

## STUDENTS' PERCEPTION ON ONLINE LEARNING AT ENGLISH STUDY PROGRAM IN STKIP ABDI PAYAKUMBUH

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**Abstrak:** Covid-19 sudah setahun masuk ke Indonesia, bahkan di berbagai negara. semua kegiatan telah dihentikan karena pandemi, termasuk pendidikan. Pemerintah bertekad untuk melaksanakan proses pembelajaran online hingga batas waktu yang tidak pasti. pembelajaran online, yaitu proses belajar mengajar melalui suatu media atau aplikasi yang terjadi antara guru dan siswa. Dalam pembelajaran online, persepsi siswa akan muncul dalam pembelajaran. Persepsi bisa disebut tindakan untuk memberikan pemahaman tentang proses pembelajaran online. Penelitian ini adalah penelitian deskriptif kualitatif. Partisipan dari penelitian adalah dari angkatan 2017-2019 mahasiswa prodi pendidikan bahasa inggris di STKIP Abdi Payakumbuh tahun ajaran 2020/2021 yang berjumlah 32 orang. Metode yang digunakan untuk memperoleh data yaitu dengan kuisioner. Kemudian untuk menganalisis data, peneliti menggunakan langkah langkah yang dikemukakan oleh Gay et.al (2012:239) yaitu : data managing, reading/memoing, classifying, interpreting, dan writing report. Setelah melakukan penelitian, dapat dilihat hasil nya secara umum adalah siswa memiliki persepsi yang tidak bagus (99,09) terhadap pembelajaran daring yang dilakukan oleh kampus STKIP Abdi Payakumbuh. Jadi dapat dikatakan bahwa pembelajaran daring tidak bisa membuat siswa mengerti tentang materi dari pembelajaran, tidak bisa menambah pengetahuan dalam bahasa inggris.

**Kata kunci:** persepsi siswa, belajar online

### A. Introduction

Having entered the age of one year of Covid-19 in Indonesia, Covid-19 is a virus that can cause disorders of the respiratory system that can be transmitted to the human body. in Indonesia and even in various countries feel the same way, for this reason all activities are stopped, including education. The learning process is carried out online during the current pandemic. To help the learning process, the government suggests doing online learning with various social media tools that can be used to support the smooth teaching and learning process. Online learning can be defined as the science of learning without using paper printed instructional material by Goyal (2012). . In the online learning process the obstacles faced are different from environmental conditions, perhaps in terms of inadequate internet coverage, difficulties in accepting assignments, lack of understanding in the material provided by the teacher.

Students can improve their way of learning by using technology such as watching youtube and others. If students have difficulty understanding a sentence, students can translate the sentence into a language that will be easily understood by students through technology from social media tools. According to Slameto (1975,p.104) defined perception as a process related to put messages or information in human brain, he also stated that through perception, people constantly make connections with environment. Students' perceptions emerge in the online learning process. STKIP Abdi Pendidikan Payakumbuh campus conducts online learning mostly using Google Classroom and the Zoom application to help the online learning process. Because on the STKIP campus the number of students is not too many, occasionally there are lecturers who carry out the offline learning process. there are some components of perception According to Masbow (2009:4) has three compontes is cognitive componet (knowledge, opinion, belief), affective component ( like and dislike), conative perception (action tendency). The online learning process is carried out if conditions do not allow to study as usual on campus, if the lecturer has difficulty explaining a material by studying online, the lecturer asks for the teaching and learning process to be carried out on campus if the conditions

allow . Based on the explanation above, the researcher will do the research about Students' perception on online learning at english study program inSTKIP Abdi Pendidikan Payakumbuh 2020/2021 Academic Year.

