

STUDENTS' PERCEPTIONS OF ONLINE-BASED LEARNING IN JUNIOR HIGH SCHOOL

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Abstract

In this era of the Covid-19 pandemic, online-based learning is the best solution for the learning process in education. This study aims to describe students' perceptions of online learning at the junior high school level. This research uses descriptive qualitative research method. The population in this study were 18 junior high school students and a sample of 12 students was obtained from students who filled out a questionnaire randomly. The 12 students consisted of 9 female students and 3 male students. The sample was given a perception questionnaire made on Google Form. Data were analyzed descriptively from questionnaires, distribution tables and presented data in the form of diagrams. The results showed that 81% of students were able to access online learning well, 84% of students were able to learn independently in online learning, 71% of students thought that online learning was effective, and 54% of students thought that communication between teachers and students went well in online learning. Students' perceptions of online-based learning in Junior High Schools get positive response results.

Keywords: Student Perception, Online-Based Learning, Junior High School

INTRODUCTION

There is no doubt that education is a very important process for every individual human being. Carter V. Good (Rulam, 2016: 32; Marta et al, 2020) states that "education is a systematic science or teaching related to the principles and methods of teaching, implementing student supervision and guidance". The Covid-19 pandemic seems to have a significant impact on human mobility, especially educational activities (Surani & Hamidah, 2020). In more than a year, the corona virus (Covid-19) has caused a lot of harm to the world of education. This has a negative impact on the quality of education in Indonesia. The government urges the public not to leave the house unless there is something urgent and important. All activities including teaching and learning activities from elementary school to college are carried out at home. This is done to minimize the spread of the corona virus. Covid-19 reduces the spread of the corona virus disease by making social distance a limitation of close contact (Rifiyanti, 2020). Due to physical and social constraints, face-to-face learning in schools is no longer possible (Ngafif, 2021). The implementation of learning is carried out online as a result of this policy. Learning is done from home by utilizing available technology. The Indonesian Ministry of Education has implemented an online system to replace the teaching and learning process (KBM) (Rakhmanina et al., 2021). The European Commission explained that online learning uses multimedia and internet technology to improve the quality of learning by making it easier to access facilities and services that have long distances and are carried out together (Misran & Yunus, 2020).

Online-based learning is very different from traditional learning. Online learning is carried out at long distances through tools/media in the form of the internet and other technologies such as mobile phones and computers. This is corroborated by the statement that online learning is

a program carried out in a network to reach a dense and broad group through the internet network, learning can be done free of charge or paid (Bilfaqih, 2015:1; Marta et al, 2020). When students learn online, they become interested since they can do it from anywhere (Lee, 2020). During online learning, many people complain about the problems they face while studying at home. In addition to the many complaints from various parties, especially students, it turns out that the advantages or advantages of online-based learning have also received great attention in the world of education. One of the advantages of online learning is its affordability. According to Sabron, et al (2019: 3) quoted by Marta, et al (2020) online learning has advantages in affordability of simple login access that makes it easier for students to learn. Students' perceptions of the advantages and disadvantages of this online-based learning model also play an important role in improving its implementation.

Perception is an interpretation or thought of a thing in order to provide an overview of the existing environment. Meanwhile, according to Devito (2011: 80) in Marta, et al (2020) states that "perception is a process in which a person becomes aware of things that affect one's senses". Perception affects the message that is digested by someone and what that person gives to others when other people, negative and positive perceptions will affect everyone significantly. Perception is subjective, so that everyone's perception of something can vary according to the characteristics it has.

Several previous studies have explained about one aspect of online learning. These aspects are interrelated and can be studied simultaneously. In this study, researchers will focus on knowing four aspects of online learning in junior high schools. Currently, several schools have implemented learning with a hybrid system, namely using offline and online learning alternately. Researchers are encouraged to provide an overview of students' perceptions about online learning and also to find out the advantages and disadvantages of implementing online learning.

