

Students' Perspectives In Online Learning; Descriptive Study On Students Of The Faculty Of Tarbiyah And Teacher Science At Unisnu Jepara

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Abstract

The emergence of the Covid-19 pandemic has a huge impact on all aspects of life, including education. Distance learning or also known as online learning is an effort to break the chain of transmission of the outbreak. The purpose of this study is to determine the responses of students from the Faculty of Tarbiyah and Teacher Training, UNISNU Jepara in online learning. This type of research is a quantitative descriptive study with survey data collection. This study used a questionnaire distributed via Google form to students. The results of this study were; 1) students with an average of 32% understood how to recognize mobile learning when they started learning in university, learn to understand features before and after learning and understood the use of mobile learning with existing features; 2) There were only 21% of respondents were skilled enough to use the features in mobile learning in completing tasks correctly; 3) students assumed that the use of various features in online learning this time has not been optimal with a result of 19%; 4) respondents quite agree with the statement "the existence of mobile learning is very useful in learning" the percentage on this indicator is 30%.

Keywords: covid-19 pandemic, students' perceptions, online learning.

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Introduction

Covid-19 pandemic has influential impact on all aspects, including education (Dewi, 2020). The presence of this coronavirus outbreak hinders teaching and learning activities, which usually carried out in a direct meeting. The Ministry of Education and Culture of Indonesia had made a regulation which is number 4, 2020 about learning and studying at home during this pandemic. From that regulation, The government through The Ministry of Education and Culture gave instruction to all educational institutions included university to conduct a distance learning and suggested to all students, collages, teachers and also lectures to do their educational activities at home (Firman & Rahayu, 2020; Haryanto, 2020). This is done in order to break the chain of virus spread and maintain security as well safety of students and also educators (Zhafira et al., 2020). Nevertheless,

this pandemic can accelerate education 4.0. Education has moved into the digital era, and laptops and other technologies have been progressively introduced into classrooms around the world (Mora et al., 2018). The learning system is done remotely by utilizing information technology (Tarman et al., 2019).

This regulation caused some significant problems and challenges in implementing the distance learning model. A research conducted by (Arifa, 2020; Putri et al., 2018) showed that the obstacles in implementing online learning are; the readiness of human resources, lack of clear government directives region, there is no standard curriculum, and limited means and infrastructure, particularly support internet technology and networks. Readiness of human resources includes educators (teachers and lecturers), learners, and supporting parent is the most important part in the implementation of online learning. Similar to a

research done by (Hendrastomo, 2008) stated that the challenges in implementing online learning are from the human resources and internet access.

However, the online learning and using some technology devices have some positive impact. Those are proved by some findings, first online experience provided a positive marginal effect on outcomes for high-achieving transfer students (Asarta & Schmidt, 2020; Haryanto et al., 2020); second, the mobile computing devices on college campuses has the potential to create new options for higher education students and the exploration of mobility and social media as an instructional strategy (Gikas & Grant, 2013); third the technological advances offer the possibility of using mobile devices to enrich learning environments with multimedia content (Becker et al., 2020). fourth, mobile computing devices and the use of social media created opportunities for interaction, provided opportunities for collaboration, as well as allowed students to engage in content creation and communication using social media and web 2.0 tools with the assistance of constant connectivity (Gikas & Grant, 2013). Those findings are strengthened by (Sadikin & Hamidah, 2020), his findings showed that the benefits of online learning implementation are: (1) students already have the basic facilities needed to take part in online learning; (2) online learning has flexibility in its implementation and is able to encourage the emergence of independent learning and motivate students to be more active in learning; and (3) distance learning encourages the emergence of social distancing behavior and minimizes the emergence of student crowds so that it might be able to reduce the potential for the spread of Covid-19 in the college environment.

One of universities that have been implementing the online learning and distance

learning for collages is Universitas Islam Nahdlatul Ulama Jepara (UNISNU). Responding to the regulation that was made by the government, UNISNU made a policy for the all lectures and students to conduct the teaching and learning process from home since March, 2020. Based on the instructional letter from the Rector of UNISNU Jepara, the lecturers were given the freedom to use various media and technological devices in teaching and learning process. This made various respond which come out from students. Based on the pra survey which had conducted, most of students were not ready yet in online learning. From those explanations, we are going to find out the students' perceptions in implementation of online learning and the effectiveness of its learning.

