



Students' Perspective on Online Learning during Covid-19 Pandemic

Sri Rahmadhani Siregar

Institut Agama Islam Negeri Padangsidimpuan (IAIN) Padangsidimpuan
e-mail: *sriahmadani@iain-padangsidimpuan.ac.id

Abstract Pandemic Covid-19 has successfully forced the world shutdown several activities including educational activities. The educational system in Indonesia has been in change since the covid-19 pandemic spread across the country. Face-to-face learning is quickly being replaced by virtual learning. In this study researcher would like to know the students' perspective on Online Learning during Covid-19 Pandemic. This research used qualitative descriptive method. The subjects of this research were the students at grade XI in 2019/2020 academic year at SMAN 2 Plus Sipirok. The research instruments were questionnaire that was described response to know their perspective in using online learning. The result identified student got problems and difficulties in conducting online learning because it was not effective. The students prefer face to face learning than by using WhatsApp and Zoom application.

Keywords: *Students Perspective; Online Learning; COVID-19; WA; Zoom.*

Abstrak Pandemi Covid-19 telah berhasil memaksa dunia menutup beberapa kegiatan termasuk kegiatan pendidikan. Sistem pendidikan di Indonesia telah berubah sejak pandemi covid-19 menyebar ke seluruh negeri. Pembelajaran tatap muka dengan cepat digantikan oleh pembelajaran virtual. Dalam penelitian ini peneliti ingin mengetahui cara pandang siswa terhadap Pembelajaran Online selama Pandemi Covid-19. Penelitian ini menggunakan metode deskriptif kualitatif. Subjek penelitian ini adalah siswa kelas XI tahun ajaran 2019/2020 di SMAN 2 Plus Sipirok. Instrumen penelitian berupa angket yang berisi gambaran tanggapan untuk mengetahui perspektif mereka dalam menggunakan pembelajaran online. Hasilnya terindikasi bahwa siswa mengalami masalah dan kesulitan dalam pembelajaran online karena tidak efektif. Siswa lebih memilih tatap muka daripada menggunakan whatsapp dan aplikasi zoom.

Kata Kunci: *Perspektif Siswa, Pembelajaran Online, COVID-19; WA; Zoom.*

INTRODUCTION

Pandemic Covid-19 has successfully forced the world shutdown several activities including educational activities. The educational system in Indonesia has been in change since the covid-19 pandemic spread across the country. Face-to-face learning is quickly being replaced by virtual learning, especially to the use of digital resources such as computers and the internet. The educational practitioners had a difficult time deciding on a compatible method at first. According to UNESCO (2020) many countries conduct the same system of closing the schools as the way to respond the emergency of public health, there is at least 1.5 billion schools impacted by Covid-19 in 188 countries. In the line with this, the government declared that the system of learning must be changed into online learning. Hope it can minimize social activities to avoid separated of corona virus.

Covid-19 has become current pandemic and WHO confirmed the cases have been increasing internationally. This pandemic has affected many sectors, including education process. In Indonesia, the number of confirmed COVID-19 has reached more than 170.000 cases (Yuzulia 2021). The Minister of Education and Culture of Republic of Indonesia has ordered all education units to run online learning from March 24, 2020 to maintain the health of the students, teachers and all staff

People behavior has changed as a result of the pandemic, including WFH (Work from Home). Everything is virtual now, from transportation mode selection to access control. Technology, which was previously only used as a supplementary work support, has now become a primary work facility (Ozfidan, Favez, and Ismail 2021). This has ramifications in the educational sector, as instructors and students will become acclimated to conducting distant learning interactions. This abrupt change makes it difficult for educators to enhance their skills in using technology for distance teaching and learning in a short period of time.

