STUDENT PERCEPTIONS OF DISTANCE LEARNING IN THE PANDEMIC ERA

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Abstract

The purpose of this study was to determine student perceptions about learning from home or learning from home. The main problems studied are what applications are often used, the problem of quota subsidies from universities, signal constraints when studying, supervision, and the responses of parents of students when they study from home. This research will also reveal the advantages and disadvantages as well as suggestions related to learning from home that are effective and fun for students. The research method used in this research is to use quantitative research with a descriptive approach. The research subjects were students of the Mataram University PGSD Study Program semester 3. The data collection techniques were carried out by filling out a questionnaire in the form of a Google Form. The data obtained from the distribution of Google Forms to the 3rd-semester PGSD students of Mataram University showed that learning from homemade the 3rd-semester PGSD students bored and felt ineffective in learning. Students prefer to learn face-to-face because they are more effective and understand learning material more quickly. Students hope that the effectiveness of learning carried out from home online will be increased through various fun learning methods

Keywords: distance learning, learning from home, pandemic era, student perception

INTRODUCTION

Covid-19 is a disease caused by infection with the SARS-CoV-2 virus, first identified in the city of Wuhan, in the Hubei province in China in December 2019. Covid-19 has spread to various countries in the world, including Indonesia. The number of positive cases of the corona virus in Indonesia continues to grow (Permata & Bhakti, 2020). The World Health Organization (Cucinotta & Vanelli, 2020) revealed how the corona virus spreads from one person to another. When someone who has COVID-19 coughs or breathes, they release like droplets of liquid that also contain the corona virus. People can be exposed to or become infected with COVID-19 by touching a contaminated surface or object and then touching their eyes, nose or mouth.

In order to prevent the spread of Covid-19 transmission to school residents in particular and the wider community in general, the Ministry of Education and Culture issued several circulars related to the prevention and handling of Covid-19 within the Ministry of Education and Culture. Second, Circular No. 3 of 2020 regarding the prevention of Covid-19 in the Education unit. Third, circular letter number 4 of 2020 regarding the implementation of education policies in the emergency period of the spread of the

corona virus disease (covid-19), which among other things contains directions on the process of learning from home (Engzell et al., 2021).

In situations like this, as we know, both the government and national educational institutions are trying their best to keep education and learning processes going even though they are not carried out in schools. The Ministry of Education and Culture makes a regulation that education in Indonesia continues as usual, but there are different things in it, namely the learning system from their respective homes. In this case, in particular, parents of students must be able to establish communication and interaction with each of their children so that it continues to run optimally and optimally even though learning is carried out at home (Putro et al., 2020)

The development of information and communication technology has had a great influence on the learning process, especially in universities. There has been a shift in the learning process where lectures are not only conducted face-to-face but also online through communication media such as computers and the internet (Sutisna et al., 2020). Online lectures are a learning process that utilizes information technology by utilizing the internet as a method of delivery and interaction (Riadi et al., 2020).

Various studies that have discussed learning from home or online learning during COVID-19 have been carried out by several researchers. Based on the available data, it was found that the results of research conducted by (Riadi et al., 2020) regarding student responses to online learning, both studies (Sadikin et al., 2020) discussed online learning in the midst of the covid-19 outbreak and showed the advantages and disadvantages from the implementation of online learning, Third, Fitriyani et al., (2020) about student learning motivation in online learning during the covid-19 pandemic which shows a good percentage of results, Fourth (Kurachman, 2018) about the dynamics of online learning for students whose results students still want a learning model to return to the face-to-face method, Fifth (Riadi et al., 2020) about student perceptions of online lectures during the Covid-19 pandemic.

The purpose of this study was to find out the opinions of students from the Unram Elementary School Teacher Education Study Program semester 3 related to learning from home which was carried out during the covid-19 pandemic. During the COVID-19 pandemic, students are required to conduct online lectures from home to follow government regulations and to reduce the spread of the virus. Starting from the above problems, it is necessary to research how students' perceptions are related to learning from home.

Learning from home is a term that can be interpreted as learning from home, carrying out the learning process from home as an effort to replace the face-to-face process in the classroom directly. This term arose due to the physical distancing policy implemented by the government during the COVID-19

pandemic. Physical distancing, requires various educational institutions to utilize technology and implement online learning systems to support learning from home activities (Putria et al., 2020). E-learning can also be interpreted as learning that is carried out online, either in the form of access to learning materials, collection of assignments and discussions (Saifuddin, 2018). Online learning can connect students with their learning resources (databases, experts/instructors, libraries) who are physically separated or even far apart but can communicate, interact or collaborate (directly and indirectly) (Ningsih, 2020).

