Perception of Students From SMK UNITOMO Surabaya on Online Learning

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Abstract—The period of the Covid-19 pandemic that attacked Indonesia, led to large-scale social restrictions (PSBB). With the implementation of the PSBB, the learning pattern that is usually carried out face-to-face in class has been changed to learning at home. The pattern of learning at home occurs from early childhood education to the university level. With conditions that have not been determined the time limit for learning from home, that was the consequences of learning through the internet network or what is commonly called online. There are many opinions from students about situations during online learning. This article aimed to capture students' perceptions of online learning that going through. The researchers captured student volunteer respondents from SMK Unitomo, as a case study in this research. Students' perceptions of online learning will be described. This consideration was based on the fact that those who were directly affected by the online learning system were the students. The method of distributing questionnaires and tabulating was descriptive statistical data. It showed students' perceptions about the online learning they receive during their learning from home. The results can be used as an evaluation and recommendation for online learning patterns that are more effective and comfortable for students.

I. INTRODUCTION

No one would have thought that in 2020 Indonesia and even the international world would be hit by the Covid-19 outbreak. Until the end of 2020, no one has yet dared to ensure that certain areas are free from the Covid-19 virus outbreak. The Covid-19 virus attack has become a pandemic everywhere. According to the KBBI, a pandemic is an outbreak that occurs simultaneously everywhere, covering a wide geographical area.

There are many impacts caused by this Covid-19 virus attack. The impacts do not only in the health sector but also in the economic sector which causes economic activity to suddenly stop, due to the existence of regulations for self-isolation so that the spread of Covid does not widen.

People are asked to stay at home, do activities just at home. Work from home, because some offices are rested for some time. This is to prevent the rapid and widespread transmission of the Covid-19 virus. In the education sector, it has also experienced a direct impact from Covid-19. Schools from early childhood education to higher education must implement learning from home. Schools and campuses suddenly evacuated to prevent the further spread of the outbreak.

In Indonesia, dealing education sector, as long as the Covid-19 pandemic is declared, Learning From Distance (PJJ) is enforced. At the beginning of the declaration of the Covid 19 Indonesia extensively, a home learning system was implemented or what is known as the implementation of learning from a distance. At the beginning of the implementation of learning from a distance, it was still confused to find its direction and model. So that on average the easiest learning to implement is to take advantage of existing social media. WhatsApp is the easiest medium to use for conducting remote learning. Almost all forms of assignments and materials are socialized using WA. For assignments, the average teacher uses the google form application.

For years, the learning system in Indonesia has relied on a face-to-face system. Sometimes even those who cannot attend class, without providing clear reasons and reasonable evidence are considered to be absent or negligent. One of the factors that takes into account one's promotion is based on the number of attendances in class. When suddenly there was a pandemic period that required students to study at home, several new problems emerged. In addition to the attendance factor, the next is the learning method that includes the teaching and learning process and learning evaluation. The learning psychology of students who are accustomed to face-to-face learning suddenly turns chaotic due to studying at home. The next problem relates to the learning tools that students and teachers have. Some students find it hard because they do not have adequate devices to participate in distance learning, all of which rely on the internet network. At the elementary level and below, cell phones are devices that not all students have. Not to mention the issue of data quota which for some students felt burdensome.

With this drastically changing learning pattern, new impacts emerge in the field of education. The distance learning process, whether it is recognized or not, has some influence on student learning outcomes. According to Asyar (2012), learning is a process that can carry information and knowledge in interactions

between educators and students. The Regulation on the National Education System No.20 of 2003, says that learning is a process of interaction between students and educators and learning resources in a learning environment. With the existence of distance learning, it is hoped that the interaction between educators and students is still able to be maintained by utilizing existing distance learning media.

The problem of distance learning cannot be separated from the learning media used. Media learning according to Djamarah (2002) is all tools that can be used as a channel for messages to achieve learning objectives. During the Covid-19 pandemic, the learning media used were media that could be shared via the internet network. So each teacher designs his learning with learning strategies that can be distributed via the internet. Internet media during a pandemic is a medium that is considered effective in the distance learning process.

