

A STUDY ON THE THIRD YEAR STUDENTS' PERCEPTION ON ONLINE LEARNING AT SMPN 13 PEKANBARU

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Abstract: *This research was aimed to investigate the third year students' perception in using online learning in SMPN 13 Pekanbaru. The population of this research was 350 total number of third year students of SMPN 13. This study only took 105 students from class 9.2, 9.4, and 9.6 out of 350 students as the sample of this research. The researcher used a questionnaire and interview to collect the data of students' perception on online learning. There were 25 items for the questionnaire. The second instrument for this research was an interview. The researcher conducted a structured interview and prepared 5 questions to be asked to the respondent. There were 3 students from each class as interviewers. The highest score of indicator comes from students' perception on students' convenience in online learning indicator and students' perception on motivation to learn online indicator which is categorized in high criteria for both indicators. The researcher concluded that the average score of the students' perception on online learning is 3,22 and it is categorized as moderate criteria. From interviews results, the researcher found some responses from respondents toward online learning. There was positive and negative feedback from the students that they felt during online learning. They also assumed that online learning has more disadvantages than offline learning such as not understandable, lack of communication, external distraction and technology and network problems.*

Key Words: *Study, Perception, Online Learning*

SEBUAH STUDI TENTANG PERSEPSI SISWA TAHUN KETIGA TERHADAP PEMBELAJARAN DALAM JARINGAN DI SMP 13 PEKANBARU

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Abstrak: Penelitian ini bertujuan untuk menginvestigasi persepsi siswa tahun ketiga dalam penggunaan pembelajaran dalam jaringan di SMPN 13 Pekanbaru. Populasi penelitian ini berjumlah 350 siswa di angkatan tahun ketiga. Penelitian ini hanya mengambil 105 siswa dari kelas 9.2, 9.4 dan 9.6. Peneliti menggunakan kuisioner dan wawancara untuk mengambil data siswa. Terdapat 25 pertanyaan untuk kuisioner. Instrumen kedua yang digunakan adalah wawancara. Peneliti menyusun sebuah wawancara terstruktur dan menyiapkan 4 pertanyaan yang akan ditanyakan. Ada 3 orang dari masing – masing kelas sebagai narasumber. Nilai tertinggi berasal dari indikator persepsi siswa terhadap kenyamanan siswa dalam belajar dalam jaringan dan indikator persepsi siswa terhadap motivasi terhadap belajar dalam jaringan dengan kategori tinggi untuk kedua indikator tersebut. Peneliti menyimpulkan bahwa nilai rata-rata dari persepsi siswa adalah 3.22 yang dikategorikan sebagai kriteria sedang. Dari hasil wawancara, peneliti menemukan beberapa respon dari narasumber terhadap pembelajaran dalam jaringan. Ada umpan balik yang positif dan negative dari apa yang siswa rasakan selama pembelajaran dalam jaringan. Mereka juga berpendapat bahwa pembelajaran dalam jaringan memiliki lebih banyak kerugian seperti kurang bias dipahami, kurangnya komunikasi, gangguan dari luar dan masalah jaringan.

Kata Kunci: Studi, Persepsi, Pembelajaran Dalam Jaringan

INTRODUCTION

The development of multimedia and information technologies, as well as the use of the internet as a new technique of teaching, has made radical changes in the traditional process of teaching. The concept of online learning is defined as a technology-mediated learning approach of great potential from the educational perspective which has been one of the main research lines of educational technology in the last decades (Berrocasso et al, 2020). The advantages of using the internet for online learning can be a great media for learning. Online learning applies the digital devices for teaching and learning which makes it easier to enable students to study anytime and anywhere (Arkorful & Abaidoo, 2014). Based on the research done by Yee (2015), there are some of negative perceptions due to online learning such as sense of unfairness of others benefiting from student's initiative and hard work, lack of understanding about the philosophy underlying or the concept of knowledge building and learning communities and doubts about worthiness one's own ideas.

According to Yee (2015), the benefits in using online learning are great because it's easy to access materials such as teacher notes, supplementary resources, discussion forum, chat rooms, video streaming, podcasts, and interactive multimedia, email and other online private sharing tools such as Microsoft team and Google classroom.