METHOD

The research was conducted on high school students. The population in this study were 18 junior high school students and a sample of 12 students was obtained from students who filled out a questionnaire randomly. This research uses the type of research with descriptive qualitative method. The questionnaires were distributed online using Google Forms considering that this research was conducted at the time of the Covid-19 pandemic. The research instrument consisted of 11 statements to describe four categories of things that were affected by the implementation of online learning. Respondents provided answers using dropdown answer choices with choices of strongly agree, agree, disagree and strongly disagree. The collected data is presented in tabular form and then analyzed descriptively to get the frequency and percentage of responses from the statements answered by the respondents. The answers strongly disagree and disagree are categorized into statements of disagree. While the answers agree and strongly agree are categorized as agree. The data were analyzed descriptively based on the questionnaires that had been distributed by recapitulating the data obtained from each question item in the questionnaire, making distribution tables and displaying the data in the form of diagrams.

RESULTS AND DISCUSSION

Results

Based on the data obtained from the questionnaire distribution, it can be found that there are four things that can be measured from the student's perspective regarding the implementation of online learning, namely (1) Affordability in online learning, (2) Independence in online learning, (3) Effectiveness of online learning, and (4) Student communication to the teacher and student communication to fellow students.

Table 1. Results of Questionnaire

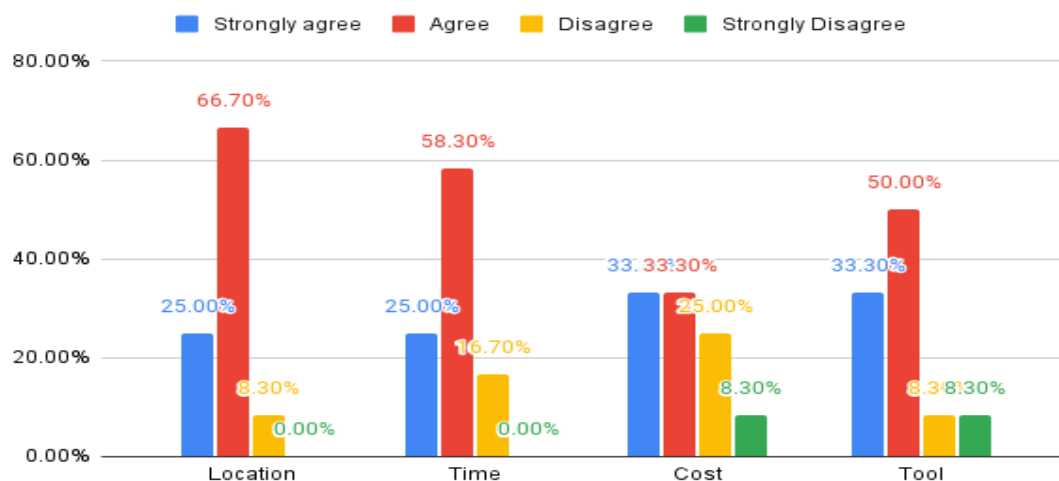
No.	Statement	SS	S	TS	STS
1	We can do online learning anywhere	3	8	1	0
2	Online learning can be accessed anytime	3	7	2	0
3	online learning requires low cost	4	4	3	1
4	I have technology media that supports online learning	4	6	1	1
5	Online learning encourages me to seek information from various sources	5	6	0	1
6	I can do independent learning during online learning	2	9	0	1
7	I can manage my study schedule independently during online learning	2	6	3	1
8	I can understand learning during online learning	3	4	4	1
9	Online learning can improve the ability to use technology	3	7	1	1
10	There is good communication between teachers and students	1	8	3	0
11	There is good communication between teachers and students	1	3	8	0

Discussion

1. Affordability in online learning

The affordability of online learning is needed to find out students' abilities to access online learning. There are four things that can be used as benchmarks to see the student's ability, namely location, time, cost and tools.

