

STUDENTS' PERCEPTION TOWARD ONLINE LEARNING IN COVID-19 ERA AT XI MIA MA AL -MAARIF SINGOSARI MALANG

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Abstract: The COVID-19 pandemic has forced the Indonesian Ministry of Education and Culture to develop regulations by converting traditional classrooms into online classrooms. Unfortunately, students are still unable to attend according to the schedule and less enthusiastic about attending lectures conducted online. The purpose of this study is to examine students' perception toward online learning in the Covid-19 period. An exploratory qualitative technique was applied in this investigation. The information was gathered through a Google Form that included both closed-ended and open-ended questions. Participants in this study were students of class XI MIA MA Al-Maarif Singosari Malang. In this study, qualitative descriptive research was used. According to data, students' perception about online learning during the epidemic are positive because they learn a lot of new things. One of the reasons is the flexibility of using time and place when learning online. Furthermore, their positive assessment of the class's non-boring handling is a benefit in this regard. Solving the challenges that each student has in their own different ways is also a point of this research. So they can overcome their laziness and internal problems.

Key Words: Online Learning, Perception, Effective Learning.

INTRODUCTION

Online learning is a major need for students today in terms of deepening their knowledge, expertise as well. Online learning is known as an effective learning system because it has several advantages, including getting insights other than those taught in the classroom, flexible time, motivation to continue to develop and learn new things, in addition to the prospects for the future, whose competence and expertise can be sharpened from now on through available technology (Syauqi, et al. 2020). According to Syauqi, et al. (2020), online learning is becoming popular among institutions of any level today, and also, online learning has changed the way of conveying and receiving information between a teacher and a student.

However, prior to the COVID-19 pandemic, the use of online-based learning was not as widespread as it is now. Since this fatal virus was first found in Wuhan, South China, in November 2019, the World Health Organization (WHO) has released a status update on the COVID-19 outbreak around the world. The virus then quickly spread over the world, including Indonesia as well. Then, on March 15, 2020, four days after WHO confirmed COVID-19 as a pandemic, at that time it began to hit Indonesia (Agung, et al. 2020). This new normal period has unquestionably influenced other aspects of life, particularly schooling. Due to the Corona Virus, educational institutions have been forced to transition from an offline to an online learning environment. As a result of the COVID-19 pandemic, Indonesia's Ministry of Education and Culture has been forced to

establish legislation that would transfer traditional classrooms to online classrooms as a result of the COVID-19 pandemic.

Online learning has been used by several institutions for a long time and has proven to have a positive impact. One example is the research conducted by Konchan (2012) in Thailand, which shows that students and teachers are very satisfied with Edmodo as an online learning medium. and. Even so, many students are still unfamiliar with the use of the internet in education. Some of the students seem to have no interest at all in internet-based learning, which is currently being implemented in many schools. Whether it's because of a lack of motivation from within each student, a lack of qualified facilities from the school, or a lack of understanding of using the internet to access deeper education, the absence of face-to-face classes as usual has resulted in new adaptations for students. In previous research by Krishnapatria (2020), it discusses satisfaction and finds out how the continuation of e-learning in the future will involve international students in the business field of Padjajaran University who take English for business purposes and speaking for business purposes courses. Then in another study by Agung, et al. (2020), which discussed the problem of the lack of internet access and other supporting devices in remote areas of Indonesia, namely STKIP Pamane Talino students.

In Wijayanengtias et al., (2020) they stated in their study used qualitative data, and the researcher interviewed ten people from Surabaya's top ten universities. this is a qualitative study that employs trend analysis, non-numerical data, in-depth questionnaires, and descriptive methods. Therefore, students' impressions of student engagement, accessibility, materials, and assignment delivery, as well as an online learning platform that met their needs and conditions, were examined in this study. These factors are needed to carry students perceptions of online learning to be more contextual to the needs of this study.

From the existing research, However, it is not only in these areas that experience this. Therefore, in this study, the existing problems are monitored according to what is happening in big cities. This research was conducted on class XI MIA MA Al-Maarif Singosari Malang. Some students are still unable to attend classes according to their schedule and are less enthusiastic about taking classes that are conducted online. Based on the background ,the objective of this study is to know students perception about how is online learning system at the time of the COVID-19 outbreak gives an effect on the study of XI MIA MA Al-Maarif students.

METHOD

A descriptive qualitative design will be used in this investigation. According to Arikunto (2013) he stated that descriptive research involves investigating or describing settings, conditions, events, or activities so that the study's findings can be presented in a research report. The techniques used in the research process, such as data gathering, data analysis, and reporting writing, are referred to as research designs (Cresswell et al. 2012). So, the researcher will employ descriptive qualitative analysis to reveal the findings of this investigation.

