

HIGH LEVEL STUDENTS' PERCEPTION OF ONLINE ENGLISH LEARNING ACTIVITIES AT SMP MA'ARIF 02 SUKUN MALANG

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Abstract

This study presents high level students' perceptions of online English learning activities. Online learning is a process where students and teachers carry out teaching and learning activities remotely. Due to the Covid-19 pandemic, almost every country experienced the impact of the Covid-19 outbreak, including in the field of education and learning. Therefore, in situations like this online learning is very important, because of Covid-19 the government makes regulations to not conduct face-to-face learning, but learning is done online. The design of this research is descriptive qualitative research. The participants in this study were 17 students in class VIII of SMP Islam Ma'arif 02 Sukun Malang for the 2022 academic year who obtained the highest English scores in the final semester exams. To find out the perceptions of high level students towards online English learning activities, questionnaires and interviews were used as instruments to collect data. The data analysis process includes data reduction, data presentation, conclusion and verification. The findings of this study indicate that high-level students' perceptions of online English learning activities are positive in several aspects such as students were feeling happy and enjoying online English learning activities. In addition, students are also very active in learning English even though it is held

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online, active participation of students such as being active in class, often doing assignments and asking the teacher and students also have no obstacles at all when learning English activities are carried out online. Only a small number of students stated that online English learning was less effective because students found it difficult to understand the media provided by the teacher. In addition, students stated that the teacher's ability in online English learning activities was less creative because the teacher only gave videos during the teaching and learning process. This research is expected to be useful for other researchers and it can also be a reference or inspiration for further researchers who are interested in the field of high-level student perceptions of online English learning activities.

Keywords: High level, Students' Perception, Online learning, English Activities

INTRODUCTION

Online learning is one of the policies issued by the Government during the pandemic. Online learning has become a demand in unnecessary world education in recent years. Online learning can be a momentum for the world of education to create the concept of sustainable learning and has a definition to access experiential learning through certain technologies in improving the quality of educational services in the future (Kuswara 2020 & Anugrahana, 2020). The simultaneous development of education and technology can have a major impact on the quality of students and teachers as they face a changing world. According to Silvana (2021), online learning is a learning activity that uses the internet as a means of delivery, interaction and facilities, and is supported by various forms of learning services.

Currently, online learning as referred to in the title is not carried out by teachers and students who go to school, but uses technology for teaching and learning at home. Teachers and students can use technology such as smartphones, laptops, iPads, and tablets. There are many online learning platforms that can be integrated with technology such as WhatsApp, Geogle Cassroom, Zoom, and others. E-learning can be defined as a form of information technology applied to education in the form of a virtual school (Basori, 2017). Online learning media can be interpreted as media equipped with controllers that can be operated by the user (user), so that the user (user) can control and access what the user needs, for example downloading sources for Tenses material in English lessons. The advantages of using online learning media are independent

learning and high interactivity, able to increase memory levels, providing more learning experiences, with text, audio, video and animation, all of which are used to convey information, and also providing convenience in conveying, updating and down loading content. students can also send emails to other students, send comments on discussion forums, use chat room in video conference links to communicate directly.

According to Noviana (2016), High-Level has four indicators, namely: Problem solving skills; Decision making skills; Critical thinking skills; and Creative thinking skills. In Bloom's revised Taxonomy, higher order thinking skills involve analysis, evaluation, and creation or creativity (Krathwohl & Anderson, 2001). Therefore, the researcher chose the perception of high-level students as very important to determine online English learning activities. Because the students' perceptions when learning online use learning media during online English learning activities. While the perception of high-level students themselves have the ability to think creatively and can know, understand, and remember in learning.

Several researchers have conducted research related to this research. The first is Ermawatti (2020), the results showed that the application used in online learning during the Covid 19 pandemic was efficient because it provided an alternative way to do learning activities from home. In addition, almost all of the students stated that the WhatsApp application was the most efficient, convenient, and economical application during the pandemic. The second researcher is Muzakky (2021), this study aims to explore the teacher's perspective on the application of online learning. The samples used in this study were 33 teachers as participants. The results show that teachers think that learning media will become more interactive through various online learning platforms such as Zoom, Google Meeting, Google Classroom, and WhatsApp. Then, teaching via teleconference increases teachers' skills and confidence because they can present teaching materials and class activities creatively.