Figure 1. Affordability in online learning



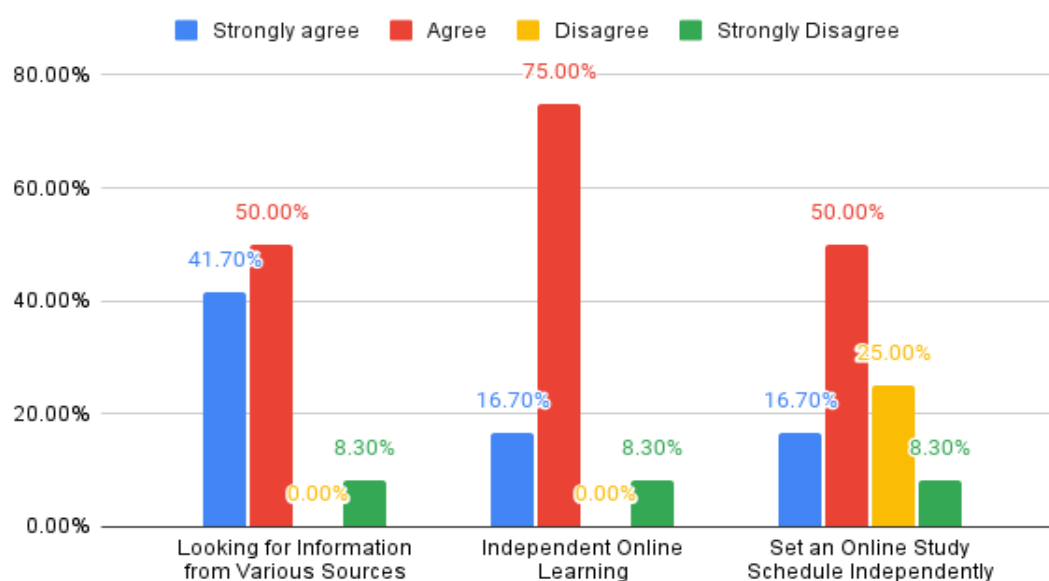
Based on the data that can be seen in Figure 1, it can be seen that as many as 25% of students strongly agree, 66.7% of students agree, 8.3% of students disagree and 0% of students strongly disagree on the statement that online learning can be done anywhere. In the online learning statement that can be accessed at any time, there are 25% of students who strongly agree, 58.3% of students agree, 16.7% students disagree and 0% of students strongly disagree. As many as 33.3% of students strongly agree, 33.3% of students agree, 25% of students disagree and 8.3% of students strongly disagree with the statement that online learning costs are cheaper. And lastly, in my statement that I have technological media that supports online learning, there are 33.3% of students strongly agree, 50% of students agree, 8.3% of students disagree and 8.3% of students strongly disagree. From these results it can be concluded that 29% of students strongly agree, 52% of students agree, 15% of students disagree and 4% of students strongly disagree if they are able to access online learning. The results of the accumulation of these data indicate that 81% of students are able to access online learning well and 19% of students are not able to access online learning well.

Online learning can be done anywhere and anytime, without being bound by space and time. Learning can be done as long as internet access is available. With this flexible time and place, students are greatly facilitated and there should be no more excuses for students not to study. The cost of learning is also quite cheap because basically students are required to stay at home and this saves students' consumption and transportation costs. Especially with the help of quotas from the government and wifi available at home, it will save the cost of buying internet quota. Online learning can be done easily, seeing that at this time online learning supporting tools/media are also quite adequate and almost everyone has them.

2. Independence in online learning

Independence in online learning is investigated with the aim of seeing whether students are able to learn independently in online learning. This becomes very important by seeing that in this online learning, supervision from the teacher cannot be carried out optimally and not all parents at home have special attention to their child's learning process.

