Student's Perception of Online Learning in Pandemic

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Abstract. This study aimed to explore the perceptions of student's in an implementation of online learning in pandemic era. This new phenomenon where currently the educators and students are grappling with the idea, innovation, problem solving skills to implementation and adaptation. Especially, with the development of ICT and relative exposure of students to it, this study examines student's perception about online learning which help in a newer teaching and learning experiences on the campus. The Ministry of Education and Culture recommends learning from home using online learning. Primary Teacher Education Program Study in STKIP Muhammadiyah Bangka Belitung (STKIP MBB) has been implemented online learning to use the LMS, social media, and some application to supported learning process. This was a descriptive strudy involved an analysis of survey of student regarding their perception on online learning. Technique the sample collection used simple random sampling on 1st, 2nd, and 3rd years primary teacher education in STKIP MBB about 150 student's. The data were collected through questionnaires of the student's perception of online learning. The data analysis used descriptive analysis. The result of this study was student's perception of online learning to use varied media or application in the course has a somewhat good category (38,75%) for implementation and the student's suggestion to start What's App, Google Meet or Zoom Application.

1. Introduction

The COVID-19 pandemic phenomenon that occurred in the world, especially in Indonesia, has an impact on the education. This has a direct and indirect impact on academics in formal institutions. This statement was supported by the data collected on the number of students and learners impacted by COVID-19 pandemic has been calculated based in the closure of formal education system [1]. The positive impact felt by academics was to design and innovate in learning, improve problem solving abilities, anticipate learning when there were obstacles in the learning process, and optimize media in learning. Schools and universities in Bangka Belitung Island are closed. Students study from home with online educational applications or implemented in LMS based learning or utilize social media.

In the COVID-19 era, need for innovate solutions to optimize educational endeavors has accelerated [2] and some educators are exploring the use of more technologies such as mobile technologies, Moodle, WebCT or Blackboard to create hybrid course experiences [3]. The other applications are What's App, social media (twitter or facebook), Zoom [2], Google Classroom, Edmodo, School or Universities e-learning, Google Meet, YouTube, etc. The use of application adjusted to the material characteristic and one of the easy way to use was use Google's Suite for education to the existing school management system for video conferencing (Transition to online in schools during a SARS CoV-2).

In pandemic era need form of learning has now been challenged, especially the current public health measures being undertaken for the purpose of social distancing to mitigate the spread of COVID-19 [4], optimal social distancing of clinic case tends to last the entire duration of an outbreak [5]. This condition related with upward trend in online enrolment in the 21st century [6],

online education in higher education with new programs being added continuously and how they are offering quality programs [7]. The Covid-19 pandemic can potentially last for an extended period and its impact on contemporary science and society is likely to be felt for a long time [8] so the educators and students need innovation and optimize the use of technology and social media.

STKIP MBB has a e-learning but is a relatively new phenomenon in COVID-19 pandemic era. Currently both the educators and students are struggling with implementation and adaptation respectively. This is a challenge for STKIP MBB to face the COVID-19 era and anticipate the global challenge in the future. The importance of this research is the first step to develop learning innovation and to know the students perceptions, especially elementary school teacher education students at STKIP MBB on online lectures using different media.

2. Method

This study was conducted in a Primary Teacher Education STKIP Muhammadiyah Bangka Belitung students. The students was obtained 52 first year students, 52 second year students, and 51 third year students. The participants came from the same department and the sample of this study taken simple randomly form each batch. They had completed the first year to be a primary teacher education students and were mostly exposed to didactic forms of learning styles. The data were collected through questionnaires about students perception of online learning for primary teacher education students. By the end of each course students who voluntarily accepted to participate in this study asked to sign a consent and to respond to a validated questionnaire. The questionnaire using Likert scale (for positive statement where 4 strongly agree, 4 agree, 3 disagree, 2 agree, and 1 strongly disagree, while for negative statements where 4 strongly disagree, 3 disagree, 2 agree, and 1 strongly agree). Open ended questions and free responses were used to assess areas of weakness and strength in online learning (LMS, Google Classroom, Google Meeting, Zoom Application, What's App, Social media such as facebook or twitter, etc) and the data analysis were descriptive analysis.

