

Emergency Online Learning: How Are Students' Perceptions?

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ABSTRACT

Emergency online learning that takes place during the COVID-19 plague, so there is no other choice for students besides takes online courses. The changing in the way we learn from face to face to online learning has created new problems not only for lecturers but also students in this case who experienced many difficulties. With this online emergency learning, how were students' perceptions? How were students able to study well? How were students satisfied with this emergency learning? This study aims to determine student perceptions of online learning during the covid-19 pandemic. This research uses a non-experimental quantitative approach. Data collection used surveys. The instrument used was an open questionnaire and a closed questionnaire. The data was analyzed by descriptive statistics and presented using tables and diagrams. The subjects in this study were 261 prospective elementary school teachers at faculty of teacher training and education Universitas Mataram. The results showed that students' perceptions of online learning were varied, but the majority of respondents feel uncomfortable with online learning. Students expect the pandemic outbreak to end soon so they could conduct face-to-face learning just like the old days.

Keywords: *Emergency Learning, Online learning, Students' perceptions, Covid -19.*

1. INTRODUCTION

Emergency online learning is a learning model carried out during the Covid-19 outbreak. In emergencies, learning is done improvised. One of the most important things in this condition is how to make learning activities possible. There is no online media that is used specifically for learning activities. Even if there are online media provided by universities, their use is still limited. The implication is that each lecturer has its online media according to their abilities. The important principle is an online learning and maintaining social distance. This happens not apart from the unpreparedness of various parties in conducting online learning, as happened in a pandemic like today. The selection of instructional media is very important to produce good learning achievements [1].

Learning activities as a social activity were affected by the plague. The impact of the Covid-19 outbreak was very large, especially in the social field[2]. To inhibit the spread of outbreaks of activities must be done online[4]. Community compliance in maintaining a social distance so far is considered quite effective in suppressing the number of Covid-19 cases[4]. This includes compliance with not doing face-to-face

learning. In essence, before this outbreak, the discourse on the use of online learning in Indonesia was echoed by the Ministry of Education and Culture. This is inseparable from the spirit of freedom of learning that is carried by the government. Every education unit is strived to implement online learning. One reason that drives changes in learning models is none other than the rapid development of technology.

Technological development requires everyone to be tech-savvy. Being able to think critically and be resilient to new problems makes learning activities improve themselves [5]. Learning activities must be able to give birth to digital students who are ready for all changes [6]. The quality of education must be improved so that the resulting output can be useful for nation development[7]. The use of technology is believed to improve the quality of learning [8]. With the outbreak of Covid-19 online learning can be said to be born prematurely. The point is that the online learning system must be carried out without careful preparation. This kind of condition has created new problems. During a pandemic that threatens the safety of human life, students are faced with a very difficult learning model. Moreover, the unpreparedness of students and teachers

makes online learning ineffective. The implication is that not online learning is done but online assignments.

Online learning is one type of e-learning [9]. The basic difference lies only in the use of the internet as a communication medium. Online learning cannot be done well without a good internet connection. The successful implementation of online learning is inseparable from the preparations made. This is because online learning requires more preparation than face-to-face learning. One of the factors that determine the success of online learning models is the preparation that is done [10]. The above statement is following the opinion of Mohd, Daud, and Elzibair which states that the lack of maximum learning readiness causes the learning outcomes obtained are also not optimal [11]. The preparation needed is not only from the teacher's side but also from the student's side. Therefore, students' perceptions of online learning will be examined in this study. Given the current outbreak conditions, online learning is done without maximum preparation from the student side.

Various studies have shown that online learning is effective to implement, however, not a few educational institutions have difficulty in applying online learning. One of them states that many universities are not ready to carry out online learning [6]. Slightly different from other research which states that there are educational institutions that are ready to run online learning, although they must make improvements from many sides [12]. Online learning in emergencies is different from learning in normal conditions [13]. The difference lies in the readiness that is done. Therefore, in online learning that is carried out in such an emergency condition, students' perceptions are important to explore. Related to learning in the pandemic era, several studies have conducted. One of them was revealed that the learning model carried out during the pandemic did not only use online media but also offline [14]. Furthermore, the research stated that parents' participation in learning in the pandemic era was still lacking. This makes the learning process somewhat inhibited. The development of Moodle at the university had fulfilled the product validity test [15]. This means that online media developed at the university is suitable for use in learning.