Figure 2. Independence in online learning



Based on the data presented in Figure 2, it can be seen that 41% of students strongly agree, 50% of students agree, 0% of students disagree and 8.3% of students strongly disagree with the

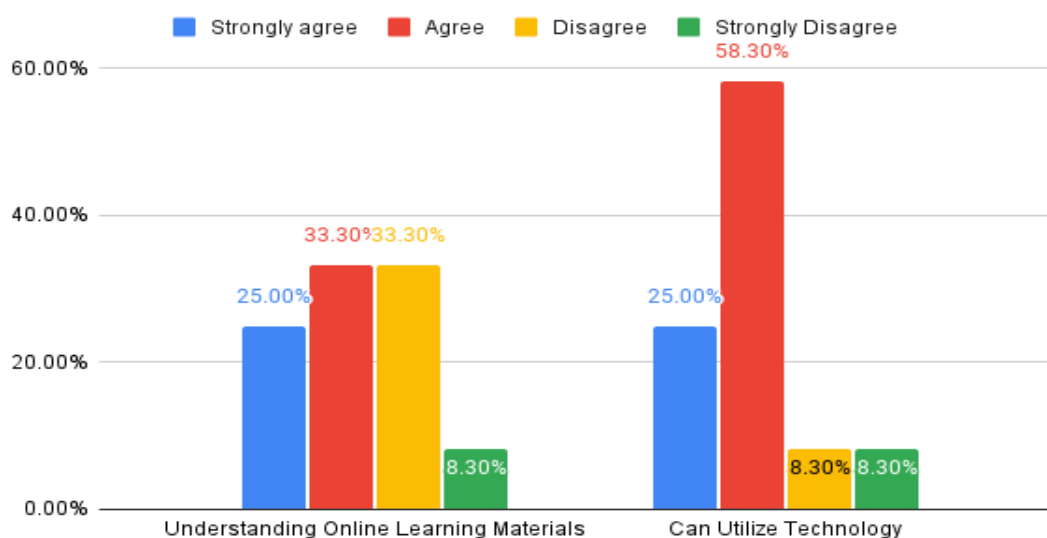
statement that online learning encourages me to seek information from sharing sources. Regarding the statement that they can do learning independently during online learning, there are as many as 16.7% of students strongly agree, 75% of students agree, 0% of students disagree and 8.3% of students strongly disagree. Finally, there were as many as 16.7% of students strongly agree, 50% of students agree, 25% of students disagree and 8.3% of students very much disagree with the statement that they can set a study schedule independently during online learning. The conclusion of the data is that 25% of students strongly agree, 59% of students agree, 8% of students disagree and 8.3% of students strongly disagree that students can learn independently in online learning. The accumulation of these conclusions shows that 84% of students are able to learn independently in online learning and 16% of students are not able to learn independently in online learning.

With easy internet access and adequate tools/media enable each student to study independently. The teacher does not have to be too involved in every student's learning. The teacher simply provides an outline of learning and provides sources of subject matter that can be accessed by students so that students can learn independently and be more active. By doing this, students are trained to arrange study schedules independently.

3. Effectiveness of online learning

The effectiveness of online learning is investigated with the aim of measuring the achievement of learning objectives during the online learning process.

Figure 3. The effectiveness of online learning



Judging from the data in Figure 3 about the effectiveness of online learning, we can see that there are 25% of students strongly agree, 33.3% of students agree, 33.3% of students disagree and 8.3% of students strongly disagree that they can understand learning during online learning. On the statement that online learning can improve the ability to use technology, there are 25% of students strongly agree, 58.3% of students agree, 8.3% of students disagree and 8.3% of students strongly disagree. The conclusion from the data in Figure 3 is that there are 25% of students strongly agree, 46% of students agree, 21% of students disagree and 8% of students strongly disagree that online learning is effective. The cumulative result of the conclusion shows that 71% of students think that online learning is effective and 29% of students think that online learning is ineffective.