The functions of media learning according to Arsyad (2011) are (1) clarifying the presentation of learning messages; (2) Overcoming the limitations of space, time, and sensory power; (3) Overcoming the passive attitude of students; (4) Making students' experiences from abstract to the concrete; (5) Provide stimulus and stimulation for students to learn actively; (6) Can increase student motivation so that it can improve learning achievement. In the period of distance learning, the use of learning media holds the principle of being effective, relevant, efficient, easy to use, and contextual. It is hoped that the effective nature of distance learning can be accessed by students from home. Relevant, it is hoped that the learning material is related to the learning objectives that have been stated in the applicable curriculum. Efficient, it is expected that learning is far efficient in terms of costs, especially for students. During the distance learning period, the learning media should not make it difficult for students to use it. With applications that utilize the internet network, it is considered very contextual during the Covid 19 pandemic.

Several studies on distance learning in terms of students have been researched by several researchers. Prawiyogi et al (2020) had examined the effectiveness of distance learning at SDIT Cendekia Purwakarta using quantitative-descriptive methods, with the result that the implementation of distance learning in these schools is quite effective. Napitupulu (2020) also examined distance learning satisfaction, with descriptive quantitative methods, using a questionnaire distributed to students of the Faculty of Economics and Islamic Business IAIN

Padangsidimpuan. The results can be concluded that the majority of students (95.8%) already have equipment for PJJ, the majority of students are not satisfied with the PJJ method. Irawati (2020), examines the perceptions of SMAN 1 Palopo students on the implementation of online learning. This study used the ex post facto method, which made use of an online questionnaire, which was equipped with a Likert scale. The results of his research show that there is no difference between the perceptions and expectations of students in learning Chemistry online systems at SMAN 1 Palopo during the Covid 19 pandemic.

From existing research, this study intends to describe the perceptions of vocational school students of ongoing distance learning. The characteristics of vocational high school students differ from those of high school equivalents. High school students, will be happy to study by reference because their goal of studying in high school is to continue studying at higher education. Vocational school students have other origins, after graduating they want to get a job immediately. School for them is to gain work skills experience. For vocational students, field practice is more valuable than learning references. Therefore, this study intended to describe how the perceptions of SMK students (in this case

SMK Unitomo Surabaya students) on the ongoing online learning are.

The method used in this research was the descriptive quantitative method, by utilizing statistical-descriptive data tabulations. By using an e-questionnaire, this research had succeeded in capturing 88 perceptual data of Unitomo Vocational High School students. Distance learning by utilizing online learning has been implemented by SMK Unitomo since the implementation of large-scale social restrictions. The focus of this research is to take students' perceptions because those who are directly affected by the learning system are students. Therefore, this study intended to describe students' perceptions of online learning that they have been going through so far.

II.   FINDING AND DISCUSSION

From 88 respondents, it is known that as many as 62.9% or as many as 56 students found it difficult to take online learning. Meanwhile, there were 31 students, or 34.8% who felt they had no difficulty in participating in online learning. The rest, as many as 2 students stated that sometimes it was difficult but sometimes it was not. Of the students who found it difficult, it was revealed that the answer was that most of the students had difficulties with data quotas and slow

network signals. For students who thought online learning is not difficult, because most of them have installed wifi in their respective homes, so that network problems do not encounter problems.
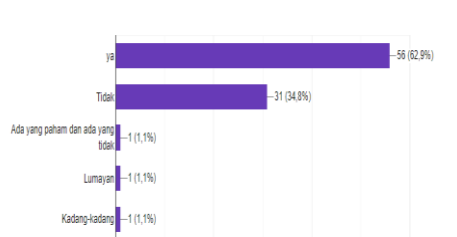

Figure 1: Perception diagram of SMK Unitomo students on the difficulty factor of online learning.