From the research previously mentioned, most of the findings above focus on how online learning is done and conclude that the application is effective for online learning. While this study wanted to explore high-level students' perceptions of online learning activities, these high-level students were investigated by researcher because their perception is beneficial to improve the quality of teachers when experiencing online learning. In addition, the striking difference from this study is that this study wants to know high-level perceptions of online learning, especially in English subjects. Therefore, the researcher is interested in conducting this research with the title high

level students' perception of online English learning activities at Smp Islam ma'arif 02 Sukun Malang.

METHOD

Research Design

This study uses a qualitative descriptive methodology. Qualitative descriptive method is a type of research to analyze a person's perception or opinion about something. According to Cropley (2021), an important feature of qualitative research is to find out how individuals give meaning to real-life experiences in their thoughts and language.

In this study, the researcher chose the qualitative description method because it was suitable to be used in this study to analyze the high-level students' perceptions of online English learning activities. This makes sense in the definition of this method. The researcher used documentation, questionnaires and interviews to collect the data.

Population and Sample

The subjects of this study were students of class VIII/D at SMP Islam Ma'arif 02 Sukun Malang for the 2022/2023 academic year. This research is located at SMP Islam Ma'arif 02 Sukun Malang Jl. Janti Bar No. 36 Breadfruit City of Malang, East Java Province. This study uses one class in class 8D as the research subject based on the teacher's decision. The subjects of this study were 8D grade students, totaling 33 upper grade students. Because this study only took students who were included in the high-level student category, the 17 students who filled out the questionnaire whose final English grades were 80 to 100 were taken as subjects because they were high level students. Researcher interviewed 5 VIII grade students of SMP Islam Ma'arif 02 Sukun Malang representing 17 students, these five students were taken because of the highest score of the English Final Examination.

Instrument of the Research

An instrument is very important in research. It is aimed to obtain the data or information that consists of facts, beliefs, feeling, or intentions. Arikunto (2012) states that there were five kinds of research instruments, they were interviews, questionnaires, observation, documentation, and test.

Data from this study were collected using two instruments, namely questionnaires and interviews. The questionnaire is the first instrument of this research to collect data. To obtain additional information about the perceptions of high-level students on online English learning activities, the researcher also used semi-students interviews to obtain data.

Data Collection

Data collection method is a method to obtain data. The instrument is to find out how high-level students' perceptions of online English learning activities are. Therefore, researcher must choose several instruments in the data collection process. There are two steps of data collection used in this study, namely the distribution of questionnaires and interviews. This process is carried out directly (face to face) in the classroom. As additional information, both the questionnaire and the interview were translated into Indonesian so that there are no misunderstandings and participants can understand the contents of the questionnaire and interview questions well.

The first data collection technique is by distributing questionnaires. Participants in this study were asked to fill out a questionnaire related to the high-level students' perceptions of online English learning activities. This is done to find out how high-level students' perceptions of online English learning activities are. Participants were asked to fill out a questionnaire through written text, which consists of 17 participants.

The second data collection technique is by interview. This interview session was conducted after the researcher obtained the results of the questionnaire. There were only 5 participants who were interviewed to represent 17 responses to the questionnaire, with the criteria of students having the highest scores in the English final semester exam results. The researcher gave open-ended questions in the interview to get as much information as possible. By providing open-ended questions the researcher allows participants to answer more open-ended questions.

Data Analysis

The analysis is the process of systematically searching and collating data from interviews, field notes, and documents. Organize the data into categories, categorize it into units, synthesize it, organize it into patterns, and choose what's important and what you want to investigate, then conclude to make it easier to understand (Sugiyono, 2016). In this study, the data analysis used refers to the data analysis model of Miles Huberman. Miles and Huberman (1994) explain that qualitative data analysis activities were carried out interactively and continuously until the data was saturated. Activities in data analysis are data reduction, data display, and conclusion drawing/verification.