The Participants are from in the second grade of Senior High School at MIA MA Al-Maarif Singosari Malang. To obtain the required data data, including the first by asking for approval on the validation of the questions to be distributed, to the supervisor, the second asking permission

from the homeroom teacher to conduct research. The third is asking the participants through the WhatsApp group, before the participants answer the questions on the google form, the researcher explains to the participants how and what for this study. The question only focuses on how students perceive the application of online learning during the Covid-19 pandemic. To avoid misunderstanding the meaning of the questions, the researcher provided a translation for each question.

To collect valid data from the problems in question, the researcher used closed-ended and open-ended questions research instruments. The first type of question according to Cohen et al., (2013) in Krishnapatria (2020) is an uncomplicated question that is systematic so that it is easier to manage. While the second type of question requires a review where participants have the opportunity to express ideas and raise critical thoughts from each participant in dealing with the online learning system during this pandemic, according to Krishnapatria (2020) open-ended questions can raise their critical thinking. and express problems when online learning in the current new normal.

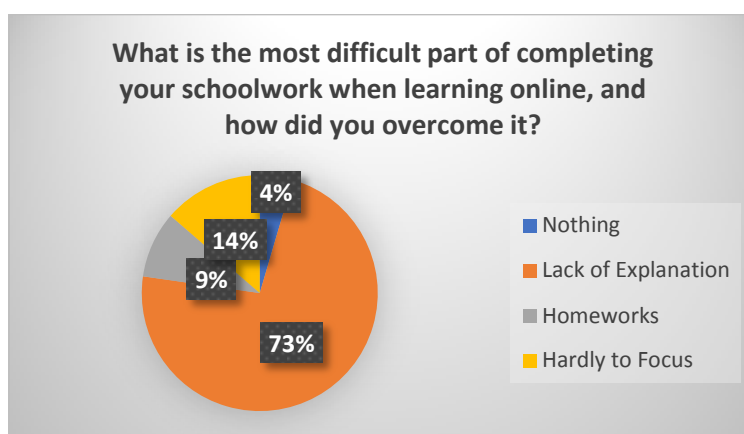
There are 20 questions close-ended which The questionnaire in this instrument used the Likert Scale. Sugiyono (2014) in Anggraini (2021) argued that the Likert Scale is used to assess a person or a group attitudes, opinions, and perceptions of social phenomena. There are 4 choices in each question, namely strongly agree, agree, disagree, and strongly disagree. The questions for the first session is the Likert scale adopted from Anggraini (2021) her statement which shows 3 problems that usually occur in online learning. According to Fortune et al. (2011) in Anggraini (2021) they said that these three challenges that commonly arise in online learning, namely the dimension of teaching material from 1 to 6, the dimension of atmosphere or learning environment from 7 to 14, and the final dimension of student interaction from 15 to 20.

Furthermore, the open-ended questions are adopted from Panoramaed.com, there are 5 open-ended questions, in the form of questions that focus them on answering with a description of their point of view on online learning during a pandemic, their difficulties while online learning and what obstacles they often, the researcher took several steps to take and collecting experience when learning online regarding the system used..

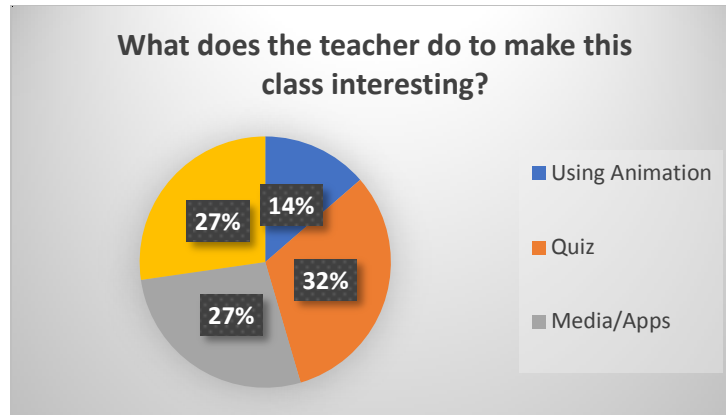
Data analysis is the systematic process of analyzing data that has been gathered in Ermawati (2020), so at this stage the researcher uses three parallel paths to evaluate the data in this study: data reduction, data display, and generating conclusions or verification. The researcher collects all the data that has been obtained and describes the important information from the answers to the questionnaire. The data that was not relevant to the research topics was discarded. The researcher then exhibited the data in the form of descriptive after collecting and decreasing it. The results of qualitative research are generally in the form of data in the form of simple narratives which do not reduce the message obtained from the research conducted and conclusions can be drawn from structured delivery. And entering the last stage is generating a conclusion or verification. Qualitative data have temporary data conclusions. Ermawati (2020) said that if the researcher does not uncover sufficient evidence to justify the next round of data collection, the "final" conclusion may not be made until the data collection is completed. The researcher in this study displays data from the display.