Nowadays online learning becomes one of the most potential and current issues accordance with covid-19 pandemic. The COVID-19 pandemic has affected students' ability to learn. Since the year 2019, the Corona virus has been wreaking

chaos in the world, especially in academic institutions. The COVID-19 pandemic appears to have changed the way people learn. The pandemic's enactment forces kids to stay at home and learn online. All learning must use online system. Online learning system is alternative way by encourage the students and teachers to study from home. For conducting the virtual learning which is to avoid physical distancing, the internet becomes the main requirement. It supported with Mardiah (2020) said that e- learning becomes a new trend and thought as the most relevant method in today's teaching learning process were people are recommended to apply social distancing and avoid crowds as a strategy in minimizing the spread of Covid-19 virus. Students are required to learn online from home because of the stoppage of direct learning face to face in class to break the chain and exposure to the corona virus.

Online learning can be applied by using internet, it means the students have to buy voucher to do online learning. As a result, learning techniques must be added anew in order to be able to synchronize with various learning contexts, as studying from home is not ruled out. Learning is the acquisition of all of one's knowledge, attitudes, habits, and preferences. Learning takes place at a formal education institution, where it is imparted by teachers. Nonetheless, learning can be achieved not just through teachers, but also through smartphones, laptops, and other technological devices that are readily available to us. Online learning is an appealing educational option because it offers flexibility convenience to student. However in traditional classrooms, a leading concern prevails with keeping students motivated and engaged in the online setting. Regardless of region or family economic background, online learning should take place not only in cities but also in villages and rural areas. Depending on where online learning takes place and who the students are, these factors may result in different implementations. As a result, students require some of the educational institute's utilities to support this online learning program.

In implementing online language learning, the teachers faced five obstacles. They were updated devices, internet connection, students' ability in operating the devices, teachers' skill in delivering the material virtually, and time management. There were some suggestions in facing those obstacles. Wilson and Cooney (Mafruudloh, Arifatin, and Chasanah 2021) investigated that as the 1980s

context has been increasingly known as suitable to learn the teaching process and learning process and that the teacher's perceptions in fact from where the activity happened. Before starting an online class, it was critical to provide instruction or guidance to both teachers and students. It has the opportunity to benefit both teachers and students. The course included not only sharing how to use online language learning, but also learning about online teaching techniques and methods. The students also want the teacher to respond quickly with a solution. It could also assist them in explaining the materials to students who are confused. Teachers were also trained to maintain their attitudes and encourage students to participate in online languages.

However, some problems usually come when a strange thing appeared. The change in learning from face-to-face to online learning raises new problems from both schools, teachers, students, and parents of students. Not all schools are ready with an online management system, not all teachers have the skills by developing online IT-based learning, not all students have the readiness to take part in online learning and not all parents can provide support to children in online learning. Many of them have experience obstacle in internet access (Hassan et al. 2020; Efriana 2021), internet data packages (Al-Balas et al. 2020; Aini et al. 2020) and overload task (Avalos and Siiman 2020). It also raises some issues such extra cost and time (Collins, Hammond, and Wellington 1997), Class limitation and limited interaction (Rabiman, Nurtanto, and Kholifah 2020).

According to Zhang some factors like the insufficient access, the availability of the internet, the lack of technology and students' capacity to participate in digital learning and lack of proper interaction with instructors became the major effects in the implementation of online learning. (Yuzulia 2021) Virtual classes cannot be of interest to students who are kinesthetic learners. Another major missing in online learning is conventional classroom socialization. Students only communicate with their friends digitally and cannot meet with their friends directly, and thus the realtime sharing of ideas, (Britt, 2006) knowledge and information is partially missing from the digital learning world.

Aparicio, Bacao and Oliveira (2016) divided online learning into two main areas, learning and technology where learning is the cognitive process and technology is the tool to support the process. Moreover, Richard and Haya (2009)

said that technological devices become among the essential tools in the teaching learning process. The used of learning and technology is the best viewed from the students perception because they have experiences on it.