3. Result and Discussion

The following result were obtained:

Table 1. The Result of Students Perception of Online Learning

	Category			
	SA	A	D	SD
Student's Perception				
1. Student's perception on benefits of media for online learning				
Would you find it useful	16	53	64	22
Would you be motivated to use it	23	75	48	9
Media is beneficial as it is an interactive mode	39	69	40	7
Media is useful as courses are readily available online	26	71	48	10
Media is cost effective	20	58	59	18
Implementing media would improve performance	18	47	72	18
Media enable training would help in better understanding of the course than formal teaching methods	30	82	37	6
Media would help to learn on your own at your own pace	20	58	59	18
Helped to understand of teaching materials or readings	39	69	40	7
Online practice self-test may improve their performance in the formative/ summative assessment to improve knowledge	30	82	37	6
Increased flexibility in studies	28	75	43	9
Facilitated in studies	23	75	48	9
Improved online communication with lecturers	46	81	26	2
Media was fun	21	75	46	13
2. Student's perception about challenges of media for online learning				
Availability of ready access to media courses	13	40	69	33
It's disadvantages as it would replace faculties	20	58	59	18
It would make student's to skip traditional classes	18	47	72	18

Distracted on using media	30	82	37	6
Adapting difficulties on implementing newer media modules and tools	28	75	43	9
Media accessed had eased their access to the course material	14	50	54	37
Media learning assignment similar to this should be used in this course in the future	46	81	26	2
3. Content issues				
Quality of information and explanations presented is clear	20	58	59	18
Ability to learn more about teams	39	69	40	7
Media reinforced important concepts	30	82	37	6
4. Simulations				
Ability to apply concepts to realistic problem solving situations	23	75	48	9
Good user interaction	39	69	40	7
5. Technical issues				
Experienced not problems with completed (save) work	23	75	48	9
Experienced not problems registering or navigating at website	46	81	26	2
Screen loads were too fast	21	75	46	13
6. Assignment issues				
Media were not too long	30	82	37	6
Students shouldn't be given more time to complete their assignment	28	75	43	9
Some underestimated completion time	14	50	54	37
More detailed directions for media use should be given	30	82	37	6

Source: (Adapted and Modified from [9]–[12])

Thus from Table 1, the students perception of online learning divided six aspect were benefit of media to supported online learning, challenges, content issues, simulations, technical issues and assignment issues. The percentage of the students perception of benefit online learning were:
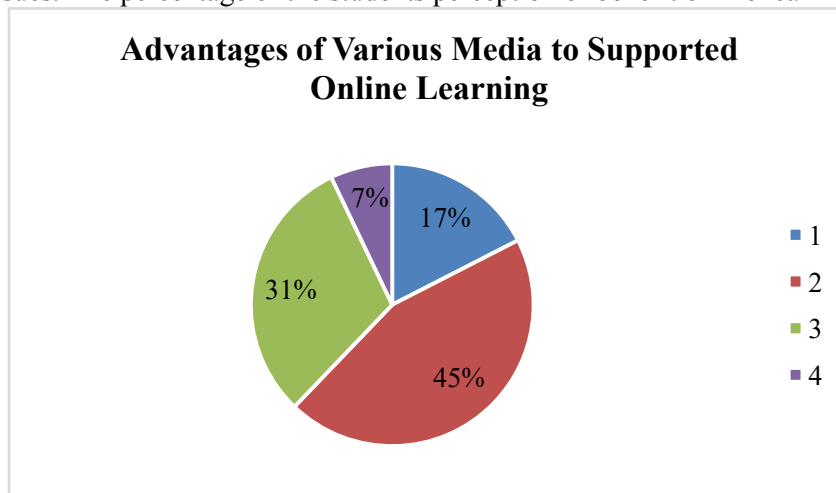

Figure 1. The Percentage of Benefit Online Learning

Based on this picture, we know that 17% the primary teacher educations students choose strongly disagree, 45% students choose disagree, 31% students choose agree, and 7% students choose strongly agree about all of the media could optimize supported online learning. The result of data analysis to showed many students assume that online learning didn't provide meaningful and benefit for their learning. But in the other side, online learning could to stimulate students to improve their motivation to learn, learn independently, improve thinking skills through discussion forums and improve online communications skills. The students efforts that could be taken could foster motivation, among others, by using reinforcement theory as effective as possible [13] and they online learning to supported communication tools [14]. Student reason choose disagree for benefits of online learning because this is their first time learning online in full and each of courses has a different media or application. Based on the opening questionnaire that impact of the use of

varied media is causing confusion for students themselves. All of lecturers used different media in the course with the reason to found the right media and made it easier for students to learn. Its mean the students 44% the students are ready to face the global challenges of education and learning in the future. But, not at all the students agree if online learning would be replace implementation in faculty. The other research indicated that students were not as eager as their lecturers to use the elements of social networks in their courses and studies [15], although online learning as one method to complementing traditional learning [16] . The major reasons students indicate is that they are not aware of the features, lack of time to use the features or simply because they believe they have no use for them.