FINDING AND DISCUSSIONS

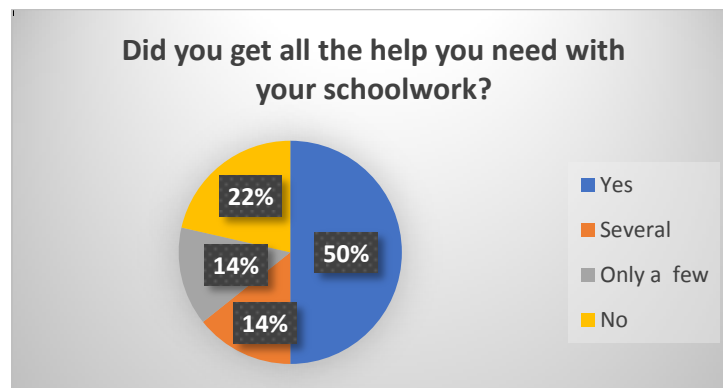
From the results of data analysis, it is known that online learning has an impact on students in managing the time they will use. Of the total participants who answer closed questions, agree that online learning can train in managing time, then questions 34.8% stated strongly agree that during online learning it is easy to manage time, 54.2% agree, and 13% Disagree. When they ere given open-ended questions, it turn out that they still has difficulty managing time to study or do other things as well. It can be seen in one student who said *“when the teacher gives us so many schoolwork and the teacher doesn't give us enough time to do it, so I doing it until midnight and ruining my sleep schedule.”* The difficulty in time management was caused by the difficulty of students to focus due to distance learning. In addition, due to the large amount of homework given and the lack of a more in-depth explanation by the teacher before giving the assignment, students lack time to complete the task. Moreover, the result of the open-ended questionnaire can be seen on the diagram below.



Students' motivation is also necessary, especially such as the current conditions during the Covid-19 pandemic. It is found that during online learning most of them are motivated to be enthusiastic in learning through online learning. However, outside the learning process, most of them do not have more enthusiasm to learn the material. The result of close-ended questions can be seen in table (see appendix). While open-ended questions shown by the following student statements: *"the hardest thing is when I find it difficult to understand and very lazy to do, but I have to fight it."* They still try to do their best, even though they think that it is very difficult to face the problems that are in themselves. Based on the questionnaire also known that students expect their teacher to use animation, more quizzes, utilizing creative teaching media or apps such as *YouTube, TikTok, Google Meet*, etc., so that the teaching-learning process could be more enjoyable. Furthermore, adapting creative teaching method, giving well summarize of the material that day, and games would increase the students' motivation in learning. Moreover, the result of the open-ended questionnaire can be seen on the diagram below.



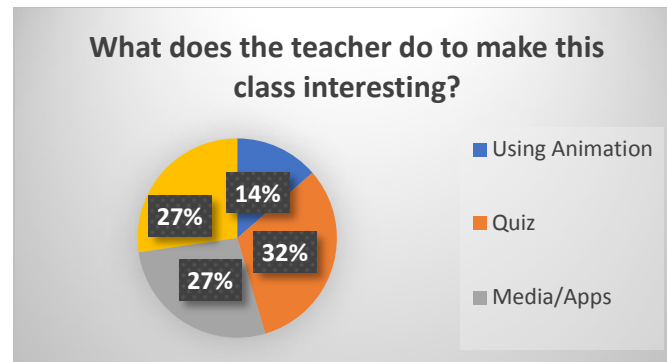
The spirit of learning is one of the factors in increasing self-development. In this case, the researcher found that the online learning system implemented from a distance did not always have a bad impact. In terms of honesty, during online learning, students gave answers that were not too bad, namely 21% strongly agree, 43% agree, and 34% disagree. So it can be obtained that students are more diligent and active in online learning to get better grades. The percentage obtained is 21.7% choosing strongly agree, 65.2% choosing agree, and even so there will be students who still disagree, namely 13.1%. On the last point about self-improvement, which is about the ability to master material which has increased since online learning during the COVID-19 period, the results show 17.4% of students chose strongly agree, 43.5% of students chose to agree, 34.8% of students chose to disagree, and 5.3% of the other students voted strongly disagree.