Students of SMPN 13 Pekanbaru also use online learning in studying the subjects. They tend to find difficulties in the learning process via online. Based on small observations that the writer conducted during PLP, which come to the result that the students struggle while doing learning via online. The teachers most frequent media used to conduct online learning is Google Classroom and WhatsApp. Students are given assignments in Google Classroom through Powerpoint on each study time.

Applying online learning in studying can ease the process of learning but also becomes a problematic issue for students. Variation in student abilities, such as different stages of group development and limited language skills, may limit the progress of individuals and teams in online courses (Nguyen, 2015). Hence, there are a number of different perspectives due to online learning in studying. The main subject of this research was the third year students because the third year students had most time to learn at school compared to the other grade.

Based on the explanation above, the writer conducted this research entitled: A Study on The Third Year Students' Perception on Online Learning at SMPN 13 Pekanbaru.

RESEARCH METHODOLOGY

The research design is used as a descriptive quantitative approach. This research used a questionnaire-based method to collect the data. In this research, the study discusses social phenomena which frequently occur in teaching and learning processes. It is focused on the perception, opinions, or thoughts of students learning English using online the research was conducted as for the time measurement, within the period of June 2022 - December 2022. The study took place in SMPN 13 Pekanbaru, Riau. The research was conducted depending on school policy.

The Data Analysis Technique

There are two instruments in this research. In this study, the researcher used a questionnaire and interview to collect the data. The blueprint of the questionnaire can be seen on the table 1 below.

Table 1. The Blueprint of Questionnaire

No	Aspects	Question No.
1	Teachers' methods of online learning	1, 2, 3, 4, 5
2	Students' convenience in online learning	5, 6, 7, 8, 9, 10, 11
3	Motivation to learn online	12, 13, 14, 15, 16, 17
4	The effectiveness of online learning	18, 19, 20
5	Opinion on the usefulness of online learning	21, 22, 23, 24, 25

The second instrument for this research is interviews. According to Suwartono (2014), an interview is a way to capture the information or data through verbal interaction/verbal. There are three kinds of interviews namely; unstructured interview, semi-structured interview and structured interview. The researcher conducted a structured interview and prepared 5 questions which were constructed from the questionnaire and asked to the respondent. There were 3 students from each class as interviewers.

In order to classify the students' level of perception on the use of self and peer assessment in reflective teaching practices, table below is the criteria of perception used.

Table 2. Criteria of Perception

Average	Criteria
$4.1 \geq 5$	Very High
$3.1 \leq 4$	High
$2.1 \leq 3$	Moderate
$1.1 \leq 2$	Low
$0 \leq 1$	Very Low

Adapted from Ratminingsih, (2017).

RESULT AND DISCUSSION

The discussion for each indicator, as explained in the previous chapter, was described on these following tables.

Students' Perception on Teachers' Methods of Online Learning

Table 3 The Average Score of Students' Perception on Teachers' Methods of Online Learning

No	Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Average
1	Item Number 1	1 (1,0%)	22 (10,5%)	105 (33,3%)	192 (45,7%)	50 (9,5%)	3,5
2	Item Number 2	1 (1,0%)	32 (15,2%)	126 (40,0%)	156 (37,1%)	35 (6,7%)	3,3
3	Item Number 3	4 (3,8%)	44 (22,1%)	117 (37,1%)	128 (30,5%)	40 (7,6%)	3,2
4	Item Number 4	2 (1,9%)	28 (13,3%)	51 (16,2%)	172 (41,0%)	145 (27,6%)	3,8
5	Item Number 5	5 (4,8%)	32 (15,2%)	63 (20,0%)	192 (45,7%)	75 (45,3%)	3,5
Average		2,5%	15,0%	29,3%	40,0%	13,1%	3,4

Table 3 shows the percentage questionnaire score for teachers' methods of online learning. There are five items for this indicator. The highest score for this indicator comes from item number 5 by question 'I apply the subject matter delivered by the teacher in everyday life.' Which has 75% of the total score (45,3%) on a strongly agreed option. Meanwhile the lowest score for this indicator is on item number 2 by question 'I understand the material presented by the teacher when studying online.'. This item gained 35 as a total score (6,7%) of strongly agreed options. The average score of Students' Perception on Teachers' Methods of Online Learning as the first indicator is 3,4.