Perspective is the experience of object or event by resumung information and interpreting message. Individuals recognize perspective as an internal process when they are exposed to carefully chosen and managed external stimuli. It can be student's perspective, teachers or may parents and other figures. According to Martono (2010), perspective is a way of looking at a problem that occurs or a particular point of view used in seeing a phenomenon. In students learn, broaden their perspectives, and become a new platform to prepare themselves for the future when they enroll in Perspective Study. Students with a perspective can provide opportunities for them to develop their horizons and perspectives on the workplace based on their own experiences. Beside According to Rakhmat as cited in Mafruudloh, Arifatin, and Chasanah (2021), perception is the experience of event, object, and relationship acquired by resumung information and predicting message. It gives a meaning toward stimulus-response in resumung information and interpretig message which involves motivation, attention, hope, and memory. Moreover Michotte (2019) developed perception as a phase of the total process of action which allows us to adjust our activities to the world

In earlier study Zboun and Farrah (Zboun and Farrah 2021) elicited student's perspectives towards benefits and challenges of fully online classes. The finding of this study showed that students faced some challenges with online learning. They preferred face to face classes. The disadvantages of online classes from their perspectives are more than the advantages. The weak internet connectivity, poor interaction, less motivation, less participation and less understanding are the most challenges of online learning. However, they find online classes easy to access, convenient and easy to be reviewer for exams. In another point of view, Sujarwo et al (2020) investigated university students' perspective on utilizing online learning in the midst of Covid-19 pandemic. The result showed that the students' perspective on online learning had a positive impact in the midst of the covid-19.

Another study was carried out by Laili and Nashir (2021). They investigated higher education student's perception on online learning during Covid-19 pandemic. The result showed that students have positive and negative perceptions on online learning. Online learning offers flexibility but it also presents various constraints such as unstable signal, some students were less motivated, more difficult to practice conversation, and high cost of internet. Most students (91%) prefer face to face learning.

Next, the result of the study by Agung and Surtikanti (2020) showed there are three major obstacles in conducting online learning in English Language Education; the first, availability and sustainability of internet connection, the second is accessibility of the teaching media, and the last is the compatibility of tools to access the media. The last, Pratama and Ibrahim (2020) describe the students perspectives on the implementation of e-learning during Covid-19 pandemic. This research revealed the implementation of e-learning among the university students was not optimal.

Moreover, the result of study by Junaedi Setiyono, Semi Sukarni and Abdul Ngafif (Ngafif 2021) students from both schools encountered problems during online learning such as internet accessibility, the difficulty of understanding materials, lack of interaction with teachers, difficulty with school assignments and limited and ineffective learning platforms. The implementation of online learning aroused many complex problems which are not easy to solve. The implication of the study suggests that cooperation among regional education authority, schools, faculty members, students and parents are completely needed to overcome the lost learning values. Schools together with regional education authorities have to make a policy to realize the teaching-learning process to facilitate the students.

Students views of this learning will also vary. Therefore, the researcher interested to know how the students views of English lesson during online learning are applied in their education. In other words, the researcher wanted to know about their comprehending in learn English subject at their class during COVID-19 pandemic are still learning well or not through online learning system. All in all, considering all previous study, the present study intend to negative and positive perspective at almost research. Thus, in order to ensure the

objectives study, this study try to answer question, what is the student's perspectives on online learning during Covid-19 pandemic.

METHOD

This collective study was designed with qualitative descriptive method; the data was collected through analysis of student's perspective students at grade XI in 2019/2020 academic year at SMAN 2 Plus Sipirok. The instrument used by researcher was using questionnaire. Questionnaires are written tools that present a number of questions or statements that respondents should either write their responses or select from existing answers to which they must respond (Ngafif 2021). The questionnaire was distributed and collected in the form of Google Form with a combination of close and open-ended questions and Close-ended. The researcher giving a set of written statements to the respondents and then analyze them becomes data result.

RESULT AND DISCUSSION

The COVID-19 epidemic impacts everything throughout the earth, notably education and learning. Schools throughout the world have been ordered not to conduct teaching-learning activities in the classroom in order to prevent the spread of the COVID-19. As a result, teachers and students are still obliged to stay at home and learn online or over the internet (Home-based learning). Home-based learning started from mid-March 2020 until this day. Every student and teacher has to deal with this condition in which to maximize the process of teaching-learning through technology or the internet.