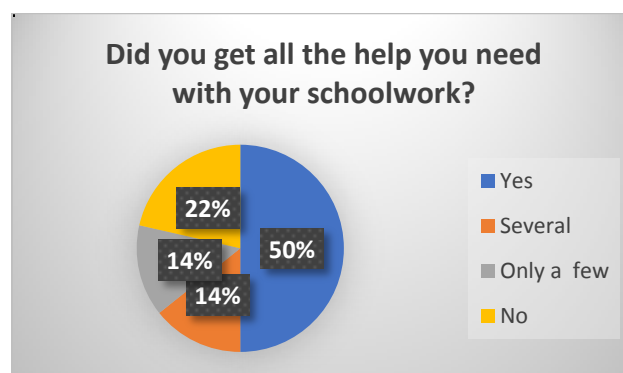
Based on the result of open-ended questionnaire as can be seen on the diagram above, it is known that mostly students get helped in doing their homework. However, kind of help they got is vary, it because they might ask their friends, or parents. Those who have no help with their schoolwork might finish their homework by reading other resources or internet. In conclusion, many students experienced improvements in terms of learning and also in overcoming assignments online. Any of the following statements can also be used to prove this: *“when it comes to understanding the meaning of a text. how to solve it by looking for the meaning one by one or the unknown.”*

Analysis of the questionnaires that have been filled out by participants about students' perceptions of the online learning system during the COVID-19 pandemic. This can be proven

by the percentage results as follows: 17.4% of students chose strongly agree, 21.7% of students chose to agree, 39.1% of students chose to disagree, and 21.7% of students chose strongly disagree. However, there are still many students who give positive responses and state that online learning has a positive impact on students, namely by learning new things from online learning media provided by the teacher or from other platforms, such as one student who stated *"packaging teaching and learning activities with different models so that it makes me not easily bored."* Also, giving well summarize after the teaching and learning process is expected by the students. This kind, and other teaching method would help students to have a good point of view about the subject they learn. Moreover, the result of the open-ended questionnaire can be seen on the diagram below.



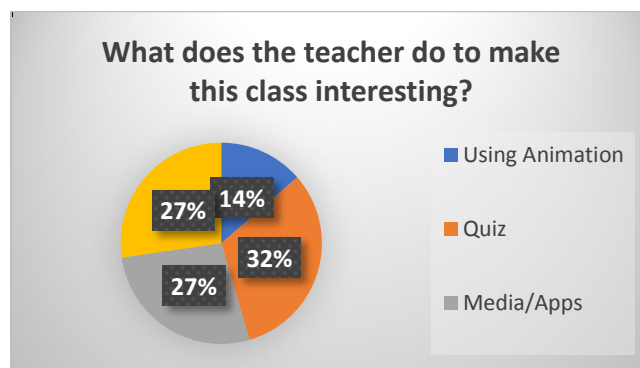
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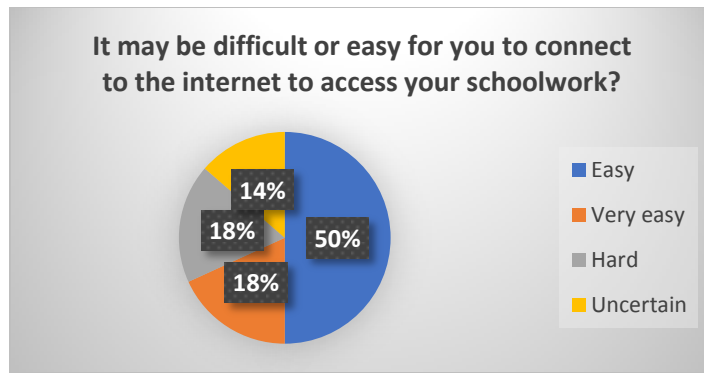
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The results of the analysis of the questionnaires that have been filled out by participants about students' perceptions of the online learning system during the COVID-19 pandemic. This can be proven by the percentage results of close-ended questions in the table (see appendix). However, there are still many students who give positive responses and state that online learning has a positive impact on students, namely by learning new things from online learning media provided by the teacher or from other platforms, such as one student who stated *“packaging teaching and learning activities with different models so that it makes me not easily bored.”* Also, giving well summarize after the teaching and learning process is expected by the students. This kind, and other teaching method would help students to have a good point of view about the subject they learn. Moreover, the result of the open-ended questionnaire can be seen on the diagram below.



The result of the research is about how students respond to the network system when accessing the internet. Many students feel comfortable accessing the internet because of the availability of wifi networks and easy signals in urban areas. From this, it can be proven by student statements, namely: *“In my opinion, internet access is very easy because the facilities that my parents may provide my house in the middle of the city make it easier for me to access the internet”* but there are also students who still face difficulties when accessing the internet due to lack of signal, stay in rural areas, or other factors from the E-learning platform. as stated by the following student *“it is quite difficult because living in a rural area is difficult to signal”* and another statement from the student is *“uncertain, sometimes difficult because learning English through telegram and my telegram notification rarely appears on the screen”*. Moreover, the result of the open-ended questionnaire can be seen on the diagram below.