FINDINGS AND DISCUSSION

After the data were obtained, the researcher presented these findings in this subchapter. The findings present data from the research question; how are high-level students' perceptions of online English learning activities? The researcher obtained findings from

questionnaires and interviews about high-level students' perceptions of online English learning activities. The researcher distributed a questionnaire consisting of the 20 items to be filled out by students. A total of 17 students' answered the questionnaire (details of the results of the questionnaire can be seen in Appendix 2). In addition to strengthening the data and obtaining additional information, 5 students participated in the interview session. The interview consisted of 6 questions adapted from the questionnaire. The researcher gave open-ended questions in the interview to get as much information as possible. The researcher used the sign "P (participant)" and numbers (from 1 to 5).

The Data of Questionnaire Result

1. Students' Interest in online learning

The first aspect to be explored in this research is students' perceptions of interest in online English learning activities. This aspect is explored through questionnaire items 1, 2, 3 and 4. The results are described in the following table 1:

Table 1: Frequency and Percentage of students' interest in online English learning activities

No	Criteria	Scale	Frequency	Percentages
1	I am motivated and enthusiastic to learn English through online learning during the pandemic	SA (5)	3	17,6%
		A (4)	5	29,4%
		N (3)	8	47%
		D (2)	0	0%
		SD (1)	1	5,8%
2	I like and enjoy learning English online	SA (5)	3	17,6%
		A (4)	9	52,9%
		N (3)	5	29,4%
		D (2)	0	0%
		SD (1)	0	0%
3	Learning English online is not boring	SA (5)	4	23,5%
		A (4)	3	17,6%
		N (3)	10	58,8%
		D (2)	0	0%
		SD (1)	0	0%
4	Learning English online is very interesting to learn	SA (5)	2	11,7%
		A (4)	7	41,1%
		N (3)	5	29,4%
		D (2)	1	5,8%

Based on the explanation above, the first aspect "High-level Student Perceptions about students' interest in online English learning activities.", obtained a positive perception. It can be concluded that almost all students in this study were interested in online English learning activities. In addition, some students also really like/enjoy online English learning activities. This shows that students have a positive perception of online English learning activities.

2. The effectiveness of online English learning activities

The second aspect explored in this study is students' perceptions of the effectiveness of online English learning activities. This aspect is explored through questionnaire items numbered 5, 6, 7 and 8. The results are explained as follows :

Table 2: The effectiveness of online English learning activities

No	Criteria	Scale	Frequency	Percentages
5	Learning English online has been carried out well and effectively	SA (5)	2	17.6%
		A (4)	8	29.4%
		N (3)	7	47%
		D (2)	0	0%
		SD (1	0	5.8%
6	Learning English online help practice English skills well	SA (5)	3	17.6%
		A (4)	7	41.1%
		N (3)	7	41.1%
		D (2)	0	0%
		SD (1)	0	0%
7	Learning English online gives me a lot of time to study	SA (5)	3	17.6%
		A (4)	5	29.4%
		N (3)	7	41.1%
		D (2)	2	11.7%
		SD (1)	0	0%
8	My English skills have improved during online learning	SA (5)	0	0%
		A (4)	11	67.4%
		N (3)	5	29.4%
		D (2)	1	5.8%
		SD (1	0	0%

Based on the data above, the second aspect of "students' perceptions of the effectiveness of online English learning activities", obtained somewhat interesting results. Most students think that learning English online is very effective.