Method

The purpose of this study is to describe students' perceptions of online learning and the effectiveness of learning. This type of research is a quantitative descriptive study with survey data collection. This study used a questionnaire distributed via Google form to students of Tarbiyah Faculty and Teacher Science UNISNU, Jepara, Central Java, Indonesia. This questionnaire survey analysis was used to determine students' perceptions of online learning during the Covid-19 pandemic. The data source of this study was a student response questionnaire to learning in the form of tables and diagrams. These tables and diagrams are the results of data analysis which aim to give meaning to the data that has been collected. In this study, using a questionnaire with 4 research indicators, namely understanding of online learning, skills in online learning, and attitudes towards online learning. The following is a table of student response questionnaire statements

Table 1. The statements of students' response questionnaire towards online learning

Indicators	Statements
Understanding of Online Learning	1. I had just known a mobile learning when I started to get in campus
	2. I learned to use mobile learning (google classroom, google meet, edmodo, webex, zoom, or e-learning) before and after lessons
	3. I use Mobile learning (google classroom, google meet, edmodo, webex, zoom, or e-learning) to do assignments using the features provided by lecturers
Skills in online learning	4. I can finish more assignments using online learning and also be on time
	5. I always try to use mobile learning (google classroom, google meet, edmodo, webex, zoom, or e-learning) as often as possible to obtain

Attitudes toward online learning	<p>material and check assignments from lecturers</p> <p>6. I hope to continue using mobile learning (google classroom, google meet, edmodo, webex, zoom, or e-learning) in the future</p> <p>7. I often use applications that are available in mobile phones / use the internet to do assignments</p> <p>8. Doing assignments have become easier for me</p> <p>9. The work and collection of assignments become faster for me</p> <p>10. Mobile learning formed google classroom and google meet made my work schedule well.</p> <p>11. Mobile learning (google classroom, google meet, edmodo, webex, zoom, or e-learning) is useful in helping my learning process</p> <p>12. I make a schedule for mobile learning (google classroom, google meet, edmodo, webex, zoom, or e-learning) at a later date.</p>
Benefit of using features	<p>13. I always take the time to look at mobile learning to follow and get course material</p> <p>14. I always use mobile learning to collect assignments</p> <p>15. I always take the time to open up mobile learning for discussions with lecturers and friends</p> <p>16. I have no problem using my cellphone for learning</p>

Results and Discussion

Results

This study aims to reveal students' responses to online learning by students of the Tarbiyah faculty and teacher training at Unisnu Jepara. Data mining in this study is an effort to prepare students to know more deeply about online learning. Online learning is actually not the first for students because so far learning at UNISNU has used e-learning and face-to-face learning. With the COVID-19 pandemic, students are required to study at home, therefore students must be ready to use various online learning features, namely Google classroom, Google meet, Edmodo, Webex, zoom, Whatsapp group, Youtube or e-learning. Data mining this time using response instruments to students to find out the understanding in online

learning, skills, attitudes and benefits in using various features in online learning. This instrument consists of four indicators with the following research findings.

Initial understanding or initial knowledge about online learning is very important for students so that students have readiness in learning. The online learning during this pandemic, students can use various existing features besides e-learning such as WhatsApp group, Google classroom and YouTube. This feature is very often used by students, especially in Tarbiyah Faculty and Teacher Training, UNISNU Jepara. Following are the results of student responses in using online learning.

