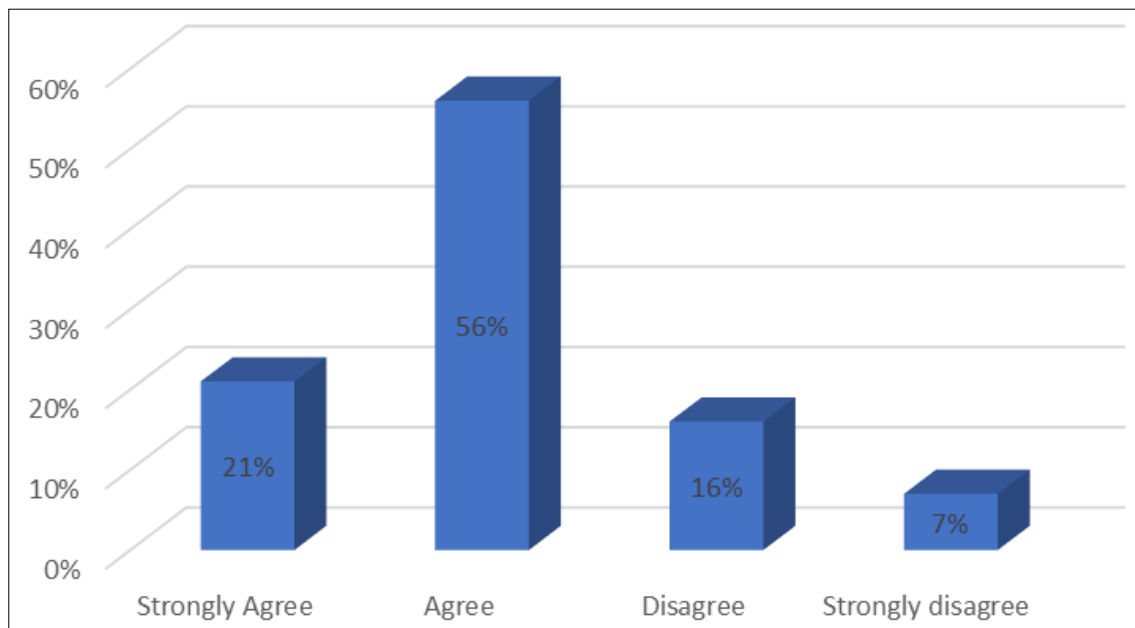


Fig 9: Easiness in Sending Assignments On Time

j. S10

Students feel happy and understand the lecture material taught online. The results showed that from 90 respondents, 24% of respondents answered strongly agree, 58% of respondents answered agree, 14% of respondents answered disagree, and 4% of respondents answered strongly disagree. It can be interpreted that when a person does not understand a subject matter, they are not motivated to like it, and they do not even follow it well, likewise with learning that takes place online, which generally students do not understand the subject matter given but they attend to be absent from the course, although this does not happen to all students.