3. Teacher's ability in online English learning activities

The third aspect explored in this research is the teachers ability in online English learning activities. These aspects were explored through questionnaire items 9, 10, 11 and 12. The results are described as follows:

Table 3: Frequency and Percentage of Students' Perceptions about the ability of teachers in online English learning activities

No	Criteria	Scale	Frequency	Percentages
9	The teacher explains the English material well through online learning	SA (5)	3	17.6%
		A (4)	7	41.1%
		N (3)	5	29.4%
		D (2)	2	17.6%
		SD (1	0	0%
10	The teacher gives examples in the form of videos or pictures before starting online English learning	SA (5)	2	17.6%
		A (4)	15	88.2%
		N (3)	0	0%
		D (2)	0	0%
		SD (1)	0	0%
11	The teacher conducts question and answer activities about English material in online learning	SA (5)	3	17.6%
		A (4)	9	52.9%
		N (3)	5	29.4%
		D (2)	0	0%
		SD (1)	0	0%
12	Teachers master learning media during online English learning	SA (5)	4	23.5%
		A (4)	7	41,1%
		N (3)	6	35.2%
		D (2)	0	0%
		SD (1	0	0%

Based on the data above, the last aspect of "the ability of teachers in online English learning activities", obtained positive results. More than half of students think that the ability

of teachers in online English learning activities is very positive for students. In addition, some students said that the teacher explained the English material well and clearly. In addition, most students also have a very positive perception that the teacher provides videos or pictures when learning English online and they believe that the teacher provides a question and answer session and the teacher masters online English learning media.

4. Students' activity and involvement in online English learning

The fourth aspect explored in this research is the activeness and involvement of students in online English learning. These aspects were explored through questionnaire items 13, 14, 15 and 16. The results are described as follows:

Table 4: Frequency and Percentage of Students' Perceptions of activity and involvement in online English learning

No	Criteria	Scale	Frequency	Percentages
9	I am always actively participating in online English learning	SA (5)	0	0%
		A (4)	12	70.5%
		N (3)	5	29.4%
		D (2)	0	0%
		SD (1	0	0%
10	I work on English assignments in online learning on time	SA (5)	4	23.5%
		A (4)	10	58.8%
		N (3)	2	11.7%
		D (2)	1	5.8%
		SD (1)	0	0%
11	I discuss with friends when learning English online	SA (5)	1	5.8%
		A (4)	4	23.5%
		N (3)	9	52.9%
		D (2)	2	11.7%
		SD (1)	1	5.8%
12	I ask the teacher when I have difficulty in learning English online	SA (5)	7	41.1%
		A (4)	4	23.5%
		N (3)	3	17.6%
		D (2)	3	17.6%
		SD (1	0	0%

Based on the data above, the fourth aspect "Activity and involvement of students in online English learning" obtained positive results. More than half of students think that students are very active in learning English online. In addition, some students said that they were diligent in doing English assignments. In addition, most students also have a positive perception that they often ask the teacher when learning English online.

5. Obstacles in online English learning activities

The last aspect explored in this research is the constraints in online English learning activities. These aspects were explored through questionnaire items 17, 18, 19 and 20. The results are described as follows:

Table 5: Frequency and Percentage of Constraints in online English learning activities

No	Criteria	Scale	Frequency	Percentages
9	I always have trouble connecting to the internet when learning English online	SA (5)	1	5.8%
		A (4)	3	17.6%
		N (3)	7	41.1%
		D (2)	2	11.7%
		SD (1	4	23.5%
10	I find it difficult to understand the material presented by the teacher in online English learning	SA (5)	3	17.6%
		A (4)	4	23.5%
		N (3)	7	41.1%
		D (2)	2	11.7%
		SD (1)	1	5.8%
11	I do not communicate/interact with the teacher in an online English class	SA (5)	1	5.8%
		A (4)	9	52.9%
		N (3)	5	29.4%
		D (2)	0	0%
		SD (1)	2	11.7%
12	I experience device limitations when learning online	SA (5)	1	5.8%
		A (4)	1	5.8%
		N (3)	6	35.2%
		D (2)	0	0%
		SD (1	9	52.9%

Based on the data above, the last aspect "Constraints in online English learning activities", obtained positive results. More than half of students think that students have no

difficulty connecting to the internet when learning English online. In addition, some students stated that students find it easy to understand online English learning. In addition, most students also have a positive perception that they do not have limited devices when learning English even though they are online.

