Students' Perceptions in Online Learning during the Covid-19 Pandemic

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Abstract
This research was aimed to identify the learner's perception regarding online learning implementation during the pandemic. This research was conducted by giving questionnaire to 68 tenth grade students of SMA Muhammadiyah Gadingrejo. A descriptive qualitative method was used to get a richer and deeper analysis of the respondents' perceptions. The results shows that internet availability and accessibility hold a crucial role to ensure the success of online learning. It can be seen that most of students give the negative perceptions of online learning in three main points, such as; Instructional Design and Delivery, Teachers' Role and Involvement, Students' Participation. In conclusion, the perception of students in online learning is neutral. Thus, the students should be supported with technical aspects of online learning as clearly as possible. Students should also be provided with free internet data bundles to ensure all students get the same opportunity to access course materials. Lastly, instructors should gradually evaluating their teaching strategy in order to develop an effective online learning environment.
Keywords: students perception, online learning, covid-19 pandemic

I. Introduction

Since the coronavirus began to become a world disaster, the world has been forced to stop all activities that require people to gather or meet. The pandemic has changed people's activities, including in the education sector. Students from schools to universities are no longer allowed to do direct learning. Regarding to the online learning itself, internet becomes the main facility that is needed by both students and educators. Internet can be more educative since it can be the main source for both teachers and students during the pandemic. Online learning is the best alternative way of learning that can be done during a pandemic. Muehleisen (1997) lists a number of reasons why the use of the Internet is beneficial to English teaching. She claims that students' motivation to learn English is promoted by their learning how to use computers, and in so doing they come to realize that English is an international language (most of the online information is in English). Advantages of the Internet for the individual student are highlighted, especially the vast amount of information that can be found online at all times. Singhal (1997) says the World Wide Web (WWW) isa virtual library at one's fingertips; it is a readily available world of information for the language learner. Since internet can be so beneficial for the main needs during the pandemic, various platforms are used as learning tools in order to keep students and teachers connected, and to be able to interact actively during the lessons even if they do not meet in person, such as, Zoom, Google Meet, Google Classroom, Whatsapp, Youtube, and so on by using internet.

Online learning has many positive impacts for teachers and students in the learning process. They will experience a unique way of learning without having to meet in person. Learning can be done very practically. Some students even admitted that they did not need to do much preparation before going to school as when the school was held in person. Students also feel comfortable studying because it is supported by a very familiar home situation for those who seem comfortable. Various kinds of learning resources such as books and other resources can be easily obtained and shared because students and teachers can freely access the internet on their smartphones or laptops. Online learning is a type of distant learning where students and teachers do not meet in a traditional classroom setting, and the internet becomes its main media (Stern, 2018). This is different from the school environment which prohibits students from opening or accessing the internet during lessons when they are studying at school directly.

However, just like the many benefits to be had, online learning also has many drawbacks. Based on observations made at SMA Muhammadiyah Gadingrejo, many students complained about the implementation of online learning. This is because not all students come from the same background. Some students live in areas that have good connections, but students who live in areas that are not covered by the internet feel that online

learning is an activity that is difficult to do. Many of them are forced to miss lessons at school because the internet is difficult to access. In addition, students with low economics may have difficulty in terms of the device facilities they must have.

The level of satisfaction in online learning was found to be crucially determined by the amount and quality of interaction between teachers and learners (Fedynich& Bradley, 2015). Students will be very satisfied with the learning material when the teacher provides a lot of variety in terms of instructional design. Some learners stated their frustration for not getting an immediate response to the course's questions (Fletcher & Bullock, 2015). Implementation of online learning during pandemic faces some obstacles such as slow internet connection, the enormous amount of tasks students received, limited interaction between teachers and students, and limited materials received compared to offline teaching. The availability of internet connection in rural areas, limited teaching media accessibility, and technology compatibility in accessing course materials are identified as the main influencing factors. Therefore, this study aims to identify the learner's perception regarding online learning implementation during the pandemic.

II.   Method

The focus of this research is to see students' perspectives on the implementation of online learning. This study uses a descriptive qualitative method which aims to get a richer and deeper analysis of the respondents' perceptions. Questionnaires are used to collect data on student perceptions in the implementation of online learning. The questionnaire used is a 5 Likertscale ranging from strongly disagree to strongly agree. adapted from Fedynich, Bradley, & Bradley, 2015. The questionnaire discusses three things; students' participation, instructional design and delivery, and teachers' role and involvement. The sample in this study were 10th-grade students of SMA Muhammadiyah Gadingrejo, totaling 68 students.

