Student Perceptions of Online Learning

Maskun[1]; Tedi Rusman[2]; Suroto[2]; Fanni Rahmawati[2]

[1] Department of History Education, University of Lampung, Indonesia

[2] Department of Economic Education, University of Lampung, Indonesia

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 (Tritularsih & 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 Hestiningtyas, 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:
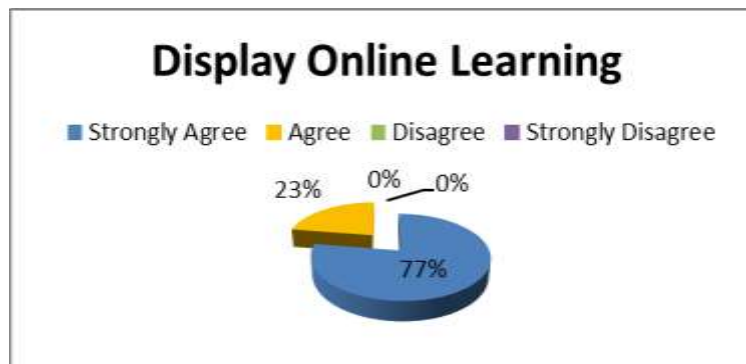
3.1 Display Aspects

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, Musadieq, & Susilo , 2013).
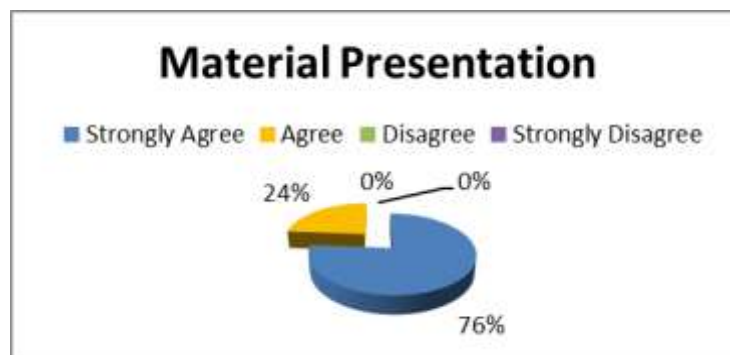
3.2. Material Presentation Aspects

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).
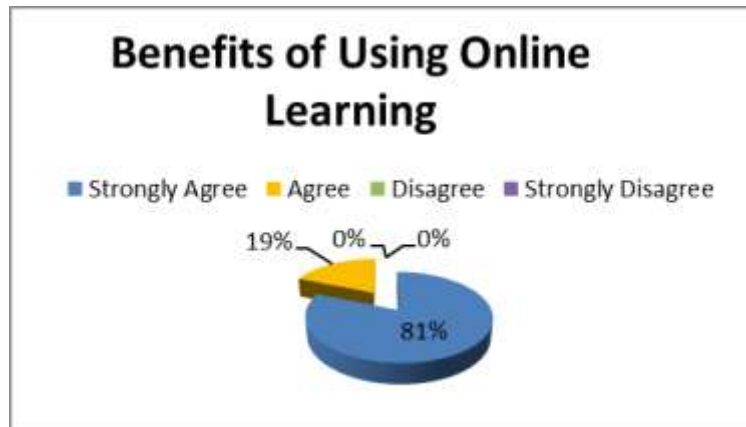
3.3. Benefits Aspect

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).