Perception is a step or process of interpreting a stimulus or stimulus received by a person based on a response that can be useful, not useful, satisfied, dissatisfied, good or bad. Student perceptions are related to the level of satisfaction seen from the success of an education program (Putria et al., 2020). Perception is a process of interpreting stimuli received by the five senses into an understanding. This perception will then move students' interest in being able to organize and manage themselves in online lecture activities. Every student needs to have skills regarding how to learn, thinking processes, and motivating themselves to achieve learning goals (Zhafira et al., 2020). Perception can also be interpreted as an interpretation of events or objects experienced by a person (Jundi, 2020).

There are several previous studies that are identical with learning from home in the perspective of students. The first research examines the problems faced by students in online learning (Widodo & Nursaptini, 2020). The study revealed that the biggest obstacle in online learning is an unstable internet connection. The second study examines exploring student opinions on online learning (Putria et al., 2020). Subsequent research examines e-learning in student perceptions which reveals student perceptions of e-learning, providing a large role in the implementation of learning with e-learning (Saifuddin, 2018). Other research also examines student opinions on online lectures (Zhafira et al., 2020). In the research conducted, it was revealed that students knew a lot of learning media even before online learning and two-way communication patterns were most favored by students. Research was also conducted by mulyana who studied the use of applications from the time of lecture. In the research conducted, it can be expressed positive responses from students while attending lectures from home (Mulyana et al., 2020). Research on student perceptions of the application of e-learning during the COVID-19 emergency (Yuniarti & Hartati, 2020). In the research conducted, it was found that students' perceptions were quite good about the implementation of e-learning. This can be seen from the independence of students in completing assignments and understanding course material which is classified as moderate. The ease of students in accessing course materials is categorized as quite high. However, the mastery of the material is low, students say they have difficulty understanding the teaching material and providing enrichment.

METHODS

The research method used in this research is quantitative research with a descriptive approach. The research was conducted naturally without any treatment from the researcher (Sugiyono, 2020). The data analysis used descriptive analysis which was collected and obtained by providing a research instrument in the form of a response questionnaire in the form of a Google Form containing 10 questions to PGSD Unram 3rd semester students. The research subjects were 67 PGSD students of Mataram University semester 3. PGSD Unram 3rd semester students regarding what are their benefits, constraints, and suggestions for learning done from home. Respondents were taken randomly so that all 3rd semester students had the opportunity to become respondents. The stages in this research are data collection, data analysis, data tabulation, data presentation and conclusion drawing. The conclusions drawn in this study are not used to generalize the entire population, but only apply to the subjects studied.

RESULTS AND DISCUSSION

Respondents in this study were students of the University of Mataram, Faculty of Teacher Training and Education (FKIP) in the Elementary School Teacher Education Study Program (PGSD) in semester 3 with a total of 9 classes. Respondents who are willing to fill out the questionnaire on Google Form are 67 students. The COVID-19 pandemic which has been running for almost a year has made adjustments in the field of education. To reduce the spread of the virus, the Ministry of Education and Culture issued Circular Letter No. 4 of 2020 regarding the implementation of education policies in the emergency period of the spread of the corona virus disease (covid-19).

One of the impacts of the COVID-19 pandemic is the transformation of learning media that used to use more face-to-face systems in the classroom. However, due to the COVID-19 pandemic, which spreads quickly through direct contact with patients, gatherings are prohibited. The world of education is also affected, so learning is done online (Herliandry et al., 2020). Lectures online usually lecturers use educational applications such as google classroom, google meet, moodle, zoom, and various other applications. After being seen from the responses of PGSD Unram 3rd semester students, lecturers and students most often use the google meet application for lectures, it can be seen in the following diagram.
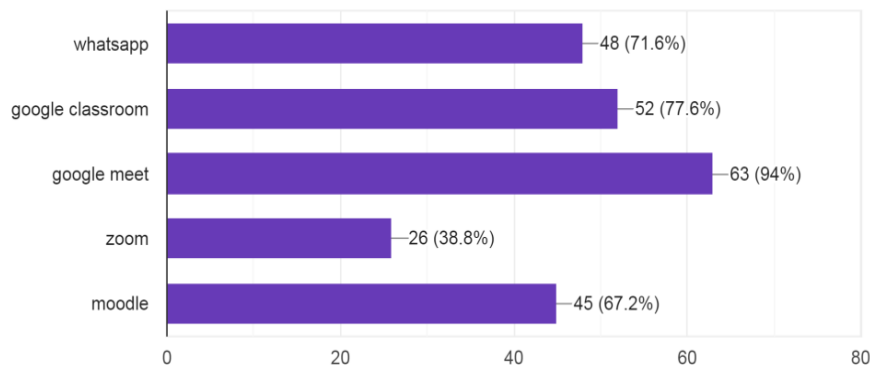
67 responses