III.   Findings

After conducting the survey, the results can be seen in the table below :

Table 1

Instructional Design and Delivery

Item	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3	Online courses provide clear instructions to promote students' comprehension	5,9%	**41,2%**	32,4%	16,2%	4,4%
5	Online learning utilizes a wide range of learning sources to support learning (link to websites, articles, videos, etc.)	4,4%	**39,7%**	19,1%	5,9%	30,9%
9	Online learning provide students with activities to develop critical thinking	9%	**38,8%**	20,9%	19,4%	11,9%
10	Online learning provides clear instructions to task submission	3%	**47,8%**	11,9%	34,3%	3%

Table 2

Teachers' Role and Involvement

Item	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4	Online learning provides for teachers' formative assessment and feedback	2,9%	27,9%	23,5%	**42,6%**	2,9%
6	During online learning, studentsare able to ask questions and receive explanatory feedback fromteachers	8,8%	13,2%	29,4%	**41,2%**	7,4%
7	Online learning platform provides clear contact information of instructors or institution for students who need support	8,8%	**39,7%**	19,1%	29,4%	2,9%
8	During online learning, students and teachers interact and communicate effectively	13,4%	**40,3%**	29,9%	13,4%	3%

Table 3
Students' Participation

Item	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Online learning promotes students' motivation in learning	14,7%	**35,3%**	33,8%	14,7%	1,5%
2	During online learning, students have the opportunity to interact with each other	13,2%	**35,3%**	30,9%	13,2%	7,4%
11	Online learning promotes students' active engagement in group tasks and discussions	8.8%	**32,4%**	30,9%	25%	2,9%
12	Online learning courses delivery are interesting and engaging	5,9%	**45,6%**	29,4%	13,2%	5,9%
13	Online learning promotes autonomous learning environment	5,9%	**55,9%**	11,8%	17,6%	8,8%

IV. Discussion

Instructional Design Delivery

Based on the table number 1, the most of students disagree in the point of instructional design delivery. The students argue that on item number 3 "Online course provide clear instructions to promote students comprehension" in percentage 41.2% disagree and that have been shown the higher percentage among others. While on item question number 5 "Online learning activities a wide range of learning sources to support learning (link to website, article, website, etc) 39.7% disagree. Then, on item question number 9 "Online learning provides students with activities to develop critical thinking" 38.8% disagree. Last, on item question number 10 "Online learning provides clear instructions to ask submission" 47.8% disagree. It can be inferred that in instructional design delivery, the students were not getting clear enough instruction. In this case, the poor connections happened for most of students could be the main problem.

Teachers Role and Involvement

Based on the table 2 which is about teacher's role and involvement on the item number 4, "Online learning provides for teacher formative assessment and feedback" 42.6% agree. While on item number 6 "During online learning, students are able to ask question and receive explanatory feedback from teacher" 41.2% agree. Then, on item number 7 "Online learning platform provides clear contact information of instructors or institution for students who need support" 39.7% disagree. Last, on item number 8 "During online learning students, and teachers interact and communicate effectively" 40.3% disagree. It can be inferred that almost all students argued about the teacher's role and involvement. Some of them agree that teacher became more active in giving the explanation and feedback during the lesson. However, the students with good internet connections could feel enjoy the lesson and getting interaction actively with teachers during the lesson.

Students Participation

Based on the table number 3 about students participation on the item number 1 "Online learning promotes students' motivation in learning" 33.8% disagree. While on question number 2 "During online learning students have opportunity to internet with each other" 35.3% disagree. Then, item number 11 "Online learning promotes students active engagement in group task and discussions" 32.4% disagree. While on item number 12 "Online learning courses delivery are interesting and engaging 45.6% disagree. Last, on the item number 13 "Online learning promotes autonomous learning environment" 55.9% disagree. It can be inferred that good connection might really influence how active the students in participating the lessons.

Through the findings of this study, it can be inferred that internet availability and accessibility hold a crucial role to ensure the success of online learning. Students reported difficulties in communicating with other members of the class due to bad internet connection. Thus, researchers provide some implications for further online teaching process for universities to consider. Students should be supported with technical aspects of online learning as clearly as possible. Students should also be provided with free internet data bundles to ensure all students get the same opportunity to access course materials. Lastly, instructors should gradually evaluating their teaching strategy in order to develop an effective online learning environment.

V. Conclussion

The present study discovered learners' perception of learning using the online media during COVID 19 pandemic. Findings indicated general satisfactory among learners regarding instructional design and delivery of online learning including the provision of materials, supporting learning materials and instructions to tasks submission. Students felt the need for improvement in designing activities to engage their critical thinking. To create a meaningful classroom interaction, teachers must ensure all students get the opportunities to ask questions and receive immediate feedback.

Teachers along with policy makers of the institution have to reshape the dynamic of online learning delivery in order to create greater participation and engagement between students, not only in independent tasks but also tasks that involve group work. Online learning delivery can be made interesting to boost students' motivation during their effort of learning autonomously from home. Lastly, accessibility to internet connection as the main medium to online learning holds important to bridge students and teachers in learning. In the least developed region, low internet connection heavily affecting online learning process. Therefore, the school need to provide students with support to get access to internet through subsidized internetdata.

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