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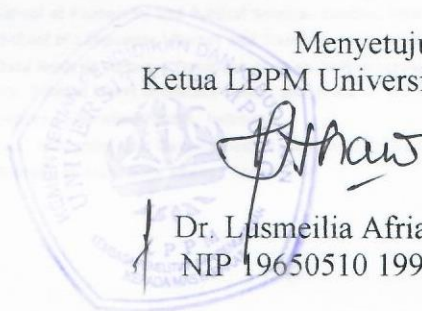


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Home > Archives > Vol 7, No 2 (2020)

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### Full Issue

[View or download the full issue](#)

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### Table of Contents

#### Articles

|   |                |
|---|----------------|
| Effects of Cultural Capital in Communication of E-Commerce Sale Stock Ads<br><i>Asnurul Novia Narendra, Sri Kusuma Habsari, Denny Tri Ardianto</i>  | PDF<br>1-13    |
| The Relationship between Principal's Leadership and Work Climate with Teacher Performance<br><i>Ratno Ratno, Wildan Wildan, Baehaqi Baehaqi</i>   | PDF<br>14-20   |
| Effect of SPM and Audit Risk Management of Audit Quality (Empirical Study on KAP Semarang)<br><i>Agustinus Reinaldo Handjojo</i>  | PDF<br>21-43   |
| The Impact of Altruism, Emotional Intelligence and Decision Making on Work Performance of Indonesian Guidance and Counseling Teachers<br><i>Zuraida Lubis, Zainuddin Zainuddin, Ibnu Hajar</i>                  | PDF<br>44-55   |
| A Comparative Study of the "Tasrif" Verses in the Holy Quran in Al-Mizan and Majma Al-Bayan Commentaries<br><i>Ahmad Zare Zardini, Mojtaba Ansari Moghaddam</i>   | PDF<br>56-66   |
| Student Perceptions of Online Learning<br><i>Maskun Maskun, Tedi Rusman, Suroto Suroto, Fanni Rahmawati</i>   | PDF<br>67-73   |
| The Effect of Personality over Student Insights on the Environment<br><i>Asrar Habibie</i>  | PDF<br>74-81   |
| Model Development Based on GIS: Culinary Tourism in East Luwu Regency<br><i>Syahrial Syahrial, Faisal Akbar Zaenal, Syamsu Rijal, Muh. Zainuddin Badollahi</i>  | PDF<br>82-90   |
| Registration of Limited Partnership after the Publication of Minister of Law and Human Rights Regulation Number 17 of 2018 (Study in Pekanbaru City)<br><i>Kharisma Descaliani, Busyra Azheri, Jean Elvardi</i> | PDF<br>91-96   |
| Dialectical Reality of Public Accountant's Objectivity and Independence: A Bourdieusian Perspective<br><i>F. Ahmad Kurniawan, Made Sudarma, Ali Djamhuri, Zaki Baridwan</i>                                     | PDF<br>97-110  |
| Legal Protection for Child Victims of Human Trafficking<br><i>Kayus Kayowuan Lewoleba, Beniharmoni Harefa</i>   | PDF<br>111-116 |
| Ratio Legis of the Execution Regulation of Administrative Court Decisions in Article 115 of Law Number 51 Year 2009<br><i>Syofyan Hadi, Sudarsono Sudarsono, Istislam Istislam, Moh. Fadli</i>                  | PDF<br>117-123 |
| Self-Education Criteria based on the Educational Thought of Islam<br><i>Mehdi Akbarnezhad, Majid Zeidi Jodaki, Soha Valipour</i>  | PDF<br>124-136 |

LEMBAR  
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW  
KARYA ILMIAH : **JURNAL ILMIAH INTERNASIONAL**

Judul Jurnal Ilmiah (Artikel) : **Student Perceptions of Online Learning.**

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Penulis Jurnal Ilmiah : **Maskun, Tedi Rusman, Suroto, Fanni Rahmawati**

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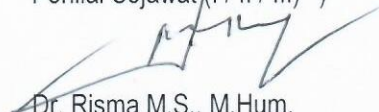
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## Student Perceptions of Online Learning

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### **Abstract**

The development of technology has indirectly influenced the world of education. These influences include online learning. This study aims to determine the effect of student perceptions on the application of online learning. This research is a descriptive verification study with an ex post facto and survey approach. The results of this study reveal that although there were some students who were less satisfied with online learning, the majority of students already knew that online learning had a good perception of the application of such learning.