Figure 1: Applications used during distance learning

From the picture above, it can be seen that what is often used is google meet as much as 94%, then google classroom 77.6%. The advantages of google classroom are the process of setting up classes that are fast and convenient, time saving and efficient, able to improve cooperation and communication, storage centralized data, and can share resources efficiently, practically and quickly. Meanwhile, the advantages of Google Meet are the large capacity of live participants and spectators, ease of use of the system, the use of dial-in numbers and integration with the Google Calendar and Artificial Intelligence (AI) (Kurachman, 2018). Whatsaap 71.6%, moodle 67.2%, and zoom which is rarely used as much as 38.8% because it is complicated and requires a large enough quota and unstable network (Riadi et al., 2020).

The Ministry of Education and Culture previously claimed to have distributed free internet quota assistance for stages 1 and 2 in September 2020 to 28.5 million mobile phone numbers for teachers, students, students, and lecturers throughout Indonesia. FSGI Bengkulu Presidium Nihan said that although the assistance helped support the purchase of expensive internet, there were still many people, especially in areas who could not enjoy it. FSGI Bengkulu Presidium Nihan said, although the assistance helped support expensive internet purchases, there were still many people, especially in areas who could not enjoy it (Purnamasari, 2020). The quota given by the Ministry of Education and Culture in the form of a study quota also cannot be used to open applications such as Google Meet, Zoom and can only open Google Classroom, Zenius and other applications that are not used by PGSD Unram Semester 3 students.

The provision of quota assistance is also carried out by universities loyal to the month, but it is not evenly distributed because there are still some who cannot. Another problem is that the quota given by the university is not enough for one month because lectures use applications that consume a lot of

quota. Quotas from universities are also sometimes not realized on a monthly basis. The results of the data regarding whether or not the quota assistance from UNRAM is sufficient or not is presented in the following diagram.

apakah kuota yang diberikan universitas cukup untuk kuliah daring selama di rumah?
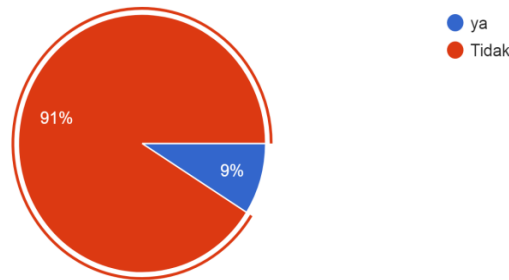67 responses

Figure 2: Problems with internet quota subsidies

Viewed from the diagram related to the provision of quotas from universities, it can be seen that 91% of PGSD students chose the quota given was not enough to use online lectures because the applications used needed a lot of quota and 9% chose the quota given by Unram to be enough for one month.

Lectures from home are often the 3rd semester PGSD students are constrained by the network. Many students who live in villages have to look for high places to get a signal. Students are also often unable to attend lectures or are late for lectures because the signal at home is slow.

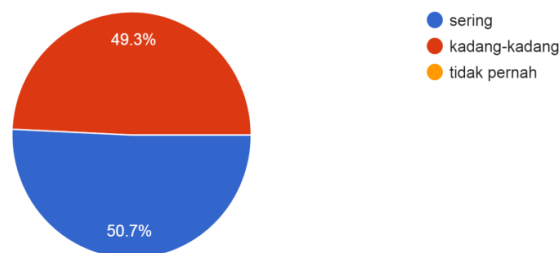apakah anda sering terkendala sinyal selama kuliah dari rumah?
67 responses

Figure 3: student signal problems

From the picture above, it can be seen that the 3rd semester PGSD Unram students are often constrained by the network which makes them also constrained in attending lectures, they are also often considered absent from lectures when they do not attend online lectures due to signals. From these

choices, it can be seen that there are no students who have never experienced network disturbances. Students who live in cities still often experience signal interference, especially students who live in villages where it is difficult for them to find a signal. So the signal is an important thing in attending lectures in addition to using quotas.

