



THE STUDENTS' PERCEPTION ON LEARNING USING ONLINE METHOD IN PANDEMIC ERA

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ABSTRACT

The study is investigating the perceptions of students about learning using online method, the problems they encountered during e-learning process and their strategy to face e-learning method. The subject of the research was coming from 4 students who were divided into third and fifth semester from 2 universities, such as Bina Sarana Informatika and Muhammadiyah Tangerang University. The descriptive qualitative is used to gather the required data. Five questions are asked to get the data through online interview. Data shows that most of the students' perceptions on online learning method is quite similar. Most of the students feel the same problems which relate to internet connection problems. The problem distracted their understanding of the materials given by the lecturers. Then, the strategy to encounter the problems are asking and discussing with friends. Besides, they also find their own way through internet. Despite of being easy to find many ways to solve the problems, the offline method becomes their most favourable learning method.

Keywords: *Perception, Online learning, Learning Strategy*

I. Introduction

Online learning may be a form of distance learning or online courses that has long been part of the American education system and has become the most important sector in recent years for distance learning (Bartley & Golek, 2004; Evans & Haase, 2001). Especially, nowadays, the COVID-19 pandemic took the globe abruptly. Globally, everything has ceased. Ventures have been postponed, working environments closed and schools closed. Since the new coronavirus, the world seems to have ground to a halt. As a result of the spread of COVID-19, the Government of the Republic of Indonesia has educated citizens to stay at home

and to conduct self-quarantining before the circumstance progresses. Be that as it may, students proceed their instruction through online learning and by means of video calls with their teachers or lecturers, particularly in some big cities such as Jakarta. The method is as of now the most excellent elective as keeping schools open postures a security hazard for students. Many schools were not able to apply home learning programs as well as this is also due to a lack of preparation in this country.

Amid the learning from domestic period, it is typical for students to be bored, focused, or stressed around the current circumstance or to be befuddled with the unused learning strategies. Many students think that the workload of online classes is larger than regular classes. Usually since those students need the gadgets and web access to participate in online learning, and the schools do not have the capacity to instruct online. Many obstacles that come during online learning as well there are also advantages for education field. Not all the learning materials can be applied through distance learning and not all regions in several countries around the world have adequate access to the internet to apply online learning. Digital learning in Indonesia still faces deterrents since of the constrained internet access and supporting infrastructure. The enhanced use of e-learning among academic institutions has led to an amendment in higher education.

Therefore, this research went further to refer to online education during this pandemic especially from students' perspective in university level.

II. Literature Review

Online learning is additionally utilized to maximize the learning prepare indeed although it is carried out without face-to-face meeting. Online learning is quite effective because it helps the teachers to build virtual classrooms in accordance with the conditions of learning in the classroom (Putranti, 2013). Learning media focuses on how shared spaces can be used to communicate ideas and produce specific learning content to improve the skills of both the students and teachers (Hansch et al., 2015). Through e-learning, teachers or lecturers and students can expel the put and time barriers that can be a learning limitation. Though the benefits of E-learning have turn out to be obvious in exceptional phases of our current life particularly in higher education, yet the debate over its positive and negative aspects between proponents and exponents nevertheless has not been resolved.

It is essential for academics to grasp their students' motivations. Though students take on-line courses with the intention of with success finishing them, they are inclined to fail for variety of reasons. The success or failure of online instruction is maybe associated with student motivation. Teachers are expected to stimulate students, such as: (Nehme, 2010):

- Bear in mind that students must be inspired.
- Explain to their students how they can use the online world.

- Encourage their students' engagement and cooperation.
- Develop study groups so that students do not study in isolation anymore.
- Help students build friends in the online world by meeting fellow students.
- Interact with their learners by tracking their online presence and providing them with ongoing feedback.
- To target their students, build their learning materials and environment.
- Facilitate the engagement of the students with the online content by describing the purpose behind the assignments designated.
- Be mindful of the fears, doubts, and nervousness of students because such anxiety may have a negative impact on their accessibility and motivation.

All those approaches might be crucial tools to develop new strategic teaching plans which may assist lecturers to influence learners' level of motivation.

A research done by Herayanti, Fuaddunnazmi and Habibi (2015) determined that the advantages of e-learning which include overcoming the obstacles of the face to-face lesson frequency between the students and teachers through the features of on-line platforms. Learning areas that are commonly in one room can now be replaced with the aid of on-line learning. It is additionally helpful for the teachers if they give additional lessons. Previous research has suggested that e-learning makes it easier for the students to share resources, record the getting to know material, and feel comfort when enticing in the discussion. Datuk and Ali (2008). They think that E-learning content material is cheaper to access. E-learning promotes collaborative mastering and consequently its outcomes in more attractive and enriching experiences of learning. The following are some of the motives why many universities round the world make use of E-learning: First, online technologies provide a consumer-centric approach to transport that offers students increased control over the gaining knowledge of experience. Second, digital learning and online technologies can create extraordinarily simulative and rich interactive experiences for students. Third, online dissemination can broaden and can increase pupil audiences. Hjeltnes et al. (2004) mention a variety of advantages of E- learning among which are cost efficiency and cost effectiveness, long existence education and easiness of learning, teacher and student time saving, increased flexibility, less geographical barriers, and better administration.