According to the interview with the student, the respondent gave some negative feedback. The results show that there are some perceptions of students on online learning such as not understandable and not as clear as face to face learning.

Student 1: '*Less understandable miss, because the communication is only one way.*' (Kurang dapat dipahami miss, karena komunikasi nya hanya satu arah)

Student 4: '*Online learning is not as clear as face to face explanation*'. (Belajar online kurang jelas dibandingkan belajar tatap muka)

Table 4. The Average Score of Students' Perception on Students' Convenience in Online Learning

N o	Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Average
1	Item Number 1	3 (2,9%)	44 (21,0%)	78 (24,8%)	180 (42,9%)	45 (8,6%)	3,3
2	Item Number 2	5 (4,8%)	30 (14,3%)	63 (20,0%)	196 (46,7%)	75 (14,3%)	3,5
3	Item Number 3	0 (0%)	8 (3,8%)	54 (17,1%)	184 (43,8%)	185 (35,2%)	4,1
4	Item Number 4	9 (8,6%)	26 (12,4%)	51 (16,2%)	156 (37,1%)	135 (25,7%)	3,6
5	Item Number 5	4 (3,8%)	16 (7,6%)	39 (12,4%)	176 (41,9%)	180 (34,3%)	4,0
6	Item Number 6	0 (0%)	18 (8,6%)	93 (29,5%)	168 (40%)	115 (21,9%)	3,8
Average		3,3%	11,3%	20,0%	42,1%	23,3%	3,7

Table 4 shows the percentage questionnaire score for students' convenience in online learning. There are six items for this indicator. The highest score for this indicator comes from item number 3 by question 'I always get a good response from the teacher during online learning.' which has 185 of the total score (35,2%) on a strongly agree option. Meanwhile the lowest score for this indicator is on item number 1 by question 'I can communicate smoothly with the teacher during online learning.'. This item gained 45 as a total score (8,6%) of strongly agreed options. The average score of Students' Perception on Teachers' Methods of Online Learning as the second indicator is 3,7.

The second indicator about students' convenience in online learning was also asked in the student's interview. The researcher asked about the communication between student and teacher during online learning.

Student 1: '*The communication is **just giving material** via whatsapp application but not about explanation.*' (Komunikasinya hanya sekedar memberi materi lewat WA (WhatsApp))

Student 3: '*Communication is **limited only through the WA group***' (Komunikasinya hanya sebatas grup WA)

Table 5. The Average Score of Students' Perception on Motivation to Learn Online

N o	Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Average
1	Item Number 1	6 (5,7%)	48 (22,9%)	84 (26,7%)	93 (29,5%)	80 (15,2%)	3,0
2	Item Number 2	0 (0%)	16 (7,6%)	45 (14,3%)	224 (53,3%)	130 (24,8%)	4,0
3	Item Number 3	1 (1,0%)	12 (5,7%)	39 (12,4%)	196 (46,7%)	180 (34,3%)	4,1

4	Item Number 4	3 (2,9%)	16 (7,6%)	87 (27,6%)	144 (34,3%)	145 (27,6%)	3,8
5	Item Number 5	1 (1,0%)	20 (9,5%)	78 (24,8%)	176 (41,9%)	120 (22,9%)	3,8
6	Item Number 6	2 (2,9%)	24 (11,4%)	63 (20,0%)	172 (41,0%)	130 (24,8%)	3,7
Average		2,2%	10,8%	21,0%	41,1%	24,9%	3,7

Table 5 shows the percentage questionnaire score for students' motivation to learn online. There are also six items for this indicator. The highest score for this indicator comes from item number 3 by question 'I participate in discussion group study assignments formed by the teacher.' which has 180 of the total score (34,3%) on a strongly agreed option. Meanwhile the lowest score for this indicator is on item number 1 by question 'I am always on camera during online learning.' This item gained 80 as a total score (15,2%) of strongly agreed options. The average score of Students' Perception on Motivation to Learn Online as the third indicator is 3,7.

This indicator was also investigated by students through the question 'Do you think that online learning increases your interest and motivation?' These are some responses from them.

Student 5: '*Online learning it's **not as enthusiastic as face-to-face lessons**. Online learning doesn't increase my interest and motivation*' (Belajar online tidak seantusias belajar tatap muka. Belajar online tidak meningkatkan minat dan motivasi saya.)