The existence of the COVID-19 pandemic has provided many very deep lessons for all aspects of life, especially between children and parents, because it makes the relationship between parents and children closer and it is easier for parents to monitor or control their children's learning development during home learning policies so that they can run well and true (Putro et al., 2020). The role of parents in facilitating their children's online lectures is also very important. From the data obtained, a small proportion of parents provided wi-fi at their homes to support learning at home, but most did not use wifi and used their own quota. The facilities provided by parents are not only wifi but the need for supervision from parents to students when doing lectures from home. Parental supervision of 3rd semester PGSD Unram students while studying from home is presented in the following diagram:.
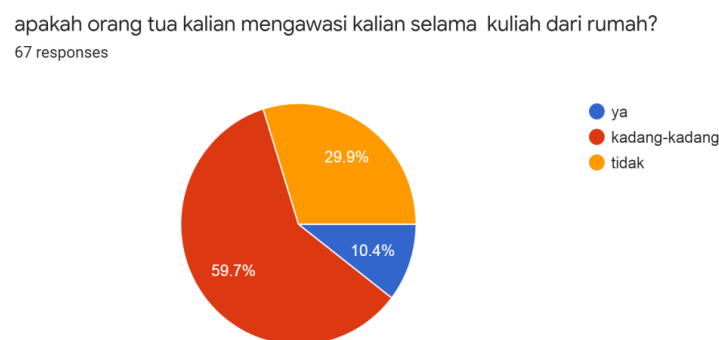
apakah orang tua kalian mengawasi kalian selama kuliah dari rumah?
67 responses

- ya
- kadang-kadang
- tidak

29.9%

10.4%

59.7%

Figure 4: Parental supervision

From the data obtained by parents of students as much as 59.7% sometimes supervise their children in learning. Then many do not supervise their children 29.9% and only 10.4% of parents of students who supervise their children during online lectures. In fact, the role of parents in learning from home is very large to foster the enthusiasm of their children in learning online. Learning carried out at home can make it easier for parents to monitor or supervise children's learning development directly, such as research conducted by khamim, which shows that the position of parents in regulating interactions with their children is very important for the continuity of learning (Putro et al., 2020).

The application of learning from home makes parents also have to supervise their children. From the data obtained, it shows various responses from parents of PGSD Unram 3rd semester students. The response from parents who agree that learning from home is held is because they can gather with family

more often. There are some parents who support their children while studying from home by reducing the amount of homework, there are parents who are also happy because the pocket money spent by parents is small. There are also parents who are technologically literate and very supportive of their children in learning and understand the conditions that do not allow face-to-face learning. As stated by Agustien (Lilawati, 2020), the existence of this learning activity at home also has benefits for students and their parents, this government policy regarding online learning makes us all aware of the importance of learning technology and using technology positively.

Parents consider that learning at home is still considered to be able to improve the quality of children's learning, but there are some parents who think that learning at home is not beneficial for children, because at school children can interact directly with teachers and socialize with their friends (Cahyati & Kusumah, 2020). The responses from the parents of the Mataram University PGSD students mostly disagreed because they felt it was less effective and difficult for students because their children did not quickly understand during online lectures. Parents also sometimes feel sorry for their children who are not used to online learning and some think their children are lazy because they spend all day in front of their cellphones/laptops. Also giving assignments that make their children stay up late to do it, not to mention when their child is constrained by a slow network. There are also parents who respond that the economy is down and they spend a lot of quota fees for their children.

The implementation of online learning actually has a positive impact on student learning independence according to research conducted by Firman on the impact of covid-19 on learning in universities (Firman, 2020). He revealed that the flexibility of online learning time allows students to organize their own learning. In online learning, lecturers usually upload materials with assignments and set a time limit for collecting the assignments. This becomes a reference for students to independently plan time to study and time to do assignments. The benefits of studying from home according to the 3rd semester PGSD Unram students are that they can increase motivation in learning, discipline and be more active. Lectures from home also provide students with flexible lectures, they can study without taking a shower first and getting ready like during face-to-face lectures, they can also study while lying down, or eat snacks. With online learning, students who initially did not know about online lecture literature know and can use it. With these online lectures, increasing our insight as prospective teachers with different current conditions can provide knowledge about new innovations in learning and make us more creative. Another benefit that students feel is that they get a lot of quality time with their families and can help with their parents' homework. And the most important benefit is that by studying at home we avoid the virus and reduce the spread of covid-19.