However, the student's potential to understand the lessons varies because e-learning is no longer as herbal as face-to-face learning (Dabbagh & Kitasantas, 2012). E-learning is not applicable in all areas. In remote areas, net signal constraints and a lack of get right of entry to and equipment for online mastering make it difficult. Moreover, e-learning in numerous locations is not necessarily viewed in a position to replace face-to-face learning. In online learning, teachers are no longer solely engaging in a discussion about the study materials ensuing in

the students doing assignments as in a range of degrees of education along with fundamental through to excessive school. Learning additionally requires comprehensive content. Some of the content material in on-line learning in the shape of text, images, video, and audio requires the students to use communication and information technology independently in a structured and legitimate learning syllabus (Prastiyo, Djohar & Purnawan, 2018; Hartsell & Yuen, 2006; Kuang Chih & Kriegman, 2018). Some topics need content to assist the getting to know that takes place. Images, videos, and audio are needed to guide their learning. This can be carried out via online learning. Teachers can use social media for online learning, but some social media also has shortcomings when it is used as learning media. Even so, teachers still attempt to utilize advanced platforms as a learning device. Therefore, as a good teacher must be flexible in using media or mix media tools to complete each other so that the objective of learning can be reached.

Previous research has revealed that learners' use of effective and appropriate on-line getting to know strategies will lead to successful academic achievement (Artino, & Jones, 2012; Fuller, Chalmers, & Kirkpatrick, 1994; Hattie, Biggs, & Purdie, 1996; Pintrich & Johnson, 1990; Shih, 2005; Zimmerman, 1998). Furthermore, Solak and Cakir (2015) argued that employing fine online mastering techniques is fundamental because, in doing so, college students' study faster, have greater pleasure, and study more efficiently and effectively. Last but not least, there's the hope that on-line learning is able to offer a world category education to anyone, anywhere, and anytime if they have access to the net.

III. Research Method

The study in hand is a descriptive qualitative method approach. It was assumed that there were multiple realities viewing that the world was not an objective thing out there but a function of personal interaction and perception (Meriam, 1988:17). The purpose of qualitative research was to understand and interpret social interaction, studying the whole rather than specific variables, and emphasizing words (Lictman, 2010). Focusing on the students' perceptions on learning using online method during pandemic era, this research was to describe the opinion about online learning, the problems of online learning implementation and the strategies of the students to face the online learning. The object of the study was four college students that consist of at the third and the fifth grade coming from University of Muhammadiyah Tangerang and Bina Sarana Informatika. They were asked to answer the online interview questions related to the issue. The data was analysed by describing the online interview questions descriptively.

IV. Discussion

Data acquired through interview were presented as student's perception on online learning amid Covid-19. First, they thought that learning using online method can avoid Covid-19 growth and it can save them from its spread. Besides, they added that the online learning during pandemic era can modify the education system more advanced since there is a blended technological accessibility. It will be a well-adapted learning system that can go a long with the situation in the future. This issue is possibly happened to be implemented when there is a proper system and cooperation among the government, the ministry of education and the institutions. They can work together to discuss and to provide real-world contexts for learning and to promote students' critical thinking and deep learning.

Despite of its positive possibility of online learning to be applied, they also thought that many drawbacks that they felt during doing online learning method, such as they were difficult to get better internet access to absorb the lecturers' lectures. It is about technological devices, such as laptops, desktops, and/or mobile phones which are not always in a stable condition. Besides, they felt so boring facing their stares only at their laptop or gadget screen. Moreover, the quality time to discuss with friends directly was also decreased during pandemic era, they got distracted of intense communicate effectively with the lecturers and with their friends. The other drawbacks that they felt from the lecturers during the online implementation were some lecturers only provided materials, instead of giving full explanation about the materials, so the students faced many confused things. The lecturers should give more explanations and information needed by the students and not let the students keep on their confusedness. Moreover, there must be an extra time to provide question and answer related to the materials given.

In terms of their strategy to solve the online learning drawbacks, one participant stated that she preferred to discuss with their own friends. "I would discuss it with my friends, so how to make the material easier to understand. We help each other and provide improve to each other" She assumed that in the Covid-19 situation, it leads to help each other to get meaningful learning through discussion with friends, so it will create bond of togetherness. Another participant said, "I will just ask the lecturer to message, it can be through WhatsApp or Google classroom." Poorly, not many students were brave enough to ask or to utter their confusedness to the lecturers. They were shy to ask or to confirm about the lecturers' explanation, therefore, they initiated to study the materials by their own. As the result of it, their understanding was not most favourable. To enhance the students' understanding of the materials given in online way, it needs independent learning strategy and also it needs good communication with the lecturers during the online learning, to criticize every material and to confirm its knowledge truth, so the students will get fully understanding of the knowledge.

Furthermore, when they were asked to prefer which learning method was favourable, most of the participants commented that offline method is the most favourable learning method since it gives them many positive and powerful vibes of learning. They added that mingle with friends and pay attention on their lecturers directly at classroom are the best atmosphere of learning. They got fully interaction and communication effectively to possess understanding of knowledge

without getting resistance of acquiring it. Besides, they could motivate each other to reach the learning objectives. The existence of themselves physically at classroom brings certain energy to absorb information and knowledge, therefore they feel that it is what supposed to be. Moreover, they could get the clear explanation from the lecturers while they could also criticize it, so, the learning will be effective. The last, according to the participants, this method was really missed by them since it is the most motivating learning method due to the clear instruction and clear explanation they could get, and they were not bored involving into this atmosphere.

V. Conclusion

Having a good adaption of every situation possibly gives an easiness of something. It is similar with the current situation that happened in all over the world which Covid-19 is spreading massively. However, switching the learning method into the online way is a wiser decision to have since learning process cannot be delayed with any reasons. Therefore, creating and developing appropriate online learning model is a must to enhance and to maintain the learning goals. Due to many perceptions arose about online learning method, it should be evaluated from its effectiveness for students and for lecturers/teachers. If it is viewed by teacher's side, creating creative and interactive e-learning model and maintaining a good instruction and a clear explanation will be better to have. Meanwhile, from the students' side, giving fully attention and being active to discuss and to criticize are the proper ways to fulfil two-way communications during e-learning process. Hopefully, the implementation of online learning can be optimized.

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