Student 6: '*Online learning doesn't increase my interest and motivation because there are **so many tasks** on this learning so there is **no free time***.' (Belajar online tidak meningkatkan minat dan motivasi belajar karena banyak tugas dan tidak ada waktu kosong.)

Table 6. The Average Score of Students' Perception on
The Effectiveness of Online Learning

N o	Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Average
1	Item Number 1	36 (34,3%)	48 (22,9%)	39 (12,4%)	72 (17,1%)	70 (13,3%)	2,5
2	Item Number 2	43 (41,0%)	58 (27,6%)	51 (16,2%)	48 (11,4%)	20 (3,8%)	2,1
3	Item Number 3	21 (20,0%)	52 (24,8%)	69 (21,9%)	88 (21,0%)	65 (12,4%)	2,8
Average		31,7%	25,1%	16,8%	16,5%	9,8%	2,5

Table 6 shows the percentage questionnaire score for the effectiveness of online learning. There are three items for this indicator. The highest score for this indicator comes from item number 1 by question 'I like online learning rather than face-to-face learning.' which has 70 of the total score (13,3%) on a strongly agreed option. Meanwhile the lowest score for this indicator is on item number 2 by question 'The interaction of online teaching and learning is better than face-to-face learning.' This item gained 20 as a total score (3,8%) of strongly agreed options. The average score of Students' Perception on The Effectiveness of Online Learning as the fourth indicator is 2,5.

The fourth indicator was asked through an interview by the question 'What are the difficulties of using technology during online learning?'. Some responses are recorded as follows.

Student 3: 'I have to borrow phone from my parents first.' (Saya harus pinjam hp dulu ke orang tua saya.)

Student 5: 'My network is often unstable. I often suddenly log out from classroom and my laptop also often lag' (Jaringan saya tidak stabil. Saya sering tiba-tiba keluar dari classroom dan laptop saya juga lag.)

Table 7. The Average Score of Students' Perception on Opinion on The Usefulness of Online Learning

N o	Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Average
1	Item Number 1	27 (25,7%)	76 (36,2%)	66 (21,%)	52 (12,4%)	25 (4,8%)	2,3
2	Item Number 2	9 (8,6%)	50 (23,8%)	108 (34,3%)	104 (24,8%)	45 (8,6%)	3,0
3	Item Number 3	11 (10,5%)	46 (21,9%)	45 (14,3%)	136 (32,4%)	110 (21,0%)	3,3
4	Item Number 4	14 (13,3%)	70 (33,3%)	90 (28,6%)	72 (17,1%)	40 (7,6%)	2,7
5	Item Number 5	13 (12,4%)	54 (25,7%)	135 (42,9%)	56 (13,3%)	30 (5,7%)	2,7
Average		14,1%	28,2%	28,2%	20,0%	9,5%	2,8

Table 1.7 shows the percentage questionnaire score for students' opinion on the usefulness of online learning. There are five items for this indicator. The highest score for this indicator comes from item number 3 by question 'Online learning saves me money I spend on printed learning materials and transportation cost.' which has 110 of total score (21,0%) on a strongly agreed option. Meanwhile the lowest score for this indicator is on item number 1 by question 'Online learning would improve my learning process.'. This item gained 25 as a total score (4,8%) of strongly agreed options. The average score of Students' Perception on Students' Perception on Opinion on The Usefulness of Online Learning as the third indicator is 2,8.

The last indicator was also in the interview session by asking 'What is the effect of online learning to yourself?'. Some responses are recorded from students.

Student 1: *'The impact is a lot of material because I don't understand and there is also no interaction with friends and you don't socialize with your classmates because you only know their names but don't know their faces.'* (Dampaknya banyak materi yang saya tidak mengerti karena tidak ada interaksi dengan teman yang hanya tau nama tanpa kenal wajahnya)

Student 2: *'The negative impact is missing lessons because I don't understand a lot. The positive one, I could help my parents at home'* (Dampak negative nya adalah ketinggalan pelajaran karena saya tidak mengerti. Positifnya saya bisa membantu orang tua di rumah.)