In addition to the many benefits that are felt by students in learning from home, complaints are also experienced by students in understanding the lecture material. Based on a survey of the UGM Center for Innovation and Academic Studies of 3,353 students who took part in online learning during the Covid-19 emergency, as many as 66.9% of students felt they understood the lecture material well, while the rest admitted that they did not understand it very well. One of the causes of the lack of student understanding of lecture material is the lack of readiness of lecturers in managing online lectures so that it affects learning achievement (Arifa, 2020). PGSD students of Mataram University semester 3, expressed complaints or losses they conveyed during learning from home. They cannot learn optimally and do not quickly understand the material compared to face-to-face learning. They also can't meet friends as usual. There are also many complaints about signals, quotas and endless tasks. Also bored because they are always in front of laptops and cellphones during college and even doing assignments. While studying at home, students are not given pocket money and just stay at home. Activity in organizations has also decreased due to this pandemic situation and direct interaction cannot be carried out (Safitri et al., 2022). Another disadvantage that is also felt in the learning process is that there are lecturers who are difficult to contact to ask what activities will be carried out, so students are confused when the lecture hours have started.

The results of previous research conducted by (Riadi et al., 2020) showed that most students chose face-to-face lectures because online lectures had several obstacles. This research is in line with the results obtained when PGSD Unram 3rd semester students were given the option to choose lectures from home or face-to-face. Then, by learning face-to-face, students understand the material taught by the lecturer more quickly, there is also no miscommunication between lecturers and students. There are students who tend to find it difficult to remember if they do not carry out activities directly even though they have studied maximally during learning from home, as well as some students who prefer to discuss directly with their friends which makes them understand the lecture material better. They also argue that there are many applications that must be installed for online lectures while the storage memory of the cellphone is not sufficient (Fitriani et al., 2022). A small number of students choose to go online because they can be close to their family and do not need to go to campus to study.

Suggestions given by PGSD Unram students regarding effective and fun online learning, namely, lecturers can consider students as friends in the learning process so that they are more open, comfortable and easy to learn. It is better for online quotas to be increased in multimedia because lecturers often use the Google Meet and Classroom applications where these applications require a lot of quota, then the collection task is extended. Many also ask for waivers regarding the assignment, where the assignment is

adjusted to the level of difficulty with the deadline for collecting assignments. Lecturers can also provide motivation to students on the sidelines of lectures. Effective learning schedule must be adjusted in the teaching and learning process to improve the quality of each student's learning outcomes. Then the lecturer also after each discussion or presentation provides reinforcement so that the discussion is directed and correct. In line with the research conducted by (Riadi et al., 2020) namely a lecturer in an online lecture, of course, must prepare lectures so that the message that will be conveyed to students can be understood. The goal is to keep students motivated (Amin, 2020). Preparations that need to be done include materials that must be prepared so that online lectures can run well, and teaching and learning strategies must also be applied so that there is feedback from lecturers to students or from students to lecturers.

CONCLUSION

The corona virus has hampered various fields including education in Indonesia. The implementation of the lockdown in every area makes learning from home enforced. Learning from home requires us students to be more independent, think creatively, and adapt to circumstances. The use of lecture applications that are often used are Google Meet and Googke Classroom. These applications do not drain the quota of the students. Even though the quota assistance was given, the distribution was uneven and not routine, nor was it sufficient to carry out lectures for a month. The quota given by the government must also be realized equally for all students so that online learning can also run smoothly. The role of parents is also very large where as a giver of encouragement and motivation to their children to keep the spirit of undergoing online lectures. Students' opinions regarding learning form home more disagree and prefer to study face-to-face because it is more effective and less complicated. There are so many benefits and disadvantages that are felt by students from learning from home but the best thing right now is to follow government rules so that this epidemic ends quickly and learning can be carried out as usual. To increase the effectiveness of learning from home, lecturers and students must work together on network issues, quotas, and the teaching and learning process so that the learning form home (learning from home) goes well and educational goals are still achieved.

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