**Keywords:** *Student; Perception; Online Learning*

### **1. Introduction**

Technology has changed very fast. This phenomenon indirectly resulted in the emergence of "Industrial Revolution 4.0" (Sutrarto, 2018: 465) and more or less changed some of the work that humans were supposed to do (Tritularsi & Sutopo, 2017), including education (Ghufron, 2018: 333). The emergence of several applications and online media such as the Teachers' Room, Our Classroom, Home Learning, Quiper, and several other media is a proof that education in the classroom must also improve immediately (Suroto, Rizal, Rahmawati and Hestingtyas, 2019: 75).

Education is a conscious and systematic effort, which is carried out to influence students to have the character and character in accordance with the ideals of education (Munib, 2004). Therefore, education should be structured conceptualized and truly directed to make students able to achieve the process of maturity and independence. The use of technology can improve quality and reach if used wisely for education and training (Budiman, 2017: 33).

The development of technology is known to have a very large influence on students (Husain, 2014: 184). This indicates that the need for the use of technology in learning. Utilization of technology is expected so that learning objectives can run effectively and efficiently (Thorne, 2003; Bersin, 2004). Miarso (2004) says that the factors that support the realization of quality learning include the use or use of information and communication technology.

In addition, every lecturer can create and innovate in planning and developing learning models (Mulyaningsih, Nurfiana, & Zahidin, 2017). The term online learning model or Online Learning Models (OLM) was originally used to describe learning systems that utilize computer-based learning (CBL) technology. In further developments, the function of the computer has been replaced by cell phones. Learning can take place more flexible than if using a computer. People can study anywhere, anytime, and in any situation.

A person's willingness to use a product (including technology) is strongly influenced by the user's perception (Saifuddin, 2017: 103) Perception can be interpreted as the process of receiving a stimulus that is organized by the five senses and interpreted so that the behavior of individuals arises (Rahmawaty, 2014: 10). However, perception is simply interpreted as a person's response to something.

University of Lampung in its learning has used online learning called "V-Class" to make learning more effective (Riyanda, Herlina and Wicaksono, 2020: 67). Besides V-Class, several faculties have also developed their own Moodle-based LMS such as "Edu-Smart" which was developed by the Teaching and Education Faculty (FKIP). Some of these LMS are practically used by lecturers and students as online classes that are equipped with learning tools and materials needed.

However, the use of Edu-Smart in learning that is intended to increase effectiveness in the implementation of the learning process so far has not had the expected contribution. This study aims to determine the perception of FKIP students towards online learning. With the findings of this research it is expected that the material for consideration of policy makers, lecturers and students in the process of teaching and learning activities so that it can run optimally.

## **2. Research Methods**

The research to be carried out is a descriptive verification study with ex post facto and survey research methods. Silaen & Widiyono (2013: 19) which states that descriptive verification research aims to provide a description, description of the facts, traits, and relationships between the phenomena studied, including the relationship of activities, attitudes and processes that are ongoing and the influence- the influence of a certain phenomenon.

The population used is the students of FKIP Lampung University. While the sampling technique used was purposive random sampling with a total of 80 students. Data collection techniques used by researchers were observation, documentation, interview, and questionnaire (questionnaire) techniques.