Before pandemic Covid-19 was started, the system of learning was face to face learning with a focus on speaking, listening, reading and wiring abilities. This course allows students to practice English in a real-world setting in order to help them perform effectively as medical professionals. The English curriculum includes a variety of enjoyable activities such as games, songs, and role play that allow students to practice speaking English without fear and encourage them to be more active, confident in speaking, and brave in expressing their ideas. The

teacher taught the students directly in front of class and do the interaction like usual and using various realia media to teach students.

However, during the Covid-19 epidemic, English must be taught via online learning to prevent the spread of the corona virus, requiring the use of technology to keep the English curriculum running properly. Online learning is an attempt to convert the teaching learning process at colleges or schools into a digital format that is helped by internet technology. They could understand well with the using of media teaching (WhatsApp, Google Classroom, zoom, Google meet,).

The numbers of population were all of students from grade XI in 2019/2020 academic year at SMAN 2 Plus Sipirok. There were 40 students as sample. Furthermore, data that has been obtained are described in detail in each aspect as follows: Before pandemic occurred, the teacher always taught through face to face. The material is explained by the teacher in front of the class, then continued by giving feedback to the students, and there is usually an assignment at the end of class. From the results of the questionnaire, students responded to the data that has been distributed by researchers, they did not use online learning before in fact they had used online learning but they did not understand what online learning was like, but during the Covid-19 pandemic, students' perspectives changed, they could understand correctly that online learning was carried out before the Covid-19 pandemic through the WhatsApp Group, Zoom Application, and Google Classroom.

Moreover, from the data stated that the students prefer not to use online learning before the pandemic because learning was fun and more directed in the classroom. Student can ask the teacher directly if they still do not understand about what they learn. Moreover, students can improve their ability by using peer teaching and it makes learning time enjoyable. Face-to-face meetings were dominant before the Covid-19 pandemic occurred. The students felt that online learning in this pandemic situation is not effective. Based on open-ended questionnaire, most of the students stated that the main problem is the unstable

connection and the ability to understand the materials given by the teacher. It should be noted that not all Indonesian students enjoy internet facilities.

Then, the data showed that students were more dominant in choosing WhatsApp as an application on online learning. This is due to WhatsApp is easily accessed wherever located. It is the same result from (Maqbulin 2021) platform favored by the students is WhatsApp. This platform is the simplest platform among the others. This is because students commonly use this platform not only for the learning process but also for daily life. As a result, students are already familiar with this platform. Better still, this platform makes it easy for students to send in their completed task. Voice note and chat features on WhatsApp make easy for students to interact both lecturers and students. Besides, the data connection is lower than using other platform.

Then zoom is in second place where this zoom makes it easy to meet face to face. But again, Poor network access, broadband troubles, and being disconnected in between classes were the most common challenges student faces. Although taking an online class is the best option, most students cannot afford to do it again. The students came from all around the country, with some living from rural areas where access to the internet is still limited. Because some of the respondents require a high quota to access the internet, they may choose turn off the camera during the teaching and learning process to save their quota. The students also indicated that they struggle from health problems such as eye strain and headaches as a result of having to attend Zoom meetings on a daily.

Besides, according to the data some students prefer doing online class. It same as stated in (Sujarwo, Sukmawati, Akhiruddin, Ridwan, and Suharti Siradjuddin 2020) They stated that it is more structured than face-to-face learning and that they felt more comfortable participating in online discussions. Some students felt more comfortable speaking in an online class than in a face-to-face situation. They may also watch the recorded video that the teacher has sent them. Finally, another advantage of online classes is the flexibility of time and location, as students can attend from anywhere.

The result of this research shows that students' main problem with online learning during the pandemic is their difficulty in comprehending the material as they have become accustomed to having direct interaction with teachers in the classroom and receiving the explanation of the material directly from the teachers.