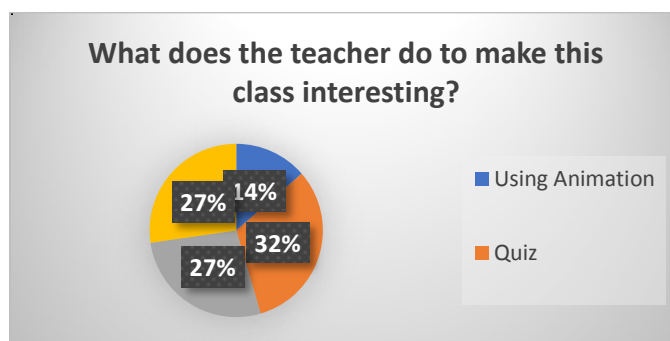
Every individual has different problems and how to handle them. So in this study the researchers found several different things in the problem and also in handling it when faced with difficulties, both in understanding the material being studied or internet problems, and others. One participant said that *"It's wrong to focus on other applications, so sometimes I turn off data for other applications"*. From this it can be said that there are external problems that can affect the online learning process. In addition to external factors, there are also internal factors such as learning styles, as evidenced by the following statement by one of the students. *"it is difficult to understand the material in the form of writing, but the way I overcome it is by watching the learning on YouTube"* and also others students argue *"When learning about the material that must be explained, you have to look face-to-face, and the solution is forced to do a learning a video by youtube"*.

Indeed, the main purpose of implementing this online learning is to reduce the spread of the COVID-19 virus by minimizing physical contact. So in this case the results of the questionnaire showed that students gave a positive response and showed that learning took place interactively. It can be seen from the results of the percentage in the closed questionnaire which stated whether they asked when they had difficulty with the percentage of answers, namely 73.9% chose to agree, 13% chose to disagree, and finally with the same percentage. , 13% voted strongly agree. It can be concluded, students often interact to provide responses and if they do not understand the material presented they do not hesitate to ask questions. During the question and answer session, there are also students who said that the class was more interesting when the teacher told the story *"Starting learning with stories"*.

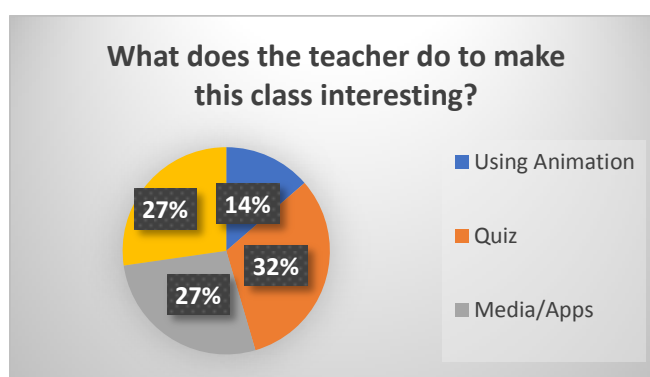
Moreover, most of the students said that they hardly to interact during the online class. As much as 24% students said that because of the tasks from the teacher, they then had less time to interact with their friends and go rest. This then makes the students' perception toward dimension of students' interactions vary. In detailed, the result of open-ended questionnaire can be seen on the diagram below.

The results obtained about whether the teacher used videos or pictures as example). It can be said that learning media is very necessary, another opinion was also conveyed by one of the students *"I think the interesting thing is animation in learning so that learning is easy to understand and fun. And I think the wisdom in learning during this pandemic period makes a teacher creative, because he has to think about his students so that the material is easy to understand"*. From the student's statement, it can be concluded that using learning media makes

it easier for students to understand the material. In addition, giving quizzes is also a special attraction for students as entertainment, as described by one of the student *"when the teacher gives us online quizzes, it's so intertaining"*. In addition, there are other things that make students happy to follow lessons or do assignments, namely by using social media application platforms, as stated by one of the following students *"make a game or using the popular social"* another student also added *"give assignments using the TikTok app"*. Moreoever, the perception of students, can be seen on the diagram below.