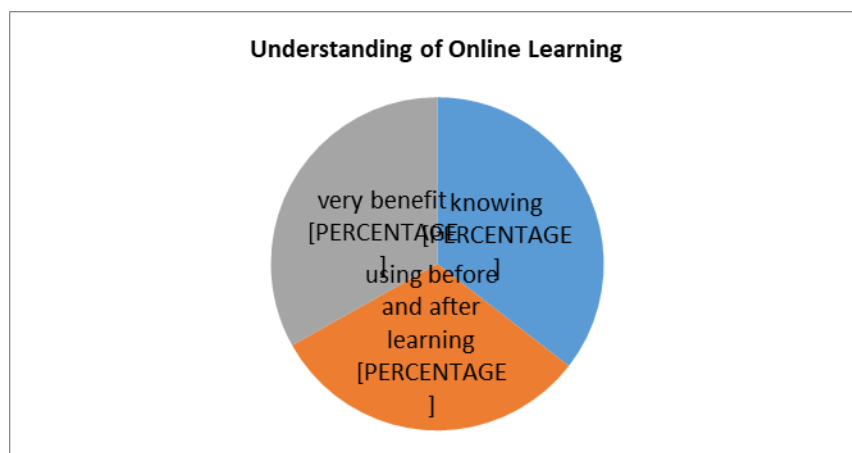


Figure 1. Results of Student Understanding Responses to Online Learning

From the picture above showed that students with an average of 32% understand how to recognize mobile learning when they started learning in university, learn to understand features before and after learning and understand the use of mobile learning with existing features. In this indicator there is the lowest point, namely "I learned to use mobile learning (google classroom, google meet, edmodo, webex, zoom, or e-learning) before and after learning" with the results of the respondents answering 31%.

21% of respondents are skilled enough to use the features in mobile learning in completing tasks correctly. In addition, students hardly expect the use of mobile learning as the main learning source in the future because so far the student learning process is only in the classroom. Because indeed the Covid 19 pandemic this time forced students to use the features on their cellphones to do assignments, the results of the respondents agreed with this. The following picture shows the results of student responses to indicators of skills in online learning

The second indicator is skills in online learning. From the results of data mining, it shows that only

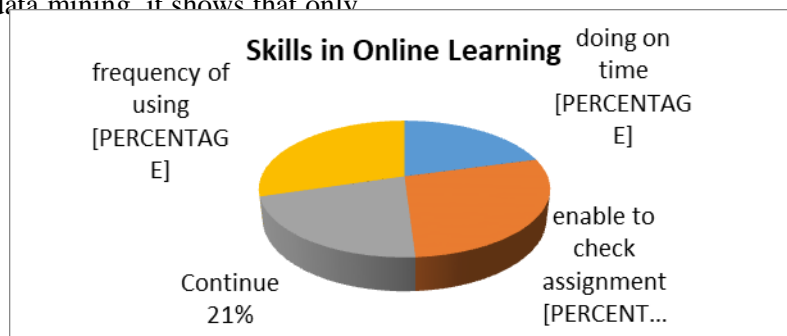


Figure 2. Results of Student Skills Response in Online Learning

Attitudes towards using features in learning make it easier and faster to work on assignments, well-scheduled tasks, very helpful in the learning process and can make schedules in online learning with mobile learning. The lowest student response to this indicator is that online

learning makes it easier to complete tasks, meaning that students assume that the use of various features in online learning this time has not been optimal with a result of 19%. Following are the results of student responses, namely attitudes towards online learning.

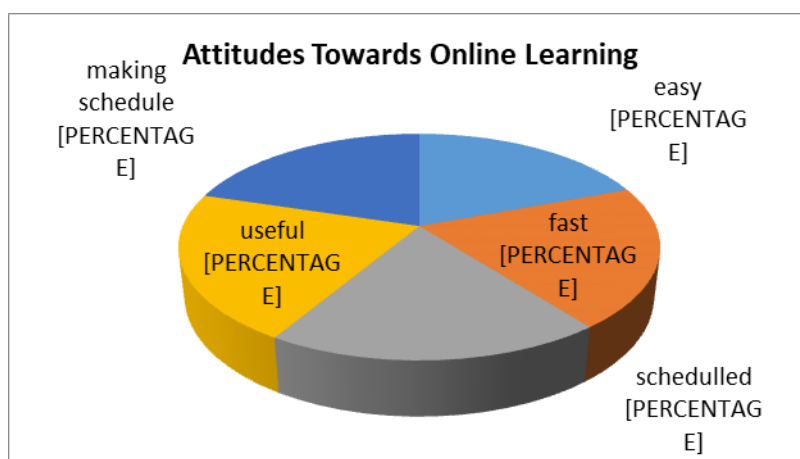


Figure 3. Results of Student Attitude Responses in Online Learning

Usefulness is very important in the use of mobile learning as the main source of online learning. The results of this analysis can be seen in the image below.