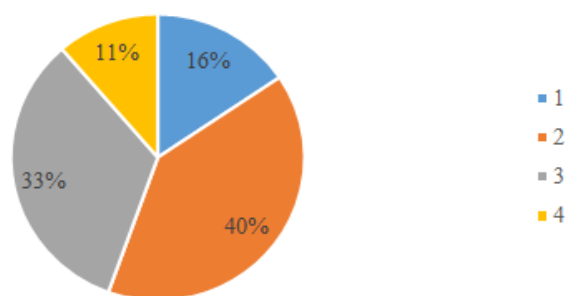Students Perception of Challenges of Online Learning

Figure 2. Students Perception o f Challenges of Online Learning

Based on the Figure 2. we know that 16% the students choose strongly disagree, 40% the students choose disagree, 33% the students choose agree, and 11% the students choose strongly agree with online learning has challenge for their learning (There are positive and negative statements). The highest percentage is in the disagree category of challenges of online learning, this is caused by several things is like many students are not ready to implement online learning by varying some media or applications. This reason is supported by their answer in opening question section of questionnaire. They assumed confused how they could implementation for their phone or laptop or their gadget, this is because some of media or application need a installation in their gadget and the impact for their gadget sometimes need a long time to installation or they could begin of course. The other side, signal was one big problem for them, not at all a region in their area has a good signal. The students assumed this is first time for them to implementation online learning for a long period of time up to several months. All of their assumed was related with the result of this study. The other research findings indicated their student's perceptions were affected by sociological and technological factors [17] and has quality characteristics and differences in student satisfaction of online learning [18].
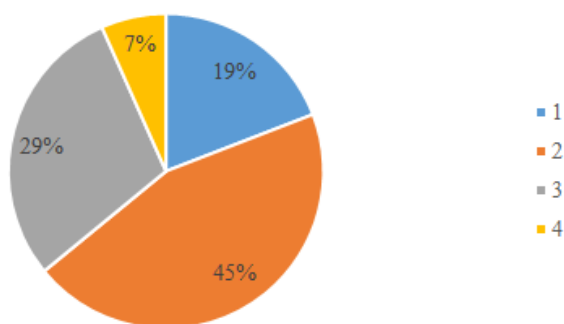
Students Perception of Content Issue

Figure 3. Students Perception of Content Issue

Based on Figure 3. we know that 19% the students choose strongly disagree, 45% the students choose disagree, 29% the student choose agree, and 7% the students choose strongly agree for content issue. Quality on information and explanations presented is clear, based on the data result 78 students agree online learning has a good quality and supporting system to presentation of course material. 108 the students agree with ability to learn more about teams, its mean by online learning the students has a change to get more learn, information, and discussion about the topic course with their partner or teams. 112 students agree that media reinforced important concepts, it's mean proves that online learning greatly facilitates students to understand important concepts of the material and makes it easier for students to learn the material. In the other side, the students should maintain organization and compliance to the course by proper time management and organize their schedule to make the checking of the course media or applications as part of their daily routine activity [11], that's why the students has a discipline.
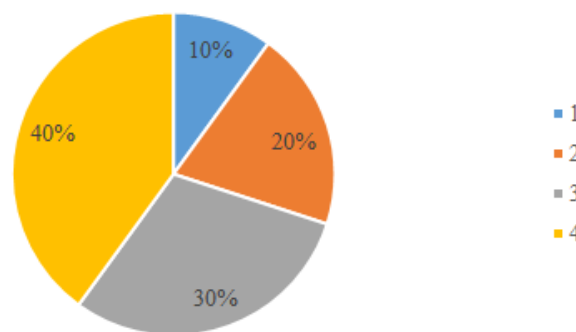

