

UNIVERSITY STUDENTS' PERCEPTION OF THE USE OF ONLINE LEARNING DURING COVID-19 PANDEMIC

Jauzi Muqoddas¹, Junaidi Mistar², Imam Wahyudi Karimullah³

Universitas Islam Malang^{1,2,3}

jauzi08@gmail.com¹, j.mistar@unisma.ac.id², imamwk@unisma.ac.id³

Abstract:

The Covid-19 outbreak has spread throughout Indonesia, which has prompted the minister of education and culture to change learning methods to online learning to prevent the spread of Covid-19 from getting worse. In its application there are many positive and negative sides encountered. Therefore, the researcher conducted this study to find out university students' perception of the use of online learning during the covid-19 pandemic. In this research, the researcher used mixed-method research. The participants were the sixth semester students at University of Islam Malang consisted of 58 students. An online-based questionnaire and an online-based interview were used as the methods of collecting the data. The results of this study stated 43% students answered agree there are benefits of media for online learning. 47% answered agree in challenges during online learning and 51% students answered agree in the implementation of online learning. It means students can adapt the online learning system to temporarily replacing conventional learning during Covid-19 pandemic. Qualitatively, the finding showed that there were two different perceptions expressed by the students. The positive perception was about the flexibility while conducting online learning, and increasing students' creativity. Otherwise, for the negative perception was about the trouble to understanding the material given by lecturers and excessive fatigue due to too long staring at the laptop screen.

Keywords: Perception, Online Learning, Covid-19 Pandemic.

INTRODUCTION

Today, the world is struggling fighting against one of the deadliest viruses on the earth, coronavirus. Coronaviruses (CoV) are a large family of viruses which spread between animals and people can lead illness ranging from the common cold to more severe diseases such as Middle East respiratory syndrome (MERS-CoV) and severe acute respiratory syndrome (SARS-CoV). Coronavirus outbreak initially began in Wuhan, China, in

December 2019 before finally spreading around the world. The first death of coronavirus was a 61-year-old man reported by Chinese media after he had visited one of the animal markets in Wuhan.

Indonesia is one of the many countries that has been infected by Covid-19. By 19 December 2021, there have been 4.260.380 confirmed case with 143.998 deaths. The number of suffers of this virus was getting higher so that Indonesian government instructed to perform social distancing policy and restricted crowds in public places. In line with the government, Minister of Education and Culture, Nadiem Makarim, encouraged to conduct online learning at all levels of education. The ministry recommends using various online learning platforms. According to Arkorful (2014) online learning means utilizing information and communication technologies to access teaching learning resources. The most popular online learning platforms frequently used during several months and those are recommendation from ministry such as Zoom Meeting, Google Meet, Google Classroom, Edmodo, Ruang Guru, WhatsApp and so on. According to Napratilora et al., (2020) teaching reading comprehension using WhatsApp offers a variety of conveniences.

High possibilities, there are different opinions or perceptions performing online learning during Covid-19 pandemic. According to Setyawan et al., (2020) perception means the experience of event, object, and relationship obtained by summarizing information and defining message. The environment is full of stimuli that might attract us to pay attention to them through our various senses. As a result, humans can describe the sights, sounds, smells, and tastes that make up their conscious experience in a methodical way.

The researcher curious that the implementation of online learning is going to be rise some pros and cons in terms of difficulties or excitements among lecturers and students in higher educational level especially university level. Some studies have been conducted to know what students' perception about the use of online learning in the teaching and learning process. According to Cakrawati (2017) the use of online learning platforms is considered worthwhile due to it less time and effort. It means students having positive experience while performing online learning. Some students said that conducting teaching and learning process through online learning increased their courage to convey opinions in a discussion (Yuzulia, 2020). In contrast, there are some issues faced by students during online learning. Availability and sustainability of internet access, accessibility of teaching instruments, and compatibility of devices are numerous factors students not ready for this quick change in terms of teaching and learning process (Setyawan et al., 2020). In addition, some students expressed due to the very busy Zoom schedule they got health problems such as headache and eye strain (Yuzulia, 2020).

Tehrefore, the researcher is interested to know students' perception of the use of online learning during covid-19 pandemic in University of Islam Malang.

METHOD

This study was using a mixed-method or often called the mixed method. The implementation of the mixed-method research combining quantitative and qualitative research methods. As for the type of research this mixture with the use of strategy explanatory sequential. Mixed research is a procedure for collecting, analyzing, and mixing

quantitative and qualitative methods in a study or series of studies to understand a research problem, (Creswell, 2013:313).