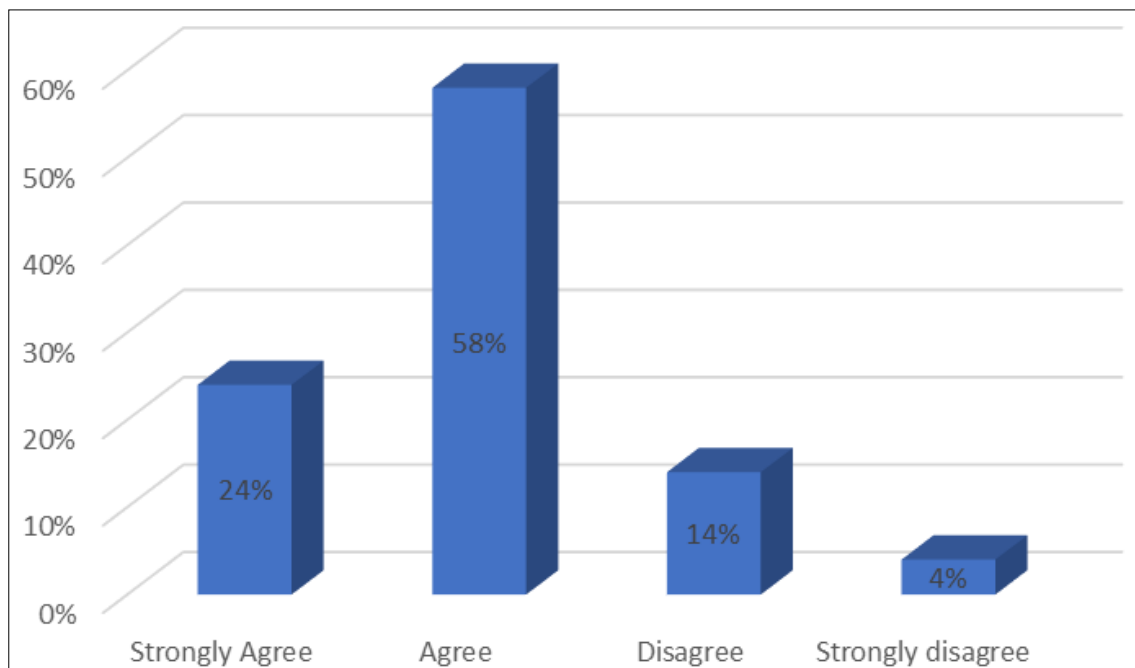


Fig 10: Feeling and Understanding of the Material Presented

k. S11

Students find it very easy to understand lecture material online. The results showed that of 90 respondents, 28% of respondents answered strongly agree, 62% of respondents answered agree, 6% of respondents answered disagree, and 4% of respondents answered strongly disagree. It can be interpreted that they find it difficult to

understand the material online. According to him, changes in learning patterns that were initially face-to-face then turned into online learning patterns require relatively complex adaptations where students are required to try to understand the material that has not even been received before.

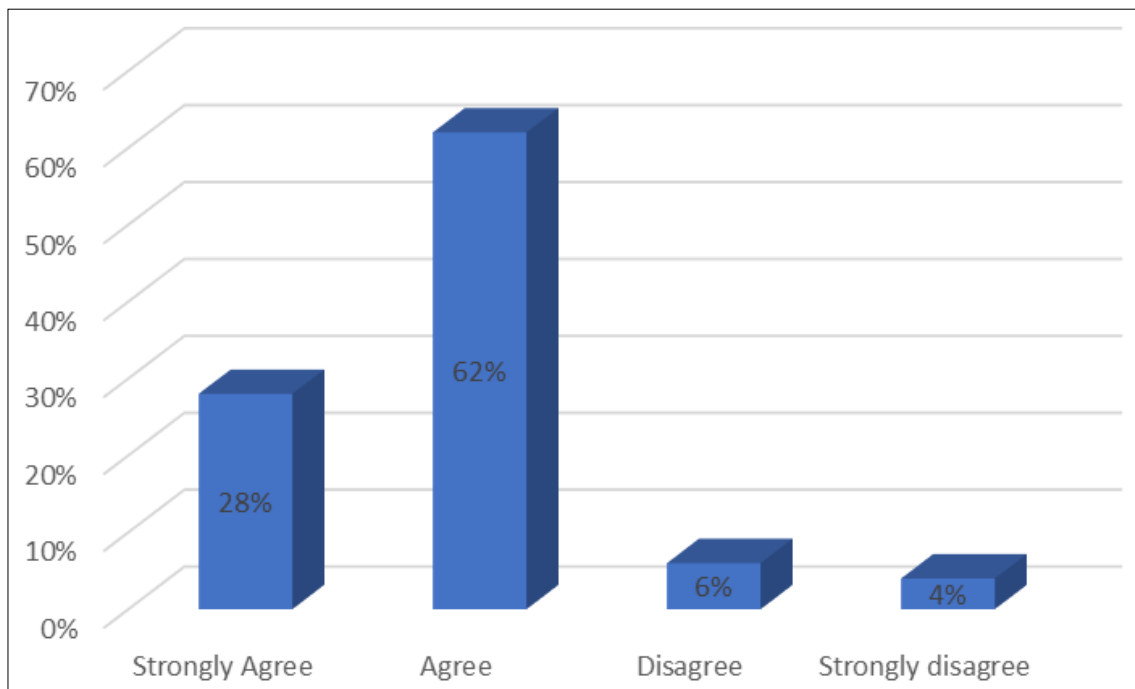


Fig 11: Easiness in Understanding Learning Materials

i. S12

Students do not experience the hassle of learning lecture material online. The results showed that of 90 respondents, 22% of respondents answered strongly agree, 57% of respondents answered agree, 15% of respondents answered disagree, and 6% of respondents answered strongly disagree. Online learning creates complications for students due to a lack of understanding of the subject matter, relatively shorter study time, and reduced time for direct socialization so that students feel less interested in being involved in discussions.