The stages in this study after observation were then conducted interviews. Interviews conducted with several lecturers and students obtained information that online learning has been applied in the classroom. However, students are less motivated to learn independently. To train students to be able to study independently and learning can go both ways, supporting lecture materials are needed so that the purpose of lectures is achieved, namely by online learning (in networks) where learning can take place anywhere inside or outside the classroom using technology assistance. This can help train students in understanding the material presented and increase learning motivation. After the interview, the questionnaire was distributed to analyze the perceptions of FKIP Unila students on online learning.

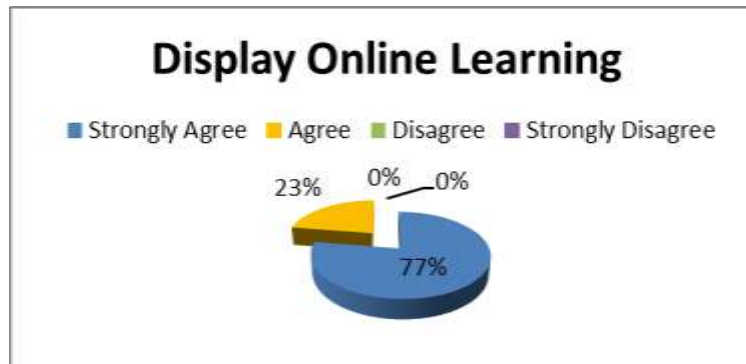
## **3. Results and Discussion**

The results of a research questionnaire obtained from 80 FKIP student samples indicate that all students know about online learning. This is because online learning is in accordance with the development of students as students (Palfrey and Gasser, 2008; Virginia, 2012: 80). Therefore online

learning is very possible to be used in the learning process. No stranger to online learning for students can have an impact on increasing student learning outcomes (Lashley, 2014).

After that, other data that describe students' perceptions of online learning can be known from several indicators in the following diagram:

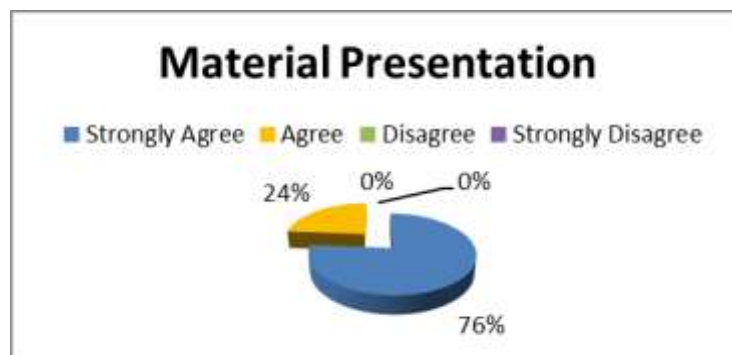
### 3.1 Display Aspects



**Figure 1. Analysis of Student Responses to Display Online Learning**

Based on Figure 1 it is known that from a sample of 80 students a number of 77% (62 students) had an interest in the appearance of online learning. This indicates that students are quite interested in the appearance of online learning. This display is supported by the ease of learning features because in Edu-Smart learning it has standard features and icons that are often found in android applications, the clarity of the media provided, in accordance with the development of students so as to create an attraction for learning (Aziz, Musadieg, & Susilo, 2013).