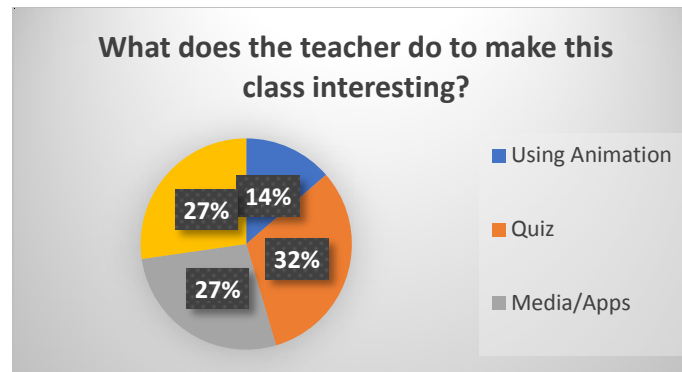
A lot of material makes students expect that it will be difficult to understand quickly and independently just from reading textbooks. Therefore, students will more easily understand by reading a summary of the material provided by the teacher. One student said *"every material given is always well summarized, so it is easy to understand"* and the opinion of other students *"the teacher makes very interesting learning media (many pictures and others) and takes points so that students are easy to understand"*. As much as 27% agree that utilizing media in presenting the material would be more enjoyable. The variation of media used by the teacher on each meeting would increase the student's interest. Moreover, using nowadays apps or social media to find resources, will make the teacher easier to give a real example that might relate with the topic of that day. Other things to make the class more interesting can be seen on the diagram below.



Virtual online learning will be boring if there is no interaction between teachers and students which of course has many obstacles. So one of the students when give an answer about what the teacher do to make the online class more interesting, not a few students answee with a very short answer *"question and answer session"* as well as other students' answers *"during the*

question and answer session". So what makes the class more active even though online is to remain active in carrying out conversations by actively asking questions or discussion sessions.

Based on the result of open-ended questionnaire, can be seen that in order to increase students' activity during the class, the teacher should use more animation that relate to the topic. Also, the teacher needs to give more quizzes which demand the students' participants along the teaching process. By applying different teaching technique each meeting, and vary the method with the students, will give a good result in developing an active class. Moreover, the result from the open-ended questionnaire can be seen on the diagram below.



The findings in this study show that students' attitudes change when implementing a new learning system, such as what is happening during the current Covid-19 pandemic, which is an online learning system. Looking back at the findings described above, many students responded that they found many changes in attitudes and habits during the implementation of online learning. The difference in the learning system which was initially face-to-face in the classroom and able to interact freely, but due to the Covid-19 pandemic all learning can be done from home alone, which gives changes to their attitudes and habits, such as in terms of managing time. Pravitasari (2021) she said that online learning (on the network) is learning that uses technology that students and educators are not limited by space or time. Online learning trains their attitude towards more efficient time management. There are students who think that they find it difficult to manage time when there are assignments at the same time with short deadlines. However, online learning remains flexible and can be done anywhere, this is the reason why many respond positively to online-based learning systems. This statement agrees with Sun et al., (2008) in Anggraini (2021) they stated that Student satisfaction with learning is influenced by the flexibility of time, location, and online learning technique. And another opinion from Iga herself is said that even at home, student also can study still.

Having loose time, efficient use of time will also make it easier for students to complete other work. In addition to influencing student habits, online learning also affects individual development such as honesty. As it is said by Anggraini (2021) that because teachers frequently give tests with a set time limit for answering them, online learning can encourage honesty in doing assignments. This can be seen from the open-ended and closed-ended questions that lead to the teacher giving quizzes and assignments or statements about things they like when learning takes place online, and the results that can be seen from the percentages and descriptions are that the students are most happy. when given a quiz or assignment. Because students feel more cool if

there is a quiz during online learning. According to those who believe in the concept of behavior, motivation begins with pleasurable settings, conditions, and objects, (Muhammad, 2016). When the teacher gives quizzes and assignments that must be completed and answered with a shorter duration of time, students must immediately provide answers immediately. So, from this it can be seen that students will be more spontaneous in giving answers as they are.

Furthermore, the students' answer when giving a question about whether they are still diligent in studying even outside of class and whether they are doing the assignments given by the teacher, the results show that they need full enthusiasm to complete them. From this it can be seen that although online learning provides time slack, it does not rule out the possibility that students will always be lazy and ignore assignments. However, the fact is that they are still motivated to work even if they are always given assignments, quizzes and also question and answer sessions during lessons. Motivation is defined as a shift of energy within a person that is characterized by a want to attain goals, (Muhammad, 2016). Agung et al., (2020) they said that online learning is a fun learning process as a substitute during a pandemic. In addition, the packaging of short learning materials with varied models is also a factor for students not to feel bored when studying the material presented.