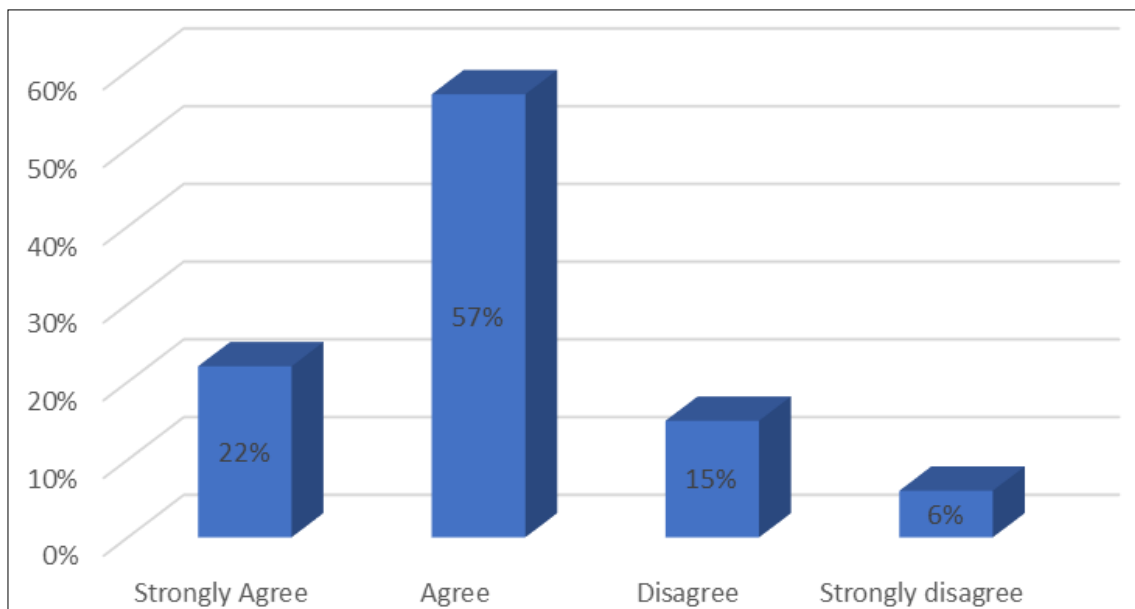


Fig 12: Hassles on Learning the Material

m. S13

Students find it very easy to learn lecture material online. The results showed that of 90 respondents, 15% answered strongly agree, 64% answered agree, 14% of respondents answered disagree, and 7% of respondents answered strongly disagree. Students have difficulty or complexity in participating in online learning, so they do not find it easy to learn developmental material online.