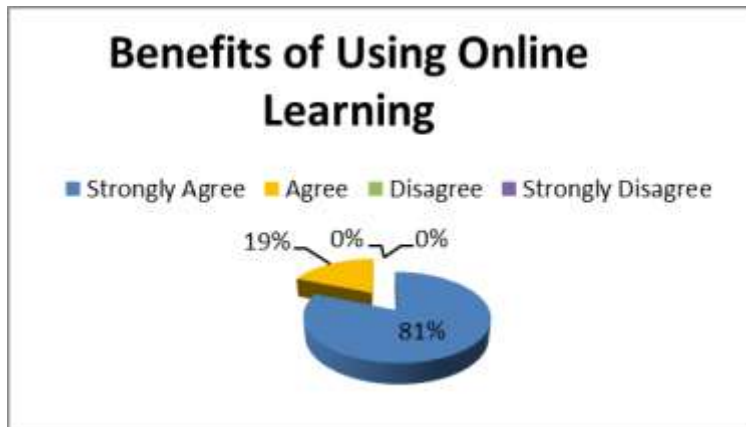
### 3.2. Material Presentation Aspects



**Figure 2. Analysis of Student Responses to Presentation of Online Learning**

Based on Figure 2 it is known that from a sample of 80 students a number of 76% (61 students) have a pretty good rating on the presentation of material from online learning. This positive response is supported by the ease of finding material, and the material clutter making it easier to understand the material provided (Sapari, Saleh, & Maksum, 2009).

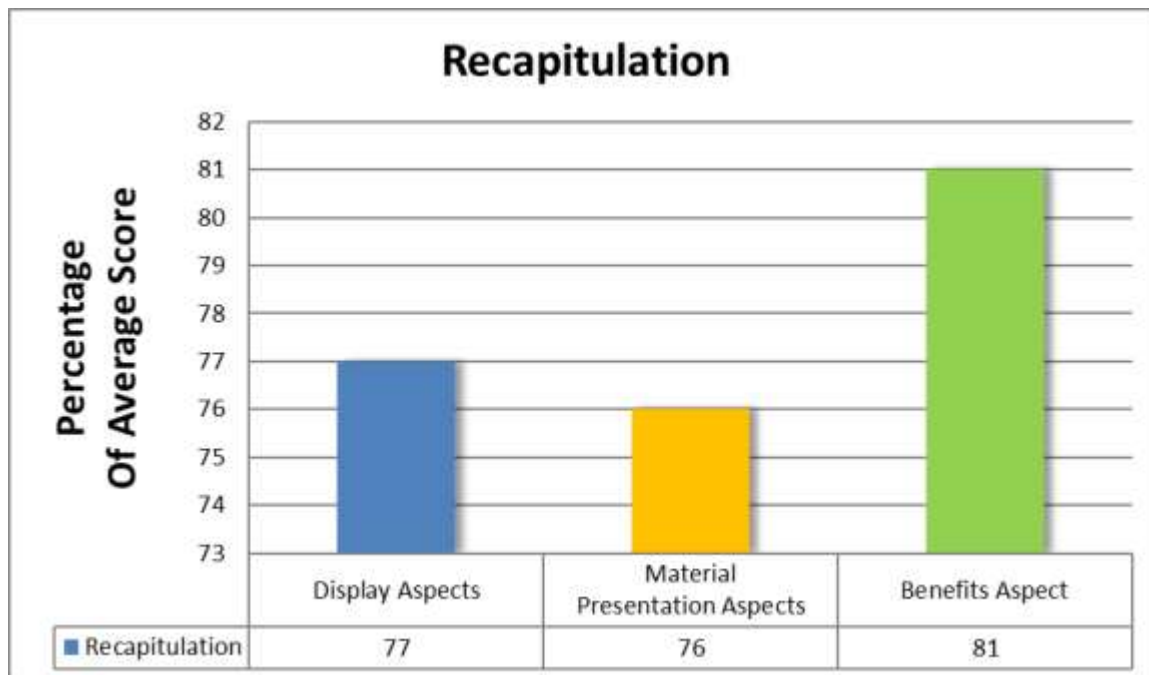
3.3. *Benefits Aspect*



**Figure 3. Analysis of Student Responses to the Benefits of Using Online Learning**

Based on Figure 3 it is known that from a sample of 80 students some 81% (62 students) have a very positive response to the benefits of using online learning. These benefits are supported by the ease of student learning wherever and whenever, the ease of using internet network technology, so that it can better motivate students to learn (Personal and Rosita, 2002: 13-14).