Understanding online learning materials is not a difficult thing. Teachers facilitate students by providing learning resources that can be easily accessed by utilizing available technology.

4. Communication between students and teachers and communication between students and fellow students

Good communication between students and teachers and students with students is a special concern for online learning. If there is a misunderstanding or misperception it will cause quite a detrimental problem. This is because teachers and students cannot pay attention to each other's teaching and learning process optimally.

Figure 4. Communication of students to teachers and communication of students to fellow students

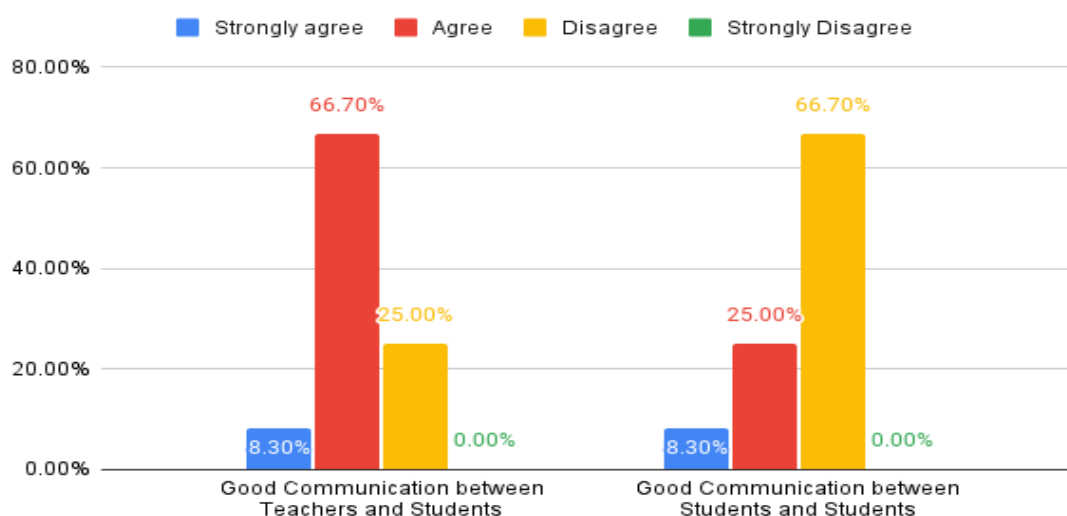


Figure 4 on communication explains that 8.3% of students strongly agree, 66.7% of students agree, 25% of students disagree and 0% of students strongly disagree with the statement that there is good communication between teachers and students. In the statement that there is good communication between students and students, it shows that 8.3% of students strongly agree, 25% of students agree, 66.7% of students disagree and 0% of students strongly disagree. The conclusion from the data in Figure 4 is that there are 8% of students strongly agree, 46% of students agree, 46% of students disagree and 0% of students strongly disagree that in online learning communication between teachers and students and students with students goes well. The cumulative results of the data show that 54% of students think that communication between teachers and students goes well in online learning and 46% of students think that communication between students and students goes well in online learning.

By doing online learning, communication between teachers and students and students and students can take place anytime and anywhere. Students are required to become more confident and more active individuals so as to provide good results for themselves.

CONCLUSION

There are four things that can be measured from the student's perspective about the implementation of online learning, namely affordability in online learning, independence in online learning, effectiveness of online learning and student communication with teachers and student communication with fellow students. Higher numbers in the ability to access online

learning indicate that the affordability of online learning is quite good and easy to do. Online learning makes the learning process quite flexible by space and time. It doesn't cost much. This is because there are no transportation and consumption costs and quota assistance from the government. Students can also use the tools / media that are already available and learn more about their use. In terms of independence during online learning, students play a role in finding learning resources independently and setting study schedules independently. As for the effectiveness of online learning, students can understand online learning materials by utilizing available technology. In terms of communication, students believe that communication between teachers and students and students and students goes well.

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