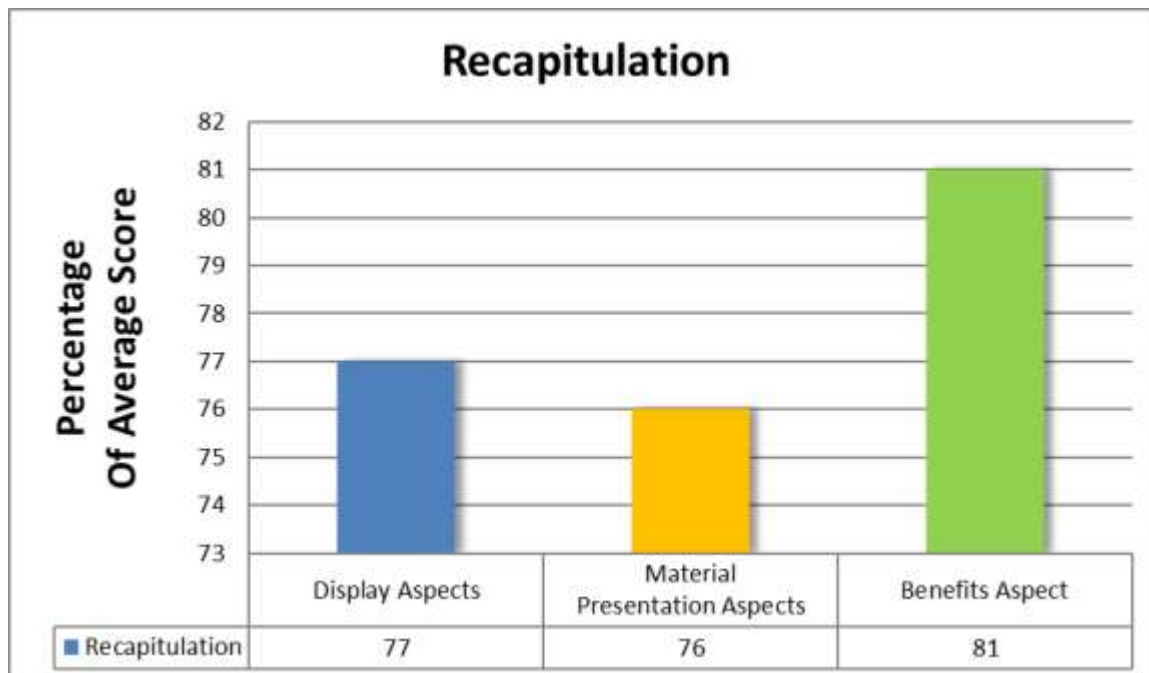### 3.4. Analysis of Student Responses

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:
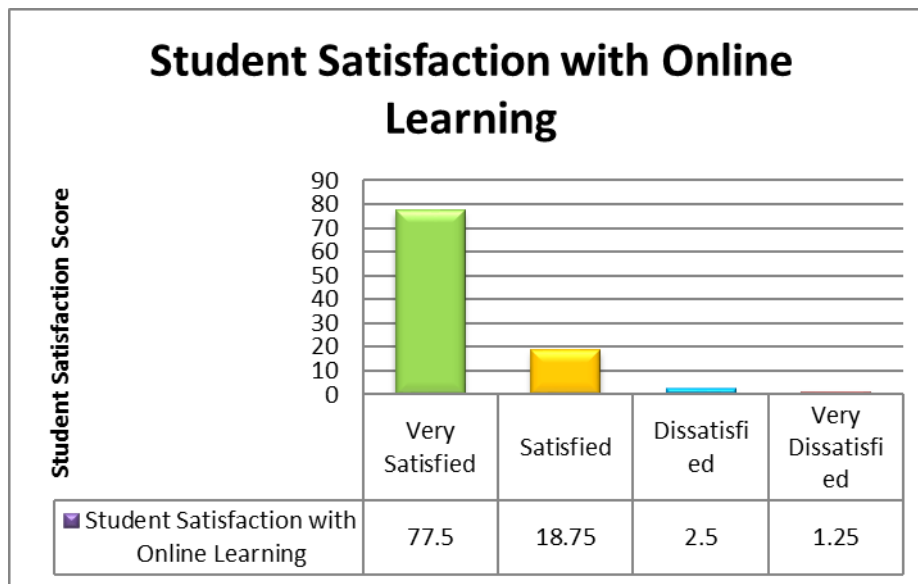

Figure 5. Student Satisfaction with Online Learning

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.

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.

References

Aziz, A. L., Al Musadieq, M., & Susilo, H. (2013). Pengaruh Kemudahan Penggunaan Terhadap Kemanfaatan pada Sikap Pengguna E-Learning. *Jurnal Administrasi Bisnis*, 6(2). 1-7.

Bersin, J., (2004). *The Blended Learning Book: Best Practices, Proven Methodologies, and Lessons Learned.* San Francisco, CA: Pfeiffer.