3.4. *Analysis of Student Responses*



**Figure 4. Analysis of Student Responses to the Benefits of Using Online Learning**

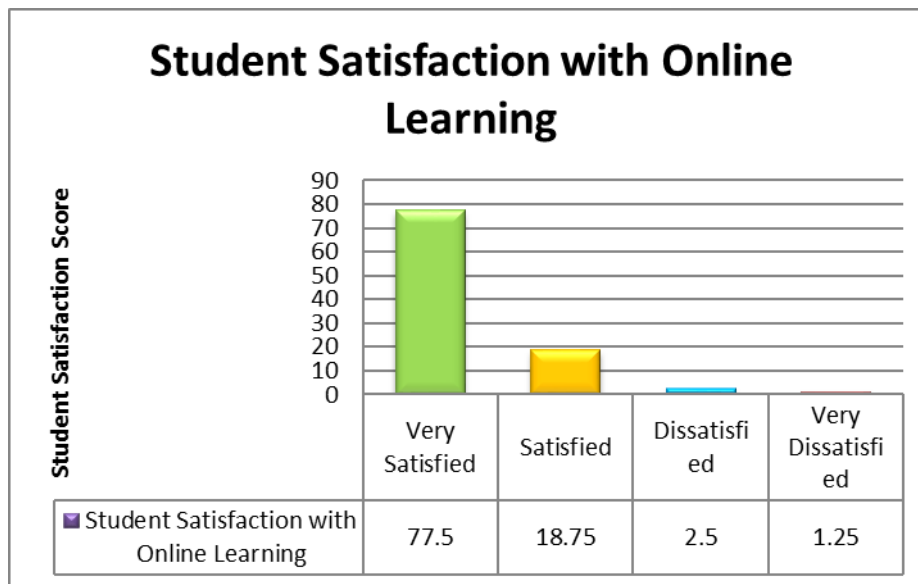
Based on the presentation of the results of the questionnaire above, it can be seen that from the 3 categories of aspects in the questionnaire analysis of the needs of FKIP Unila students on Online learning, the results obtained where 3 indicators above 75% can be categorized strongly agree in all aspects,

namely in the 77% display aspect, 76% material presentation aspects and aspects of the benefits of online learning 81%.

Based on the overall analysis of the aspects above shows that the perception of Unila FKIP students towards online learning is very good even though the assessment is still close to the agreed value. This happens because according to students online learning using networks can be done anywhere (inside or outside the classroom) so that they can provide knowledge, optimal attitude and skills.

### 3.5. Student Satisfaction

The questionnaire data further revealed student satisfaction with online learning. Data on student satisfaction with online learning can be seen in the following figure:



**Figure 5. Student Satisfaction with Online Learning**

Based on Figure 5 it is known that from a sample of 80 students a number of 77.5% were very satisfied, 18.75% stated they were satisfied, 2.5% stated they were not satisfied and 1.25% said they were very dissatisfied. The assessment is supported by the ease of learning the features, the clarity of the media provided, in accordance with the development of students so as to create an attraction for learning. The assessment of students who are not satisfied is because there are some students who prefer direct learning.

## Conclusions and Recommendations

### Conclusion

Online learning is a form of the use of technology today. However, the use of online-based technology requires knowledge of students' perceptions or responses to the technology. This study revealed that all students already knew about online learning. from the overall sample of students revealed that they have a good perception of the application of online learning in class both from the aspect of appearance, presentation of material and the benefits obtained by students. In addition, students also revealed that the majority of students said they were very satisfied with online learning.

## 1 Recommendations

The development of technology and students as subjects in learning has indeed changed many paradigms in the learning process. Lack of educator response to these developments can result in learning goals that will not be achieved optimally. The use of technology must also pay attention to several things such as student perceptions. Students who have assessment or perception of being dissatisfied and very dissatisfied must also be considered. That is because the nature of learning in class must also pay attention to all students.

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