The fundamental difference from some previous studies with this research lies in the substance of the problem. In this study, there was no action on the research respondents. This research seeks to explore the problems of online learning from the perspective of students. The most important problem in this research is how students perceive online learning during a pandemic. A student's perspective is needed to uncover the various problems faced by students during online learning. Students' hopes and suggestions need to be listened to, the aim being to evaluate the future

improvement of the online system. So, when the problem has been found, the lecturer can analyze the problem and then find a solution for better learning during the Covid-19 pandemic.

2. METHOD

This research uses a non-experimental quantitative approach. In this design, there is no treatment whatsoever to the respondent. The research step consists of making instruments, collecting data, presenting data, analyzing data, and drawing conclusions. Research only digs up the information needed from respondents. Data collection is using surveys. The instrument used was an open questionnaire and a closed questionnaire. An open questionnaire is used to capture data that is not yet known with certain answers. Through an open questionnaire, it is possible to get diverse answers from respondents. In the closed questionnaire, the respondents presented several alternative answer choices. The aim is to facilitate data classification. The advantage of closed questionnaires is that respondents' answers can be grouped easily. But the weakness is that there are respondents who have not been accommodated learning that is carried out in such an emergency condition, students' perceptions are important to explore. Related to learning in the pandemic era, several studies have conducted. One of them was revealed that the learning model carried out during the pandemic did not only use online media but also offline in the answer choices. Data analysis uses descriptive statistics. The descriptive analysis was done using SPSS and Microsoft Excel. Through this analysis obtained data in the form of percentages, and average values. Presentation of data is using tables and diagrams. The subjects in this study were prospective elementary school teachers at the Universitas Mataram. The Sampling technique used was random sampling method. The number of respondents involved in this study was 261 students.

Table 1. Characteristics of respondents

Gender	Total	Percentage
Male	35	13,40%
Female	226	86,60%

3. RESULT AND DISCUSSION

The analysis in this study was based on the results of a survey of a prospective elementary school teacher at the Universitas Mataram. Eight problems were asked by respondents. Seven closed questionnaires and one open questionnaire. The survey begins with the statement "*Am I comfortable with online learning?*". Respondents' answers to these statements are shown in Figure 1.

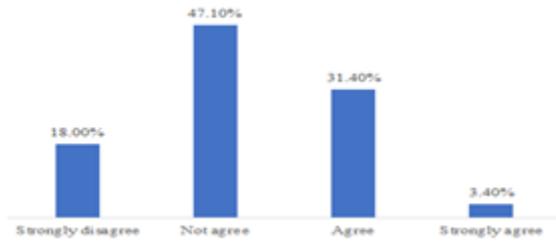


Figure 1. Student perceptions of the convenience of online learning.

Based on Figure 1 it can be seen that respondents who claimed to strongly disagree with the first statement were 18% of 261 respondents. Respondents who claimed to disagree were 47.10%. Respondents who claimed to agree agreed as much as 31.40%. Respondents who claimed very much agreed only at 3.40%. This means that the number of students who claim to be comfortable with online learning models is less when compared to respondents who are not comfortable.

The second statement given to respondents was “Can I understand the lecture material well during online learning?”. This statement is important to give considering the level of mastery of the material is very influential on student learning outcomes. Figure 2 can be presented the respondent’s answer to the second statement.

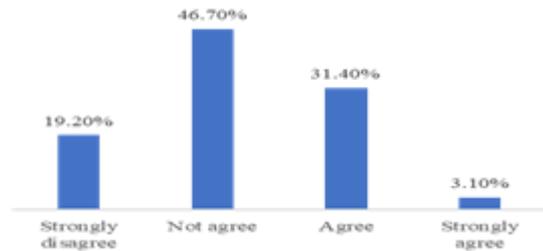


Figure 2. Student perceptions of material understanding through online course.