Interview Result

At this point, data were obtained from interviews that would describe high-level students' perceptions of online English learning activities. The results of the interviews showed positive and negative perceptions.

Positive perception

At this point, data are obtained from interviews which describe high-level students' perceptions of online English learning activities. The results of the interviews showed positive perceptions on questions 1, 2, 3 and 5.

The first analysis is about online English learning activities. The results of the study showed that the participants felt that learning English online was fun and exciting. Overall, it was concluded that learning English online made them easy to understand.

The second analysis is whether students actively participate in online learning and how active they are in online learning. The results of the study show that students feel very active in learning English online and their participation in learning English online is often doing assignments in learning English online. Overall, their activeness in online English learning activities can have a positive effect on students.

The third analysis is what media the teacher uses when learning English online. As a result, they stated that the media used by teacher when learning English online used several platforms provided by the teacher in learning. In addition, they also stated that the platforms that were often used were WhatsApp, Youtube and Google forms, from these platforms it was easier for students to learn English online.

The final analysis is about the benefits gained when learning English online. In terms of the benefits or advantages gained during online English learning activities. The results of the study show that there are several benefits such as getting online learning experience and being able to practice English skills online. In terms of the advantages or advantages the students get when learning English online. The results of the study show that there are several

benefits when online English learning activities, including being able to practice English skills and make students experience new things in online learning.

Negative perception

The last point, data obtained from interviews, describe high-level students' negative perceptions of online English learning activities. The results of the interviews show that there are two negative perception questions in questions 4 and 6.

The first analysis is how the teacher's ability to manage class and use of media in online learning. As a result, some students stated that students felt the teacher's ability when learning English online was less effective, and stated that the media provided by the teacher browsed too much so that it confused them. The next analysis is the weakness of online English learning activities. The results of the study show that the strengths of students when learning online is a lack of knowledge about learning media and students find it difficult to understand what is given by the teacher.

Based on the above, it shows that most students agree that they do not like/enjoy learning English online, their reason is that learning English online is difficult to understand the material. The researcher see that the teacher's ability in learning media lacks interaction regarding the material that has been given, and the teacher has not provided opportunities for students to ask questions and discuss. So that students tend to be passive and silent and there is no active interaction and the relationship between teachers and students and interactions between students. However, most students stated that they really enjoyed and developed online English learning.

Discussion

After collecting and analyzing the data, the researcher conducted an in-depth discussion to answer the main research problem of this study, namely the perception of high-level students towards online English learning activities. This study aims to determine the perception of high-level students towards online English learning activities in the eighth grade at SMP Islam Ma'arif 02 Sukun Malang. Questionnaires and interviews were used as instruments in this study. This research was carried out on June 15 August 2022 in class VIII of SMP Islam Ma'arif 02 Sukun Malang for two meetings, which consisted of giving questionnaires and interviews for research.

Based on the results of the questionnaires and interviews of this research, most of the high-level students' perceptions of class VIII SMP Islam Ma'arif 02 Sukun Malang showed positive result during online English learning activities because some students stated that online learning was a new experience during the pandemic. Carliner (2016) stated that online learning is access to learning experiences via some technology. Based on previous research by Fajar (2022), the results of this study show a picture of positive perceptions in terms of using interesting media when learning online.

However, some students stated that online English learning was less effective, because they did not understand when learning online. This is related to the theory from Dwi et al., (2020) that online learning during a pandemic is less effective due to the lack of facilities and infrastructure and the unpreparedness of technology education. Based on previous research by Agung (2020), the results of the study showed that accessibility is still the main factor influencing the success of online learning. Online learning for the English Education Study Program at STKIP Pamane Talino, and potentially Indonesia in general, required some friendlier platforms to increase students' participation. This is especially true for students living in rural areas with limited internet connections and other support systems.