## B. Methodology

This research was descriptive qualitative design. Gay ( 2000;275) state that a descriptive study determines and describes the way thing are. Describes research in some detail for two major reasons. First, high percentage of research studies are descriptive in nature. Second, the descriptive method is useful for investigating a variety of educational problems and issues. Descriptive data asually collected by obsrvation, interview, telephone, and questionare. This research was conducted in STKIP Abdi Payakumbuh. The participants of this study were students of the English language education study program from the second to the fourth level of STKIP Abdi Payakumbuh. The participants were taken by using purposive random sampling. The total number of students were 32 students. In selecting the participants the researcher used purposive sampling. According to gay, et. Al ( 2011:141) purposive sampling referred to as judgement sampling, is the process of selecting a sample that is believed to be representative of a give population. the writer used questionnaire consisted of 30 statement in likert- scaie which consisted of five choices: strongly agree.aggre, undecided, disagree, strongly disagree. The questionnaire items include information about.

Table 1 : The layout Questionnaire

No.	Indicator	Sub-Indicator	Number of
1	Cognitive	1. Knowledge	1-5
		2. Opinion	6-10
		3. Believe	11-15
2	Affective	1. Like	16-20
		2. Dislike	21-25
3	Conative	1. Action Tendency	26-30

The type of questionnaire in this research was structured item ( also called closed –ended items ) because the participant only checklist alternative answer.according to gay et al ( 2012: 186) states that “ a structure item requires respondent to chooses among the provide response oponion.) e.g circling a latter cheeking a list, or validity of questionnaire.

To analyze the data, the writer use the step that are stated by Gay 2000:240) in analyzing the data. There are some ateps to analyze the qualitative data namely:

1. Data managing

The data organized and ordered to complete of students answer questionnaires.

2. Reading /Memoing

The writer read the answered in other to understand the students ' answer

3. Classifying

After that, Gay, et.al (2012:468) Qualitative data are typically broken down through the process of classifying or coding; the pieces of data are then categorized. To analysis the questionnaire, the researcher uses Likert scale. According to Riduwan (2010: 38) the Likert scale is used to measure attitudes, opinions and perceptions of people or groups about social events or symptoms. By using the Liker Scale, the variables to be measured are translated into dimensions, dimensions are translated into sub variables, then sub variables are translated into measurable indicators. And in the future these indicators will be used as a starting point for making questionnaire items that need to be answered by respondents.The researcher used Likert Scale form. According to Gay et al (2012:157) A Likert Scale requires an individual to respond that indicating whether he or she strongly agrees (SA), agrees (A), is undecided (U), disagrees (D), or strongly disagrees (SD). Each respond is assigned a point value that is SA=5 point, A=4 point, U=3 point, D=2 point, and SD=1 point. The researcher will use the numeral to describe of the data that will be collected.

Categories	Score
Strogly agree	5
Agree	4
Undecided	3
Disagree	2
Strongly not agree	1

#### 4. Interpreting

According to Gay (2000:250) “interpretation of data is based heavily on the connection, common aspect and linkages among the data, specially the identified categories and patterns”. The researcher interpret the data into general conclusion and understanding. To interpreting the data of perception, determine class interval to know the range of class interval the researcher uses formula by Sudijono (2010:52) as follow:  $R = H - L + 1$

$$\frac{R}{i}$$

Where:

R= Range

H=Highest Score

L=Lowest Score

1= Constant Number

i= Class Interval

#### 5. Writing report

Writing of the report to describe the research finding is the final process in qualitative research Gay (2000:253). The finally the researcher write the report.

### C. Finding And Discussion

The analysis data above is data from all indicators contained in students perception on online learning, the data gets a score of 99,21 which is included in the poor category in online learning

No	Indicator	Score	Category
1	Cognitive	110,93	Good
2	Affective	91,3	Poor
3	Conative	118,8	Good
	Total	99,21	Poor

**Table 2 data finding students' perception on online learning**

No	Interval score	Category	Total participant
1	128-150	Very good	0
2	105-127	Good	12
3	82-104	Poor	18
4	59-81	Very poor	2

Based on the interval score data above, it can be concluded that from 32 students there are: 0 students who have a very good category, 12 students who have a good category, and 18 students also have a poor perception category in online learning, then 2 students have a very poor category. so the data above explains that students' perceptions of online learning are poor perceptions, there are only a few students who have the good category and other students have poor categories in the online learning process.