Based on Figure 2 it can be seen that respondents who claimed to strongly disagree with the second statement were 19.20% of 261 respondents. Respondents who claimed to disagree were 46.70%. Respondents who claimed to agree as much as 31%. While those who profess strongly agree as much as 3.10%. This shows that very few respondents can understand the lecture material well through online learning.

The third statement given to respondents was “Do I feel more excited about learning with an online learning model?”. This statement is closely related to student motivation in online learning. Figure 3 can be presented by student responses to the statement.

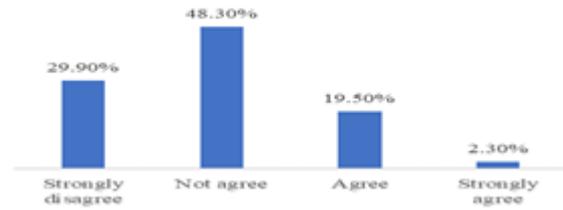


Figure 3. Student perceptions of students’ difficulties in online learning.

Based on Figure 3 it can be seen that the number of students who strongly disagree and disagree is added to more than half the number of respondents. Respondents who claimed strongly agreed with 29.90%. While the very significant number is the category of disagree. The number of respondents who claimed to agree as much as 19.50% and claimed to strongly agree only 2.30%. The data indicates that online learning cannot increase student enthusiasm for learning. It cannot be determined with certainty the level of student motivation in online learning. However, the data in Figure 3 indicates that online learning cannot increase student motivation.

The fourth aspect asked of respondents relates to the online learning process. Respondents were asked the question “Have you ever experienced difficulties in online learning?” This question is important to express as an evaluation of online learning that has been done. Respondents’ answers to these questions can be presented in Figure 4.

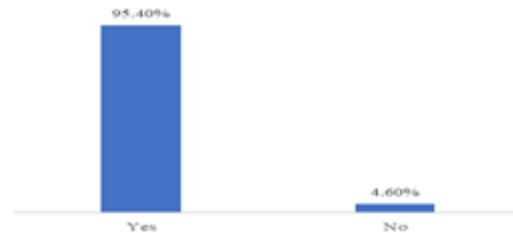


Figure 4. Student perceptions of students’ difficulties in online learning.

Based on Figure 4 it can be seen that from 261 respondents who claimed to have experienced difficulties in online learning as much as 95.40%. This shows that almost all respondents had experienced difficulties in online learning. Only a few respondents claimed there was no problem with online learning. This is understandable because online learning is still relatively new for most students. Limited internet access and the use of online media are common problems that are often faced by students. Moreover, there is no uniformity of online media, making students more difficult. The implication is that every student must install a new application adapted to the online media used by the lecturer. If this is not done, students will certainly miss the lecture material.

The fifth aspect that is questioned by respondents is related to online media. Respondents were given several choices of types of media that can be used in online learning. The online media in question are the online media that are most preferred by respondents.

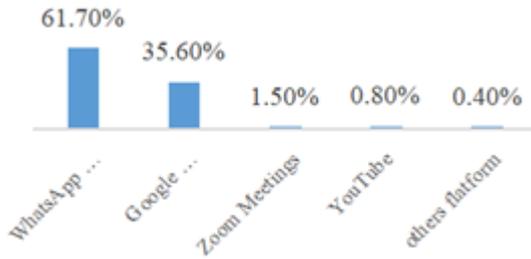


Figure 5. Student perceptions toward online media.

Based on Figure 5, it can be seen that the most preferred online media is WhatsApp Group, with the number reaching 61.70% of respondents. The second media most preferred by respondents is Google Classroom. The media is liked by 35.60% of respondents. Respondents who liked Zoom Meetings were 1.50% and others 1.20%. The data above shows that the most preferred online media by respondents is WhatsApp Group.

The sixth aspect that was questioned by respondents was related to online learning interests. On this occasion, the respondent was asked the question “Which do you think you prefer online or face-to-face learning?” Respondents’ answers to these questions can be presented as follows:

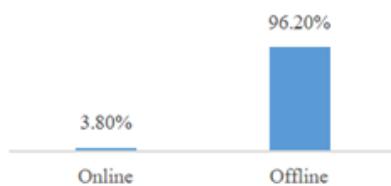


Figure 6. Student perceptions of the convenience of online learning.