Figure 4. Students Perception of Simulation

Based on Figure 4, we know that 10% students choose strongly disagree, 20% students choose disagree, 30% students choose agree, and 40% students choose strongly agree with simulations of online learning. Ability to apply concepts to realistic problem solving situations was 98 students, its mean online learning to facilitates students for implementation between concepts to realistic problem solving situations. The students could to shared their implementation result by media or application they used, hopefully their information give a knowledge and beneficial to life. 108 students choose agree about good user interaction, its mean almost the students could great communication one each others (lecturers and the other students), [19] communication has a positive factor in strudents learning of each subject matter. This is one of their way and change to improve their online communications. The other research to found that students participated in discussions in online courses at their most convenient time, complete assignments and tasks at anytime and mostly accessed the teaching/ learning material from their homes at ease and convenience e.g weekends, early morning or even late evening [20].
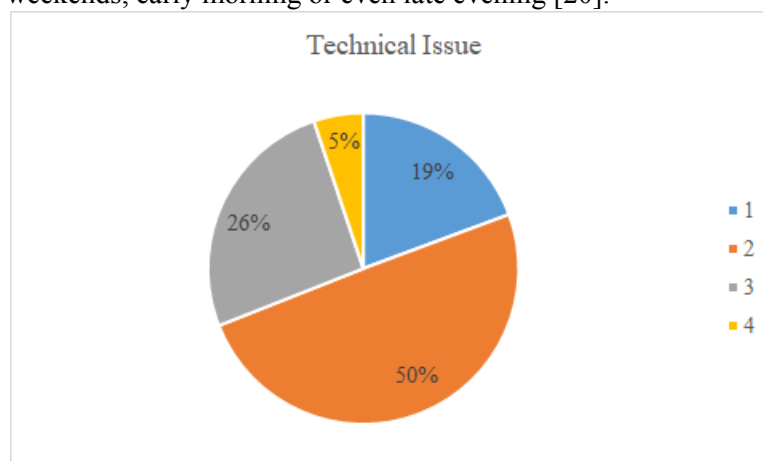
Figure 5. Students Perception of Technical Issues

Based on Table 1 and Figure 5. 19% the students choose strongly agree, 50% the students choose agree, 26% the students choose disagree, and 5% the students choose strongly disagree. 88 students choose agree with experienced not problems with complete work and 127 students to choose agree with experienced not problems registering or navigating at website. It's mean experiences not a big problem to used some of media or application on courses. Screen loads were too fast access, this is evidenced 96 students choose agree with that statements. It's mean that the media or applications used in learning were very for access to supported a course.
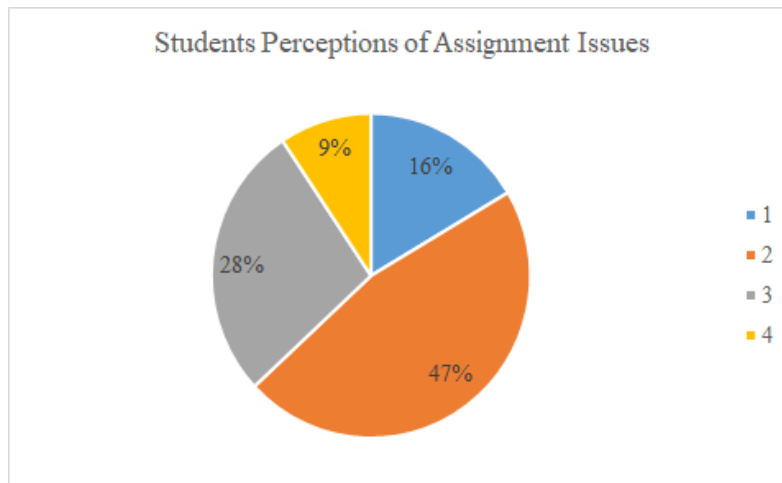

Figure 6. Students Perception of Assignment Issues

Based on Table 1 and Figure 6 about students perception of assignment issues, we know 16% the students choose strongly disagree, 47% students choose disagree, 28% the students choose agree, and 9% the students choose strongly agree. Many students choose agree media were not too long, they shouldn't be given more time to complete their assignment, and more detailed directions for media used should be given. It's mean online learning has a good facilitates to made learning directed and well designed.

4. Conclusions
Conclusion of this study was students perception of online learning used varied media or application in course has a somewhat good category for implementation. Many students suggestion to start What's App, Google Meet or Zoom Application. The result of this study could be used as a basis for carrying out other studies is like R&D, Design and Development Research, Experimental Research, etc.

5. Acknowledgment

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