In this study, the researcher used sampling cluster (cluster sampling) to choose the participants. The researcher selected 2 classes of 5 classes in the sixth semester University of Islam Malang. They were class A and class D. Class A consisted of 30 and class D consisted of 28 students, the overall total were 58 students. They all had different levels of knowledge, strategies, habits, and social life environments. For the interview participants, the researcher took randomly 5 students consisted of 3 girls and 2 boys. The reason was because the population was homogeneous in terms of education and combining genders to reduce the conflict of interest.

In this study, researcher used two instruments, questionnaire and interview. The content of the structure questionnaire consisted some questions about the university students' perception of the use of online learning which was adapted from the research of Fremaditya (2012). The respondent alternatively chose the answer between 1 to 4. 1 counts as strongly disagree, 2 counts as disagree, 3 counts as agree and 4 represents strongly agree. As stated by Chang (1994) the 4-point scale was more reliable than the 6-point scale in the MTMM framework. Then, the researcher used structured interview adapted from Mulyani (2020) which had been adjusted to be used in this research. The general questions asked to the sixth semester students of UNISMA were about the effectiveness of online learning, motivated and enthusiastic and media for joining online learning. The researcher interviewed the students one by one to get more accurate data.

The first step was researcher constructs the questionnaire in the form of Google Form. Then the researcher distributed the questionnaire link to the participants through WhatsApp. After getting the link, participants were allowed to open it and start to filling out all the questions. The researcher did not set time limit due to avoid pressure and laziness to the participants. The interview conducted through WhatsApp by chat consisted of ten English questions aim to gain in-depth explanation and description their perception of online learning. The researcher constructed the questions in English because the interview participants have passed basic English skill subjects such as speaking, writing, reading, listening and grammar. Five interviewees were selected from the total participants. Then, the researcher did interview one by one for around 15-30 minutes.

The researcher analyzed the result of data from structured questionnaire and interview based on respondents using three concurrent flows including data reduction, data display and drawing conclusion/verification (Miles & Huberman, 1994, p. 10). Besides that, the researcher used percentage formula to obtain the data.

FINDINGS

Once the researcher has done collecting the data, then the researcher presented the results of the data. The first data that would be analyzed by the researcher was the questionnaire. Firstly, the researcher analyzed an in-depth students' perception by discussing 58 responses obtained from the participants.

Table 1
Benefits of Media for Online Learning

No	Statement	Strongly Agree		Agree		Disagree		Strongly Disagree	
		R	%	R	%	R	%	R	%
	Benefits of media for online learning								
1	Make it easier to understand the material	4	6.9%	18	31%	33	56.9%	3	5.2%
2	Increased flexibility in studies	9	15.5%	32	55.2%	17	29.3%	0	0.0%
3	Increase the creativity of students	10	17.2%	30	51.7%	15	25.9%	3	5.2%
4	The learning process not boring	5	8.6%	16	27.6%	29	50%	8	13.8%
5	Lecturers can provide the perfect material	3	5.2%	28	48.3%	25	43.1%	2	3.4%
Total		31	10.68%	124	43%	119	41.04%	16	5.52%

Based on the data above, the researcher found that more than half participants felt that there were benefits using media for online learning especially in flexibility in conducting classes. And also utilizing online learning apparently could increase students' creativity which was a good sign for their skills. Even though there were some participants stated that they had

difficulties understanding the material given by the lecturers through online learning.

Moreover, the teaching and learning process quite boring.

Table 2

Challenge During Online Learning

No	Statement	Strongly Agree		Agree		Disagree		Strongly Disagree	
		<i>R</i>	%	<i>R</i>	%	<i>R</i>	%	<i>R</i>	%
1	Challenges during online learning								
	The students do not get personal touch from the lecture	14	24.1%	32	55.2%	11	19%	1	1.7%
2	The students do not get supportive environment to do online learning								
		11	19%	30	51.7%	17	29.3%	0	0.0%
3	Distracted on using media								
		9	15.5%	32	55.2%	17	29.3%	0	0.0%
4	Learning does not require face-to-face between students and lecture								
		5	8.6%	16	27.6%	29	50%	8	13.8%
Total		39	16.80%	110	47.43%	74	32%	9	3.88%

Based on the data above, the researcher found that some challenges faced by the students during online learning. Students did not get supportive environment to do online learning, high possibilities because most of them distracted by their media and house situation.

Besides that, half of the participants felt that it was difficult to do online learning because they did not get personal touch from the lecturers and also face-to-face teaching learning process.