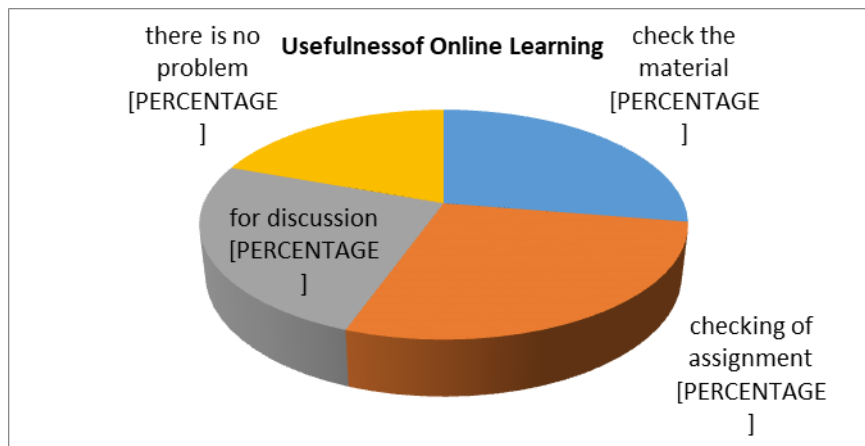


Figure 4. Results of Responses about the Usefulness of Mobile Learning

With the existence of mobile learning provides convenience and benefits in online learning such as checking assignments, materials and carrying out discussions in learning. From the picture above shows that respondents quite agree with the

statement "the existence of mobile learning is very useful in learning" the percentage on this indicator is 30%. Overall the results of student responses to online learning. The following is the presentation of the response results in Figure 5.

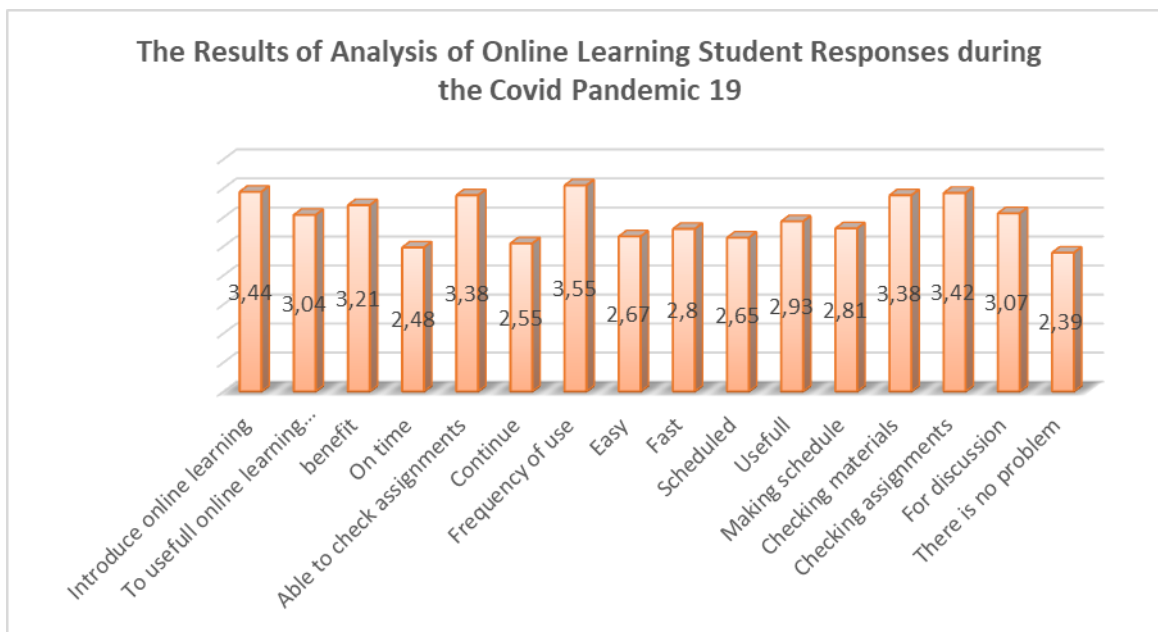


Figure 5. The Results of Analysis of Online Learning Student Responses during the Covid Pandemic 19

From the results of the response above, there is a very low item with a value of 2.39, namely "I have no problems when using a cellphone for online learning", this shows that the respondent experiences obstacles and problems

when learning online. There are several things that become obstacles in online learning, namely understanding of teaching materials is not optimal, limited knowledge of using mobile learning, limited quota capacity for access, and there are

even students who do not have smartphones as the

main source of online learning.