Asked further whether the students understand and not understand the content of the material being taught? A total of 46 students or 51.7% answered with certainty that they did not understand the material taught by the teacher. Twenty-seven students or 30.3% answered that they had understood and understood the material taught by their teacher. The remaining 15 answered between understanding and not understanding. Most of the respondents who answered did not understand the material being taught, because they admitted that they prefer direct classroom learning (face-to-face learning) and are not used to online learning. A small proportion of them complained about the lack of explanation from the teacher. For those who answered they understood and understood the material described, it turned out that their level of understanding was graded. They understood that if the subject was the subject they like, and if the subject was the one they did not like, the material was difficult to understand. Fifteen respondents answered between understood and not because they found themselves understanding due to the teacher's proficiency factor in describing the material.
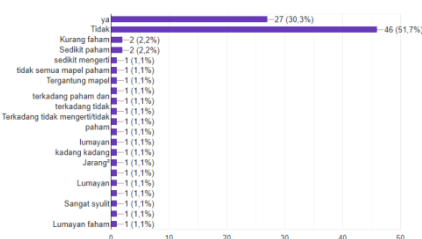

Figure 2: Perception diagram of SMK Unitomo students on the material understanding factor

The next question was about the effectiveness of delivering the material. Respondents who answered ineffectively were 52 respondents. This was added to by 2 respondents who tended to answer ineffective. So that a total of 54 respondents considered the delivery of material on online learning ineffective. Respondents who thought that online learning was effective were 31 + 1 = 32 respondents. The rest, 2 respondents answered that 50% was effective. If explored further, it was revealed that those who answered were ineffective because in

their thinking they were still comparing with face-to-face learning. Meanwhile, those who answered were effective because of the practicality and convenience of the material they got. However, 50% of respondents who answered that it was effective, could not give reasons for their choice.
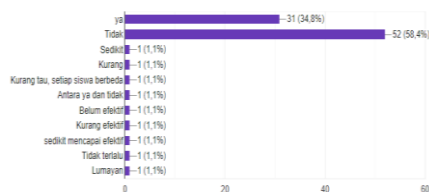

Figure 3: Perception diagram of SMK Unitomo students about the effectiveness of online learning.

On the question about the feeling of happy feeling and comfort in using online learning, data obtained by 56 respondents or 62.9% stated that they were not happy with online learning. A total of 27 respondents or 30.3% stated that they were happy and comfortable with online learning. The remaining 5 respondents stated that they were happy and not happy. The answer was revealed that those who were not happy with online learning on average had difficulty understanding the material, stacked assignments, and preferred face-to-face learning in class. Meanwhile, those who answered were happy, because they felt more relaxed when studying at home.
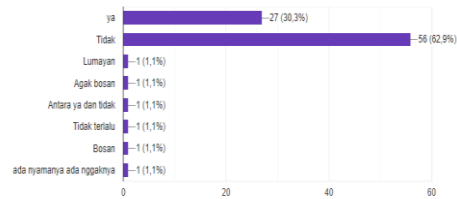

Figure 4: Students' perceptions of liking and comfortable in online learning

The next question was whether students had many obstacles in online learning? A total of 60 respondents answered yes. As for those who answered there were no obstacles as many as 27 respondents. The rest were hesitant. From respondents' answers with open questions, it was revealed that the biggest obstacle to online learning they faced was that 25% of respondents were constrained by data and signal quotas. 60% of respondents were aware that they had difficulty understanding the material, the rest were plagued by boredom, difficulty carrying out group work, the desire to meet friends, and the students' lack of adequate facilities.

III.   CONLUSION AND SUGGESTION

A. CONLUSION

Most of the SMK Unitomo students have difficulty understanding the material. The difficulty in understanding the material is related to internet-based distance learning methods. Apart from being unfamiliar with internet-based distance learning, another obstacle is the

lack of proficiency of the teacher in delivering material through online learning. Most students feel happy learning in class face-to-face rather than distance learning.Data and signal quota constraints are often used as the answer to the obstacles faced by students in online learning.

B. SUGGESTION

From the conclusions obtained, it requires motivation and high awareness of students in participating in distance learning. Learning under any circumstances is important. Teachers are expected to improve skills in packaging and delivering material in distance learning. Teachers are expected not to be bored to motivate their students to stay enthusiastic about studying in any condition. For parents, it is hoped that there will be support for their children in participating in distance learning.

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