In analyzing the data, the researcher analyzed student data per indicator from the data obtained by the researcher in students' perception on online learning at STKIP Abdi Payakumbuh in 2020/2021 academic year. The explanations of the data as follow :

1. Cognitive

Range interval	Category	Jumlah	Score
128-150	Very good	2	278
105-127	Good	8	917
82-104	Poor	5	469
59-81	Very poor	0	0
<b>Total</b>	<b>Good</b>	<b>15</b>	<b>110,9</b>

Category cognitive aspect for students' perception is  $1.664/15 = 110.9$  (Good). From the data above, it can be concluded that there are some students who have good perceptions of online learning. It can be seen from the table above that there are several good perceptions in online learning seen from per indicator, namely cognitive indicators.

2. Affective

Range interval	Category	Jumlah	Score
128-150	Very good	2	267
105-127	Good	1	125
82-104	Poor	3	258
59-81	Very poor	4	263
<b>Total</b>	<b>Poor</b>	<b>10</b>	<b>91,3</b>

The affective aspect category for students' perceptions is  $913/10 = 91.3$  (poor). From the results of the data analysis above, it can be seen that in the affective category of the ten statements there are four poor perceptions about online learning.

3. Conative

Range interval	Category	Jumlah	Score
128-150	Very good	1	133
105-127	Good	4	461
82-104	Poor	0	0
59-81	Very Poor	0	0
<b>Total</b>	<b>Good</b>	<b>5</b>	<b>118,8</b>

The conative aspect for students' perceptions is  $594/5 = 118.8$  (good) in the analysis of the table above, it can be explained in the conative indicators that students have good perceptions of these indicators, 1 student is very good category of indicators in online learning, 4 students have a good perception of the conative aspect.

Based on the research, it can be concluded that the students have very poor perception online learning at STKIP Abdi Payakumbuh in 2020/2021 academic year. It can be said that the students have a bad perception of online learning, they are not sure that online learning can make them think creatively and like the process of online learning. After doing research most of the students are not sure if online learning increases their knowledge in vocabulary. Online learning has a bad perception from students, after researching the data obtained from students with a score of 99.09 which is included in the category of very poor students' perception on online learning.

On cognitive indicators, there are some students who have poor perceptions of online learning, in cognitive indicators there are 3 sub indicators, namely, knowledge, opinion and belief. In the sub-indicator of knowledge, students have poor perceptions, they are not sure about online learning, increasing their vocabulary knowledge, increasing their ability in English.

Affective aspect for students' perception has two sub indicators, namely: like and dislike, in this indicator most of the students have a very poor perception of online learning

because students do not like online learning, and some students also do not like online learning using the zoom application.

Conative aspect for students perception has one sub indicator, in this indicator there are students who have poor perception of online learning, because they do not directly interact with lecturers, and do not repeat the learning they have followed in the online learning process. Students' perceptions of online learning, the results obtained by researchers have very poor perceptions from students because according to students studying online does not convince them to increase their knowledge in learning English, most students choose undecided in the questionnaire that has been distributed by researchers, it can be seen in table of results from students' perceptions of online learning.

#### D. Suggestions

Based on the research findings, the researcher wants to offer some suggestions for lecturer,,students and the next researcher. The suggestions as follow :

1. It is suggested to use games and discussions in class as an alternative way to teach students' skills in learning English.
2. Learning English is recommended because it will improve students' performance and build students' confidence in the English context.
3. it is recommended to the next researcher to do more deeply research with more participants.

#### E. Conclusion

Based on the research finding, it can be concluded that the stuents' have **very poor** perception on online learning at english study program in STKIP Abdi Pendidikan Payakumbuh in 2020/2021 academic year. So,it can be said online learning cant support students in learning english.

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