In this particular case, several things are found that are very important in online learning, the first is about the teaching materials they have received so far. Which according to Anggraini (2021) she stated that teaching materials play a significant part in the learning process as a source of study in the learning process. In this study, students stated that learning that took place online during this pandemic was still fairly good. because many students state that online learning is packaged in a clear and concise manner, so they are easier to understand than if they have to read a dominant book with lots of explanations. According to Nata (2003) he said that in order to balance the relevance of the information and the method employed in learning, the delivery of the material must be modified to the features of the material. As said by Iga herself that they know since the LKS (Student Worksheet) book is utilized as an English learning resource, therefore they know it is proper.

The next is students' perceptions of the problems they often face and how they overcome these problems during the implementation of online learning. Pravitasari (2021) in her statement said that Internal and external factors are the two types of barriers, external factors such as quotas on the internet and practical implementation, while internal factors such as content comprehension. Being the most crucial external factor, the internet is the main source for smooth online learning during the pandemic. An internet network that does not support, it will certainly hinder the process of submitting and receiving material. The Internet is recognized as a helpful resource for accessing teaching and learning materials (Surtikanti, 2020). Not all individuals will find a good internet network, or wifi facilities at home. Because of its inadequate infrastructure and public facilities, such conditions were frequent in the least developed region. If there are still problems with the internet connection, then it will affect the potential opportunities for students to study (Dhawan, 2020). Besides that, there are other external factors as described by one of the participants, namely the lack of support for one application when getting a notification, so you have to open the application first.

Applications are one of the tools that can be used when e-learning. The application plays an important role as a learning medium because the application becomes an intermediary

between students and teachers in delivering material and the online learning process takes place. Infrastructure and services such as Smart phones (smartphones), computers/laptops, applications, and internet networks are the media needed when online learning, for smooth running of e-learning (Dwi et al., 2020). E-learning platforms are highly valuable for students in accessing information offered by instructors, and they are also quite useful for professors in communicating their meaning through the many platforms that are available with so many and are very easy to obtain. Of the many interesting, varied platforms as well as other supporting features, it can be utilized properly in order to motivate students to do online learning enthusiastically and also with a high level of learning in (Agung et al., 2020). Agung et al., (2020) also he said that it is a lucky draw to have good and reliable signal strength while learning online but his statement is not in the findings of this study, because the response they give is positive. Many of the students give answers which the result is they do not have problems when accessing the internet, even almost all of the participants describe that they are grateful to be able to access the internet easily because of the availability of supporting personal facilities such as WiFi or a strong signal.

While the internal factor is a more important factor because it is a stimulus factor from within students to receive the material that is conveyed which can refer to the achievement of a good learning. Learning performance is defined as the ability to internalize knowledge, attitudes, and abilities job experience and abilities accumulated (Pravitasari, 2021). Students give a good response about how they overcome the problems in themselves. They overcome laziness when they have to complete more tasks than conventional classes. Another thing that also happens is when they are easily distracted by other activities, for example when they are working on while they get notifications from other applications but from within the students are moved to choose to turn off mobile data and throw the cell phone away from them.

During the COVID-19 pandemic, students' impressions of contact with teachers and other students while learning online. Anggraini (2021) said "Students' interaction is one component that can aid students in getting better learning results". Students gave more opinions about the question and answer session when asked what the teacher did to make the class interesting. The process of interaction in very intense learning will greatly assist students in receiving information optimally. Judging from the results described above, asking questions and taking various quizzes is something that students like a lot. In addition to the question and answer session, learning will also not be monotonous if the teacher can present an atmosphere that is not stressful, for example starting class learning by telling stories. This will make students very excited to take lessons even if they have to be done remotely. So students' perceptions of the interactions that occur during online learning are good because they prefer to be invited to discuss, tell stories or be given lots of questions and quizzes.

The problem that often occurs in education is the ineffectiveness of the learning process, both in managing the class and delivering the material. So the role of the teacher is very important in creating an effective and comfortable learning atmosphere for students. Emda (2018) in Anggraini (2021) she said that teachers must deliver excellent instruction, create a learning environment, and use interesting learning tools in creative and original ways so that students understand the material. It is possible to achieve both material and learning objectives. In terms of delivering material, it is not just following and must be in accordance with the book.

It needs creative ideas in its delivery and material that is not boring or too theoretical, so it is less interesting to understand.

From the results of research on this matter, many students are interested in the delivery of educators who package material more simply so that it is easy to understand. In addition to the material presented, students also enjoy the online learning process which can be seen from the answers about them being happy when given a quiz, story, or other conversation that the teacher gives, which can liven up the class and also make the class more interactive. According to Riyanda et al., (2020) they argue that there are numerous things that can be done while studying online, including communicating and discussing.