Discussion

First, from this research it was found that online learning methods applied by teachers through group discussions can help students in understanding the subject matter. This finding is related with Aini et al (2020) who stated that online learning serves some forums among students, one of them is discussion forums. It is an effective and efficient alternative forum in media which can be used in online learning situations which restrict students and teachers to do teaching and learning.

Second, from this research, it can also be concluded that online learning has managed to run well because of good communication between teachers and students. Cakiroglu (2014) who also explains in his research that there is a highly satisfactory percentage in terms of assessing communication between teachers and students in online classes. Students agreed that through online classes, it enhances participation as well as communication. Online classes can give students to increase their participation as well as communication skills among the student itself.

From this research, it is also found that after online learning class, the students prefer assignments in the form of group tasks. This made it easier for them to understand the material by conducting discussions between group members about the learning topics that have been taught. This statement is in line with Soliman (2014) who stated that studying online allows students to interact effectively through online learning platforms. It also shows that students were positive towards enhancing the collaboration of teamwork during online learning.

The next conclusion towards students' perception on online learning is good feedback from students about the facilities and conveniences that they found in online learning itself. It is supported by Smart and Cappel (2006) who stated that technologies and facilities which were used in online learning situations has the potential to enrich the students with learning experience or even do more than what can be done in face-to-face or other approaches. Facilities have a significant influential role in the course of online learning itself.

The next conclusion is that students felt the advantage of online learning in the economic aspect. They saved more money than face-to-face learning. It is in contrast to previous research that was conducted by Irawan et al (2020). The result showed after 2 weeks studying from home, students felt anxious because of the high internet cost for the student itself.

From interviews results, the researcher found some responses from respondents toward online learning such as online learning is not understandable, because the communication is only one way, the communication of online learning is like just giving material via Whatsapp application but not about explanation, students' network is often unstable and they often suddenly log out from classroom. In this interview, the researcher also found that a few students feel the benefit of online learning like having more time at home and could help parents in daily work. The results of the interview also showed that there are some negative perceptions of students on online learning such as not understandable, lack of communication, external distraction and technology and network problems. They feel the online mode of teaching requires extra effort & time for class preparation and is also difficult for them to conduct extra-curricular activities. These results showed contrast points with the result of the questionnaire. In the questionnaire result, the participants mostly feel understanding about online learning especially when they work in group projects, good

communication through application, and the benefit of technology itself. This difference in results could be due to the fact that the students who took part in the interview are the students who choosed different answers from most students in answering the questionnaire.

CONCLUSION AND RECOMMENDATIONS

Conclusions

Based on the data analysis of the research findings and interpretations, the researcher found some conclusions.

1. From five indicators, the highest score of indicator comes from students' perception on students' convenience in online learning indicator and students' perception on motivation to learn online indicator which is categorized in high criteria for both indicators. Another indicator about students' perception of teachers' methods of online learning in moderate criteria. Then two indicators are categorized into moderate criteria which are students' perception on the effectiveness of online learning and students' perception on opinion on the usefulness of online learning.
2. The researcher concluded that the average score of the students' perception on online learning is 3,22 and it is categorized as moderate criteria according to (Artini. et. al., 2017).
3. From interviews results, the researcher found some responses from respondents toward online learning. There positive and negative feedback from the students that they felt during online learning. They also assumed that online learning has more disadvantages than offline learning.
4. The results of the interview also showed that there are some contrast statements from respondents about negative perceptions of students on online learning such as not understandable, lack of communication, external distraction and technology and network problems. But a few students felt benefits too about online learning.

Recommendations

With regards to the findings of this research, the following valuable contribution is concluded as follows. First, for the researcher. From conducting the research in the beginning until writing and concluding the results, the researcher got many experiences and also more knowledge particularly about students' perception on online learning. Second, teachers, especially those who teach in online learning, are recommended to consider some points as written on the questionnaire towards online learning from a student point of view. Hopefully the teacher could make the students have more intention in online learning as good as they did in offline learning. Then, it is hoped that this study will give some insights and information on students' perception on online learning. Finally, for other researchers, this research can inform them about the students' perception on online learning of SMP 13 Pekanbaru. This research is expected to be developed by other researchers using different samples or locations from the

author. Other researchers can use this research as reference to find out other students' perception on online learning.

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