Based on Figure 6 it can be seen that as many as 96.20% of respondents prefer face to face learning compared to online learning. Only 3.80% of the respondents are interested in learning online. This shows that the online learning model is not liked by most respondents. The data above indicates that students are not satisfied with online learning. Referring to the data shows that many aspects must be done in online learning. Need great attention so that online learning in the future can be done well.

The seventh question given to respondents was “If the Covid-19 pandemic ends do you agree that online learning will continue?” Respondents’ answers to these questions can be presented in the following figure:

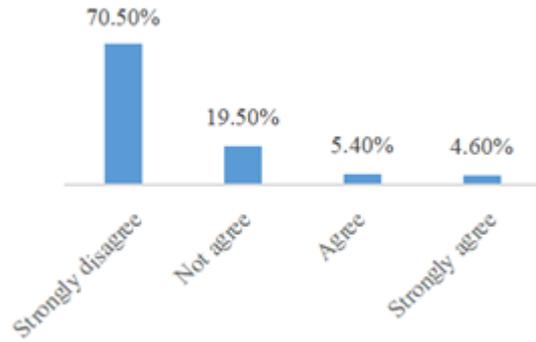


Figure 7. Student perceptions of online learning after a pandemic.

Based on Figure 7 it can be seen that the majority of respondents claimed to disagree if learning continued after the pandemic. Respondents who claimed to disagree were 70.50%. Respondents who claimed to disagree were 19.50%. Whereas respondents who said they agreed and strongly agreed were only 5.40% and 4.60%. This shows that online learning is no longer desired by most respondents.

The data description shows that the majority of respondents gave poor perceptions of online learning. Online learning that was carried out in the pandemic era was due to compulsion. Therefore, it is not surprising that the majority of respondents felt shocked by the existence of an online learning model. Not a few respondents who claimed to experience difficulties in online learning. Moreover, with the many assignments given by lecturers online, most students consider assignments to be a burden [16]. The existence of a pandemic and tasks that accumulate makes students experience severe depression. On one hand, they have to fight against a pandemic, while on the other hand; they have to complete piling lecture assignments. The unpreparedness of lecturers in providing online learning tends to find shortcuts by giving assignments to students. College assignments are one part of achieving desired competencies. The ability of students to complete assignments well is a major factor for obtaining good learning achievement [17]. However, the condition of students must be considered before giving assignments. Moreover, the low culture of reading students makes the assignments given by lecturers heavy. The number of students who have a fairly good interest in reading is no more than 30% and most of the reading interests are very bad [18]. The implication is that any given task becomes difficult.

Online learning is useful for training students to learn independence. Students who have independent learning skills will have better performance [19]. Based on the statement, the student’s learning achievement in online learning should be better than face-to-face learning. However, the statement is inversely proportional to the existing reality. Most students

admitted that they had difficulty understanding the material well. One reason is the lack of active social processes in online learning. In terms of learning social interaction with peers is needed [20]. The study revealed that online independent learning has the lowest effectiveness when compared with traditional learning and reverse learning. This shows that social interaction in the learning process is needed. It is very different conditions with independent online learning. In these conditions' students must try to understand the lesson as far as they can. Also, excessive online learning activities can cause social behavior deviations. Students are more adept at communicating in cyberspace than the actual social environment. The environment and habits have a strong influence in shaping students' social behavior [21]. The social environment is a real learning place [22]. Therefore, even though online learning is applied, face-to-face learning should not be abandoned. Even in the survey conducted in this study, 96% more respondents stated that they preferred face-to-face learning to online learning. Students can develop their thinking skills through real learning [23]. The result of this research has following Georgiev, Georgieva, and Smrikarov which states that most students prefer face-to-face learning rather than online learning [24].

4. CONCLUSION

Based on the research data exposure several conclusions can be drawn about students' perceptions of online learning. However, most students are not comfortable with online learning and most of them have difficulty understanding material with online learning. Students yearn for learning in class. If the pandemic ends, most students claim to disagree with online learning. Also, from the conclusion of this research, lecturers must find other ways such as making video tutorials or using other material so that students do not find it difficult to learn through online learning.

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