The need for educators to make learning strategies is to get good quality learning. One of the motivations for selecting a learning approach is to promote meaningful learning (Dwi et al., 2020). The quality of good learning is demonstrated by students' ability to comprehend the content as a whole and achieve maximum results. When it comes to online learning, creative tactics have a significant impact on whether or not content distribution is accepted, which many say is boring. During the online learning program, not many people feel bored, so the expected results cannot always be obtained (Dwi et al., 2020). However, because the results of this study were positive, they continue to enjoy participating in online learning because educators provide a different learning environment than traditional learning, namely by providing creative tasks through supporting applications that keep up with the times. Of the many students who agree that classes are easy to follow during the pandemic and even more fun by sharing tasks that increase students' creative abilities. In addition, learning strategies can also help in handling the class optimally because it has been planned and organized.

CONCLUSION AND SUGGESTIONS

Based on the findings, this study is drawn according to the category of the main research questions. The students' perception toward online learning by the students of MIA MA Al Maarif Singosari Malang is positive. Online learning provides many positive changes that affect; how they manage time to be able to do more assignments when compared to conventional classes, have the initiative to learn outside the material provided, they can learn new things, increase the willingness to learn for students.

In addition to the development in students, online learning also makes students have to get appropriate classroom handling strategies and creative ways of learning. Judging from the research results, students prefer interactive and interesting classes, so they are happy if given a quiz or during a question and answer session and also when the teacher starts the class by telling stories. In addition, the packaging of the material is shorter and easier, focusing on material points makes it easier for students to understand. The selection of modern applications makes students happy to do homework because it can train their creativity.

From the results that have been obtained, several suggestions are in accordance with what Online learning will have its own attraction for students if the teacher is able to provide an interactive classroom atmosphere, in a creative way and also presenting material that is easy to understand. In addition, technological knowledge is also very important to be introduced to

students. After knowing the presentation of the results of this study, hopefully all teachers can be more creative in managing online-based classes.

Students who have a learning obligation, whether it is in terms of material or non-material which will both provide benefits. Some of the suggestions given are to be more sensitive to increasingly rapid technological developments, be wise in managing time and always be active when the learning process takes place.

For researchers who will discuss online learning, they can make a broader level of school and more specific questions. Future research can also use deeper interview to get specific answers from different perspectives with more diverse objects and explore the information about their perceptions of online learning.

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APPENDIX

QUESTIONNAIRE

Student' Perception Toward Online Learning in COVID-19 Era at XI MIA MA Al -Maarif Singosari Malang

CLOSED-ENDED QUESTIONS

No.	Statement	SS	S	TS	STS
1.	The teacher explains the material well through online learning.	13 %	82,6%	4,4%	-
2.	Material presented by the teacher through online learning according to with syllabus.	87 %	13%	-	-
3.	The online assignments given by the teacher will evaluated if there is an error.	34,8%	60,9%	4,3%	-
4.	Favorable conditions during online learning is when the teacher deliver material.	17,4%	60,9%	21%	-
5.	Learning through online effective learning during the Covid-19 pandemic.	17,4%	26,1%	56,5%	-
6.	Study schedule is very support, even if done online during the Covid-19 pandemic.	21,7%	60,9%	17,4%	-
7.	You want to study learning media which is used by teachers during the Covid-19 pandemic.	30,4%	60,9%	8,7%	-
8.	You are diligent in doing the assignments given by the teacher through online learning during the Covid-19 pandemic.	30,4%	60,9%	8,7%	-
9.	You keep learning though no work during the Covid-19 pandemic.	4,4%	43,5%	39,1%	13%
10.	You are motivated and excited to learn through online learning during the Covid-19 pandemic.	17,4%	47,8%	34,8%	-
11.	Online learning can train in managing time.	34,8%	52,2%	13%	-
12.	Online learning teaches honesty in doing the work of teacher.	21,7%	43,5%	34,8%	-
13.	Online learning not boring.	17,4%	21,7%	39,1%	21,7%

14.	You follow online learning more actively to get good grades.	21,7%	65,2%	13%	-
15.	Your abilities increase during learning through online learning.	17,4%	43,5%	34,8%	4,3%
16.	The teacher conducts question and answer activities about the material in learning through online learning.	8,7%	87%	4,3%	-
17.	Teacher gives motivation before do learning by online.	13%	69,6%	13%	4,4%
18.	The teacher explains the purpose of learning given online.	21,7%	69,6%	8,7%	-
19.	The teacher gives an example of material in the form of video or picture before doing learning online.	26,1%	69,6%	4,3%	-
20.	You ask the teacher when have difficulty in learning through online learning.	13%	73,9%	13%	-