Table 3
The Implementation of Learning Online Learning

No	Statement	Strongly Agree		Agree		Disagree		Strongly Disagree	
		R	%	R	%	R	%	R	%
	The implementation of online learning								
1	Learning can be outside the campus or learning at home	23	39.7%	35	60.3%	0	0.0%	0	0.0%
2	Students active and independent	7	12.1%	25	43.1%	23	39.7%	3	5.2%
3	The material can be updated itself	13	22.4%	31	53.4%	12	20.7%	2	3.4%
4	Present on time in online learning	5	8.6%	32	55.2%	18	31%	3	5.2%
5	Collect assignments on time schedule	8	13.8%	41	70.7%	7	12.1%	2	3.4%
6	Active in discussions in online classes	5	8.6%	13	22.4%	33	56.9%	7	12.1%
Total		61	17.54%	177	50.85%	93	26.73%	17	4.88%

Based on the data above, almost of the participants stated that online learning could do outside the campus as long as they have internet access and supportive devices. In addition, during the implementation of online learning during covid-19 pandemic, the assignment collection was getting easier because students did not need to hand in physical assignment like paper. And also, students can update the material by their self which made them more independent.

Continually, the researcher analyzed the data acquired from the interview. Based on the data of the interview, the researcher found that there were two different perceptions expressed by the students which are positive and negative perception. The positive perception was about the flexibility while conducting online learning, another reason why students enjoy online learning was because it increased their creativity. Some students felt they learned a lot of new things during online learning especially about adapting with new method of learning which was good for future. Moreover, for the negative perception was about the trouble to understanding the material given by lecturers. This is probably because lecturers need to get used to this new way of learning. Then, why do students express negative perceptions because they feel tired. Students can attend more than 3 classes a day which per class can be more than one hour.

DISCUSSION

Based on the findings as explained in the previous part, the researcher come up with an idea that the university students get more benefits of media for online learning. Most of the respondents stated that the media can increase their creativity to learn something new, make

flexibility of the leaning process and the material that the lecture gave can be accessed any time. Besides that, there are many kinds of media that the respondents can use, such Google meet, Zoom meeting, WhatsApp, YouTube, or Telegram.

This research findings are in line with the research conducted by Napratilora et al., (2020). According to the findings, WhatsApp Messenger can be utilized as a learning tool in addition to a communication tool. The teacher and students are allowed to converse and discuss reading material before entering the classroom, allowing students to enhance their reading comprehension. Because the students are already familiar with WhatsApp, using it to teach reading comprehension is very simple and inexpensive. Setting the rules, generating a unique name for the WhatsApp group, commencing the reading comprehension activity, and providing feedback are the processes in utilizing WhatsApp to teach reading comprehension.

Furthermore, more than 50% of the students stated that they do not get personal touch from the lecture and they do not get supportive environment to do online learning. This negative perception caused by some reasons such as bad signal, distracted on using media and need to communicate directly to the lecture when they have any difficulties. Besides that, the psychological problems of the students who are accustomed to learning face to face with their teachers and friends is the challenge also for the students. It was in line with the research by Yuzulia (2021). The results of the study showed that students had certain challenges learning online, including a poor internet connection, a lack of enthusiasm, being easily distracted, and being more stressed as a result of the teachers' workload. In this

pandemic circumstance, it is believed that the teacher would be able to provide engaging online teaching approaches and tactics to boost student motivation and performance.

In addition, based on the findings as explained in the previous part, the researcher come up with an idea that the university students show the positive perception, it shows by their answer during interview and answering the questionnaires. More than 50% of the students' statement, it shows that the online learning can be done in outside the campus or learning at home, the students do no need more money to buy fuel and transportation. During online learning, the students more active and independent to submit their task and find any literature to support their task. The most interesting during online learning is the material of any lesson can be updated and accessed every time and everywhere the students are. This finding is in line with the research conducted by Soeryanto et al., (2020). The result of the study showed that the implementation of online learning that is effective, efficient, and innovative can improve student learning outcomes in the pump and compressor course S1 Mechanical Engineering Education 2018 UNESA Study Program. These results were proven empirically with the support of research data, which showed an increase in student learning outcomes after online learning was implemented during the Covid-19 pandemic.

CONCLUSION AND SUGGESTION

There are two different perceptions expressed by the students which are positive and the opposite perception. The positive perception is about the students having flexibility while conducting online learning, students can join the meeting from anywhere as long as

they have internet access and supporting devices. Another reason why students enjoy online learning is because it increases their creativity. Otherwise, for the negative perception is about the trouble to understanding the material given by lecturers. Another reason why students have negative perception because they feel exhausted. Students could attend more than 3 classes a day which per class could be more than one hour.

The writer would like to suggest lecturers should keep up to date to the new ways of exciting learning. Lecturers can combine using social media to improve the excitement for students. However, the lecturers must be equipped with knowledge about social media and spend much time to prepare students in using social media for learning before including social media in the classroom. Next suggestion is addressed for students to be more active give opinions and new ideas to the lecturers in order to make a better learning process. Lecturers cannot walk alone. They also need students to give another insight how to run the class fun and interesting. Last, the researcher would like to suggest future research to explore more impact of online learning on specific English skills and how to avoid the problems that can arise when using online learning even if the pandemic is over.

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