Budiman, H. (2017). Peran Teknologi Informasi dan Komunikasi Dalam Pendidikan. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*. Volume 8 No. I 2017 Hal 31-43.

Ghufron, M.A. (2018). Revolusi industry 4.0: Tantangan, peluang dan Solusi bagi Dunia Pendidikan. *Seminar Nasional dan Diskusi Panel Multidisiplin Hasil Penelitian & Pengabdian kepada Masyarakat.* Jakarta, 2 Agustus 2018

Husain, H. (2014). Pemanfaatan Teknologi Informasi dan Komunikasi dalam Pembelajaran di SMA Muhammadiyah Tarakan. *Jurnal Kebijakan dan Pengembangan Pendidikan*. Volume 2, Nomor 2, Juli 2014;184-192.

Lashley, Y.G. (2014). Integrating computer technology in the teaching of Biology. *International Journal Of Biology Education*, 3(2). https://doi.org/10.20876/ijobed.93986

Miarso, Yusuf Hadi. (2004). *Menyemai Benih Teknologi Pendidikan*, Jakarta:Kencana

Munib, A. (2004) *Pengantar Ilmu Pendidikan*. Semarang: UPT MKK UNNES

Palfrey, dan Gasser U. (2008). *Born Digital*: *Understanding the First Generation of Digital Natives.* USA: *Basic Books.*

Pribadi, B.A. & Rosita, T. (2002) Prospek Komputer Sebagai Media Pembelajaran Interaktif Dalam Sistem Pendidikan. *Jurnal pendidikan.* Vol. 6, No. 4.

Rahmawaty, A. (2014). Pengaruh Persepsi Tentang Bank Syari'ah Terhadap Minat Menggunakan Produk Di BNI Syaria'ah Semarang. *Jurnal ADDIN*. Vol. 8, No. 1, Februari 2014 Hal. 1-28.

Riyanda, A.R., Herlina, K. & Wicaksono, B.A. (2020). Evaluasi Implementasi Sistem Pembelajaran Daring Fakultas Keguruan Dan Ilmu Pendidikan Universitas Lampung. *Jurnal IKRA-ITH Humaniora* Vol 4 No 1. Hal 66-71.

Saifuddin, M. F., (2017). E-Learning Dalam Persepsi Mahasiswa. *Jurnal Varidika.* Vol. 29, No. 2, Desember 2017: 102-109.

Sapari, Y., Saleh, A., & Maksum. (2009). Pemanfaatan Media Komunikasi Prima Tani, Aksesibilitas Kelembagaan Tani, dan Persepsi Petani tentang Teknologi Agribisnis Industrial Pedesaan. *Jurnal Komunikasi Pembangunan*, 7(1). Retrieved from http://ilkom.journal.ipb.ac.id/index.php/jurnalkmp/article/view/5679/4308.

Silaen, S. & Widiyono. (2013). *Metodologi penelitian sosial untuk penulisan skripsi dan tesis*. Jakarta: In Media.

Sutarto, H., (2018). Lingkungan Dalam Pembelajaran Dan Pengajaran Matematika Yang Memunculkan *4C Abyility* Sebagai Penyiapan SDM Unggul Di Era Revolusi Industri 4.0. *Seminar Nasional Pendidikan Matematika 2018*. Vol. 01, P-ISSN: 2476-8898, E-ISSN: 2477-4812.

Thorne, K., (2003). *Blended Learning: How to Integrate Online & Traditional Learning*. London & Sterling, VA: Kogan Page Limited.

Tritularsih ,Yustina & Wahyudi Sutopo. (2017). Peran Keilmuan Teknik Industri Dalam Perkembangan Rantai Pasokan Menuju Era Industri 4.0. *Seminar dan Konferensi Nasional IDEC 2017* Surakarta, 8-9 Mei 2017.

Virginia, A. (2012). Pergeseran Budaya Komunikasi pada Era Media baru: Studi Kasus Penggunaan Facebook oleh Digital Natives. *Jurnal Komunikasi Indonesia*. Vol 1 No. 2. ISSN 2301-9816.