Table 1. Result of Student Response Score

No	Rentang skor	Skor	information	
1	$M > (Mi + 1,5 * Sbi$ $(Mi$	more	64	Very agree
2	$0,5 * Sbi) < M \leq (Mi + 1,5 Sbi$ $(Mi$	53.33333	64	agree
3	$0,5 * Sbi) < M \leq (Mi + 0,5 Sbi$ $(Mi - 1,5 * Sbi) < M \leq (Mi -$	42.66667	53.33333	Quite agree
4	$0,5 Sbi)$	32	42.66667	Less agree
5	$M \leq (Mi - 1,5 * Sbi$		32	Very disagree

The table above shows that overall, on average, students answered that they quite agreed with online learning with the use of various features on cellphones.

Discussion

The period of the Covid 19 pandemic made changes in various aspects of life, as well as education. The policy made by the government, in this case the Indonesian Ministry of Education and Culture, in breaking the covid -19 transmission chain is to carry out learning from home with distance learning. This is to prevent widespread transmission due to massive interactions. The strategy carried out to break the chain of disease transmission is physical distancing.

The results of the analysis showed that the students quite agree on the use of features on smart phones used in online learning. The use of mobile learning was first implemented in full learning. The period of the Covid 19 pandemic this time forced students to study at home using various features on each student's cellphone. In online learning, this time it does not limit only using e-learning but takes advantage of existing features. Learning innovations that educate students to be creative and confident in learning, namely online media (Mustakim, 2020). The existence of this online learning encourages students to further explore various features of mobile learning. The positive impact of using technological devices is for supporting classroom dialogue and students' emerging thinking over time (Mercer et al., 2019).

The use of learning features by Tarbiyah faculty students this time is e-learning, Google classroom, Whatsapp group, Webex, Zoom or Youtube. In terms of readiness to understand about online learning, students respond sufficiently to know and understand about it. With online learning this time, students and lecturers in higher

education finally realized that learning was not only carried out in class but anywhere and anytime so as to encourage students to think critically and creatively (Setiaji & Dinata, 2020). The online learning also increase the self-regulated skills. These skills include: 1) Cognitive regulation - cognitive and metacognitive activitie; 2) Regulation of motivation and emotions - regulating beliefs to increase motivation for learning, as well as strategies to control emotions ; 3) Regulation of behavior - selecting actions to control the behavior of learners.; 4) Contextual regulation - an effort to build an environment that will facilitate the completion of learning tasks.

Student responses showed that students are quite skilled in using the features of mobile learning in online learning. The existence of the Covid 19 pandemic this time requires students to study independently wherever and whenever. Online learning this time has flexibility in implementation and encourages students to study independently and increase learning motivation (Sadikin & Hamidah, 2020) However, in extracting data this time the students stated that it was enough. This shows that the possibility of the COVID-19 pandemic this time is not ready to learn in cyberspace, the weak supervision of lecturers and limited internet access for each individual student.

On the side of student attitudes towards online learning, it also states that it is quite adequate in terms of doing assignments, reviewing material or checking assignments. It is possible that students are not familiar with online learning. The results of other studies showed that the impact of online learning on students is that some students

feel bored and bored, their enthusiasm and enthusiasm in learning is decreasing day by day (Mirzon Daheri, Juliana, Deriwanto, 2020). Related to this finding, (Sansone et al., 2012). presented their findings were online students,

Conclusions

From the results and discussions of this research, it can be concluded that the students' responses of Tarbiyah Faculty and Teacher Training of UNISNU towards online learning related to four indicators. They are understanding of online learning, skills in online learning, attitudes towards online learning, and usefulness of online learning. The first indicator showed that students with an average of 32% understand how to recognize mobile learning when they started learning in university, learn to understand features before and after learning and understand the use of mobile learning with existing features. The second indicator showed that only 21% of respondents are skilled enough to use the features in mobile learning in completing tasks correctly. The third indicator showed that the lowest student response to this indicator is that online learning makes it easier to complete tasks, meaning that students assume that the use of various features in online learning this time has not been optimal with a result of 19%. The last indicator showed that respondents quite agree with the statement "the existence of mobile learning is very useful in learning" the percentage on this indicator is 30%.

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