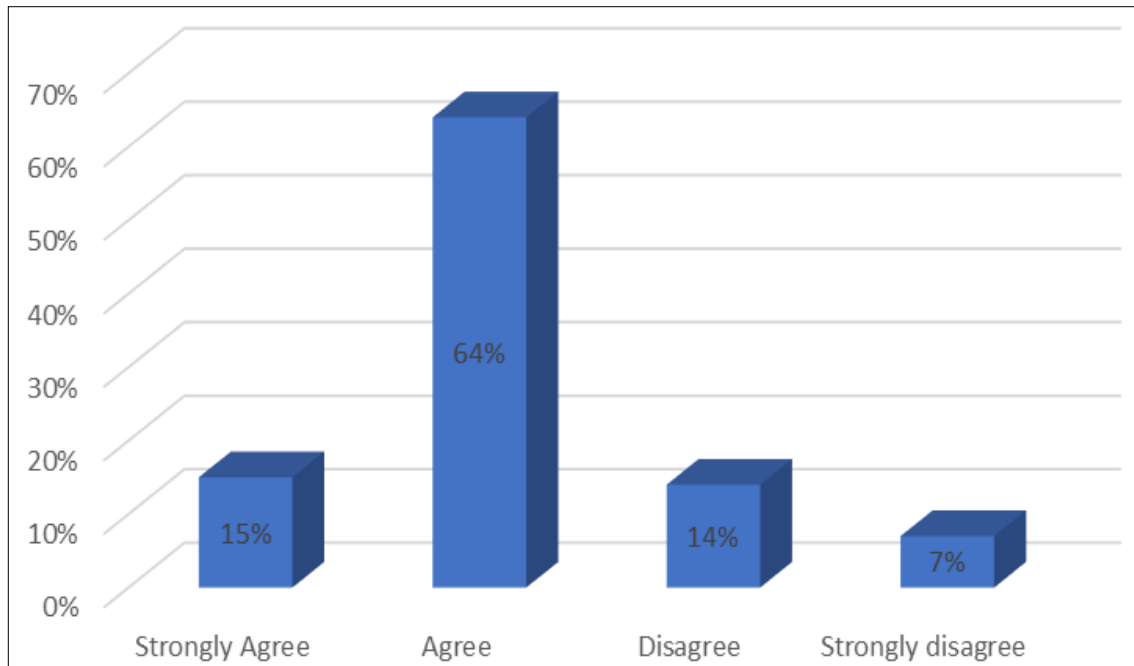


Fig 13: Easiness in Learning Materials

n. S14

Students always get guidance from lecturers when studying online. The results showed that from 90 respondents, 10% of respondents answered strongly agree, 64% of respondents answered agree, 20% of respondents answered disagree, and 6% of respondents answered strongly disagree. It can be interpreted that in a lesson, the lecturer as a supervisor must always try to be able to guide students to learn, especially when learning online, where some students still feel very unfamiliar with the use of online learning.

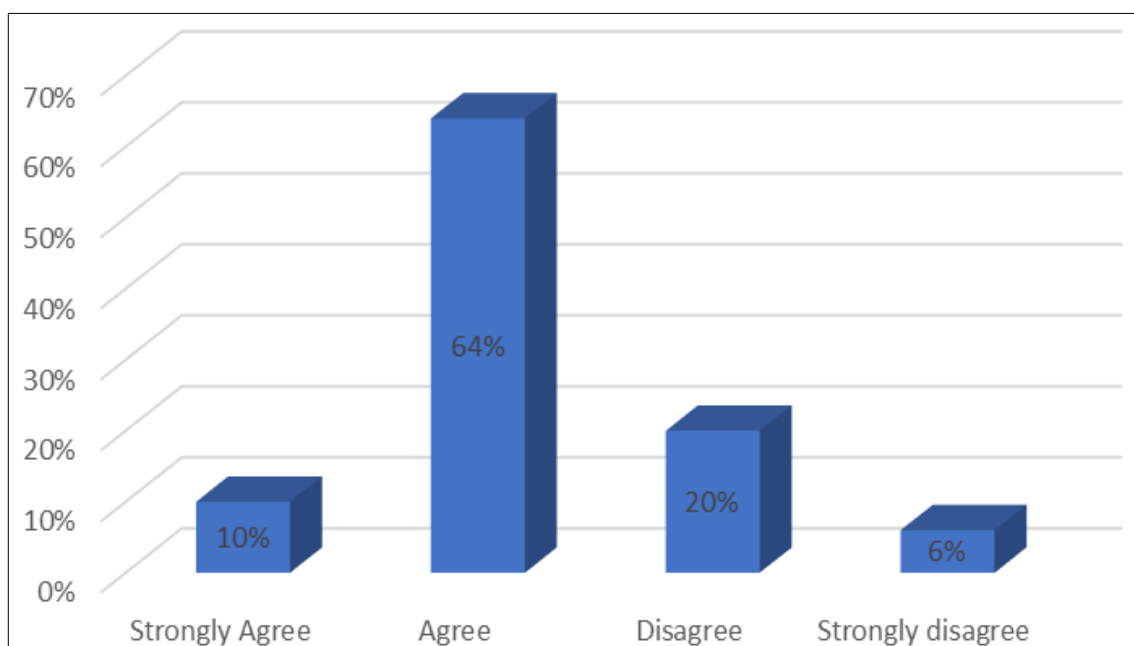


Fig 14: Getting Guidance from the Lecturer

o. S15

Students get course grades that match their understanding when studying online. The results showed that of 90 respondents, 9% of respondents answered strongly agree, 65% of respondents answered agree, 19% of respondents answered disagree, and 7% of respondents answered strongly disagree. Some students agree with the statement of score obtained according to their understanding when studying, and some believe they do not agree with it.