Then the students also said that they were active in learning English online. The result showed that the students were involved in the process of learning English online because they often asked the teacher when learning online. With this question and answer method, they are able to be active during online learning. This is in accordance with the theory of Septiana, Et al (2019) who said that because the question and answer method helps the brain development of students in their learning progress. By using this method, teachers can ask students questions, And respond to each other's answers and students have the opportunity to ask questions and express their opinions to the teacher. So that the classroom atmosphere will be more active even though learning activities are not carried out face-to-face directly in the classroom. In the previous study by Ermawati (2020) entitled "Analysis of Student Perceptions of Efficient Applications Used in Online Learning in the Middle of the Covid-19 Pandemic". The results showed that the application used in online learning during the Covid 19 pandemic was efficient because it provided an alternative way to do learning activities from home. In addition, almost all of the surveyed students stated that the WhatsApp application was the most efficient, convenient, and economical application to use during the pandemic.

However, only a few students stated that online English learning made it difficult for them to concentrate and understand the material. The thing that makes it difficult is that they lack of knowledge and experience in online learning. In addition, some students also stated that there were some instructions from the teacher which made them confused about the media provided by the teacher and some students also said that in learning English online they found it difficult to translate some words. This is related to the statement of Fahmalatif et al. (2021), in their research stated that another obstacle in online learning is that students easily feel bored during learning so that teachers are required to think of new strategies for learning. Based on previous research by Veranika (2020) in her study entitled "An Analysis of students' perception of online learning in English subject during the covid-19 pandemic of eighth grade in Smpn 19 Bandar Lampung". The results showed that students' perceptions of online learning were not good, this was caused by several factors, such as poor internet access, and difficulty communicating with teachers.

In addition, some students said that the teacher's ability to manage English classes online was less creative because some students stated that teachers often gave videos during online learning. This is in accordance with the theory of Pentury (2017), Teacher's creativity in the teaching and learning process has an important role in motivating student learning. Creativity is the ability to create a new product, either completely new or a modification or change by developing things that already exist. The results of this study indicated that creative teachers are teachers who are able to develop pedagogic abilities, develop life skills, increase values and build and develop professional attitudes. All of this can be obtained in the developing of creative learning activities that can be created pedagogically and professionally according to the era of globalization.

CONCLUSION AND SUGGESTION

Conclusion

Based on the findings in the previous chapter, the researcher concluded that high-level students' perceptions of online English learning activities for class VIII Islamic Middle School Ma'arif 02 Sukun Malang obtained positive perceptions or agreed with online English learning activities. Students also agree that learning English online is not boring so it makes students enthusiastic in learning English. Another advantage of learning English online is that it broadens the student's experience when learning online. This can be seen from the significant percentage of questionnaires and interview results.

However, in this study the researcher found some negative perceptions during online English learning activities that did not work as expected. Students said that in learning English online it was difficult to understand the material and too much browsing made them confused about online learning. In addition, some students stated that the teacher's ability to manage English classes online was less creative because some students said that teachers often gave videos during online learning.

Suggestions

After this research was carried out by the researcher, there are some suggestions that the researcher would like to convey, namely for teachers, students, and future research. First, the research suggestions to teachers. Teachers should provide more interesting material that is carried out during online English learning classes. The success of the teacher in increasing student activity during learning activities cannot be separated from the way the teacher applies dynamic methods to deliver the material to be given to students. This is important to note and consider so that teachers can succeed in increasing student activity in the classroom. The learning method refers to the teacher's way of maximizing learning activities in order to achieve the learning objectives that have been designed. Second, this research is suggestions for students. Students should strive to utilize technology-based media during the online learning process. Because utilizing technology is needed in online learning media, being creative and actively communicating with teachers is very important in online learning because the media provided by teachers can be useful for students. Finally, This research is expected to be useful for other researchers and it can also be a reference or inspiration for further researchers who are interested in the field of high-level student perceptions of online English learning activities. In future research, to verify clearer and more detailed results, further researchers can use more instruments and participants in data collection. Furthermore, this research is expected to explore high-level students' perceptions of online English learning skills. Because this study is a student who is included in the category of high-level students, students whose final grades in English are 80 to 100 are taken as subjects because they are classified as high-level students.

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