It can be due to taking scores that are not only seen from one assessment but consists of several aspects of assessment, which consist of responses, quizzes, midterms and finals, it could also be due to student morals and ethics, and the schedule for attending courses also adds points for assessment.

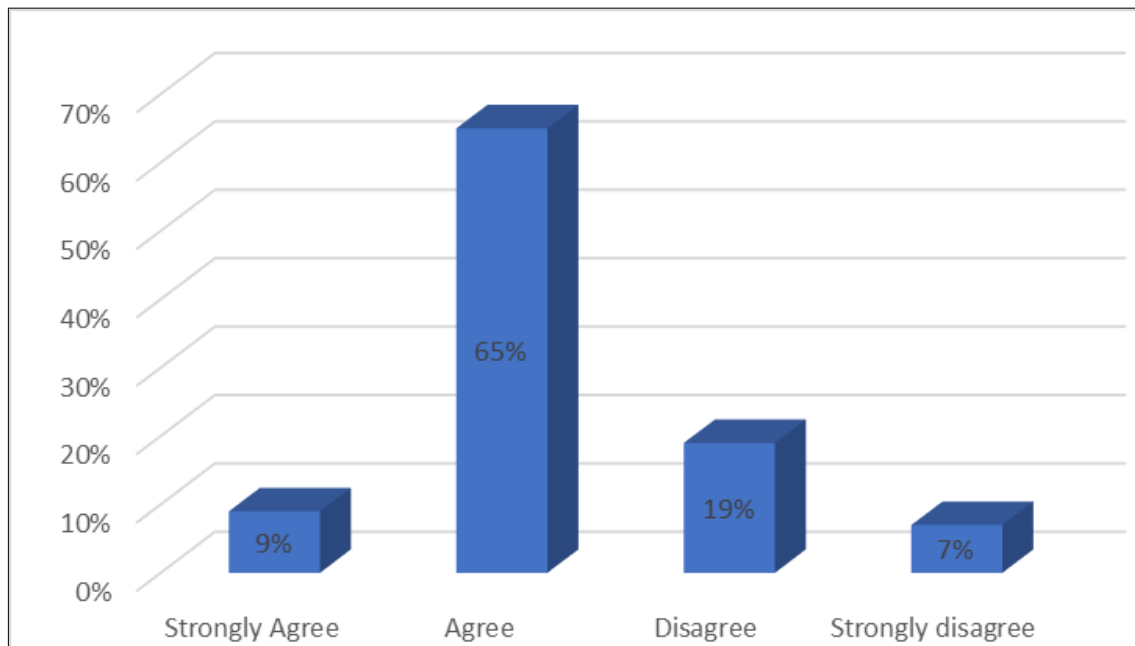


Fig 15: The Score Obtained

From the results and discussion above, it can be categorized as several causes of obstacles in the online learning system because this learning system has shortcomings, namely: a) lack of interaction between lecturers and students so that it slows down values in the learning process; b) the teaching and learning process tends towards training rather than education; c) changing the role of educators from initially mastering conventional learning techniques must switch to online learning techniques; d) students who do not have high motivation tend to fail, and e) not all places have good internet access.

Conclusion

Based on the results and discussion in the previous chapter, it can be concluded that students' perceptions of online learning, which consist of acceptance and evaluation indicators, show an average value of 82%, meaning that students of the education administration study program have a good perception of the implementation of online learning carried out by UKI. It can be said to be following the percentage interval of student answers in the 70%-85% interval, which is in the good category, where constraints contained in the online learning process in the course consist of the instability of the internet network, the influence of gadget quality, limited study time, and the lack of student understanding of the learning materials provided by the lecturer. Thus, it is hoped that it is crucial to evaluate online learning preparation, both from the educators and the students.

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