Based on the discussion above, it can be concluded that online learning still encountering many problems. Not only cultural conditions of the students that have not been able to follow online learning system, but also the technical problems such as the availability of learning facilities. It is necessary to expand the internet network in areas where the network is not yet available, especially in rural areas by the internet provider or the government, and improve the quality of networks for existing networks. The study also reported that the students lost their motivation during the learning process. Apart from being limited internet access, the students also feel that conventional learning is easier than online learning. They consider the lessons given by the teacher through online learning are less optimal. The teachers mostly send the materials without giving any further explanation which makes the students more anxious because they cannot understand the lesson fully.

CONCLUSION

Based on the background above, the writers identified some of the problems commonly faced by students and teachers during the online learning process as follows: there are some difficulties in conducting online learning that is not only faced by teachers but also the students. These problems include: schools do not have enough facilities to facilitate the students in online learning, some teachers cannot conduct online learning, different abilities among students to receive and understand the material that teacher give for online lessons, different utilities available to students to receive online lessons, and different perceptions among students about online learning.

According to the students' perspectives in this study of online learning in the midst of the COVID-19 pandemic, the government, teachers, and schools should make attempts to meet students' circumstances, such as a lack of financial

assistance and internet access. Future researchers could go deeper into this subject by employing more rigorous data analysis techniques, involving more people, and contrasting more variables.

The implication of the study suggests that cooperation among regional education authority; schools, faculty members, students and parents are completely needed to overcome the lost learning values. Schools together with regional education authorities have to make a policy to realize the teaching-learning process to facilitate the students.

REFERENCES

- Agung, Antonius Setyawan Nur, and Monika Widyastuti Surtikanti. 2020. "Students' Perception of Online Learning during COVID-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino." *SOSHUM: Jurnal Sosial Dan Humaniora* 10 (2): 225-35. <https://doi.org/10.31940/soshum.v10i2.1316>.
- Aini, Qurotul, Mukti Budiarto, P.O.H. Putra, and Untung Rahardja. 2020. "Exploring E- Learning Challenges During the Global Covid-19 Pandemic." *Journal of Information System* 16 (2).
- Al-Balas, Mahmoud, Hasan Al-Balas, Hatim M. Jaber, and Khaled Ali Obeidat. 2020. "Distance Learning in Clinical Medical Education Amid Covid-19 Pandemic." *BMC Medical Education* 20 (1).
- Aparicio, Manuela, Fernando Bacao, and Tiago Olivera. 2016. "An E-Learning Theoretical Framework." *Journal of Educational Technology System* 19 (1).
- Avalos, Meeli Rannastu, and Leo Aleksander Siiman. 2020. "Challenges for Distance Learning and Online Collaboration in the Time of Covid-19." In *Collaboration Technologies and Social Computing*. Estonia.
- Collins, Janet, Michael Hammond, and Jerry Wellington. 1997. *Teaching and Learning with Multimedia*. London: Routledge.
- Efriana, Leli. 2021. "Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution." *JELITA: Journal of English Language Teaching and Literature* Vol.2 (1).
- Hartshorne, Richard, and Haya Ajjan. 2009. "Examining Students Decisions to Adopt Web 2.0 Technologies." *Journal of Computing in Higher Education* 21.
- Hassan, Azrul, Arihasnida Ariffin, Muhammad Fazrulhemi Ahmad, and Maizura Sharberi. 2020. "Covid-19 Pandemic: Langkawi Vocational Collage Student Challange in Using Google Classroom for Teaching and Learning." *Iternational Journal of Advanced Trends Computer Science and Engineering* 9 (3).

- Laili, Roudlotun Nurul, and Muhammad Nashir. 2021. "Higher Education Students' Perception on Online Learning during Covid-19 Pandemic." *Edukatif: Jurnal Ilmu Pendidikan* 3 (3): 689-97.
- Mafruudloh, Naajihah, Fais Wahidatul Arifatin, and Uswatun Chasanah. 2021. "The Role of Technology in Online Learning: An Examination Towards English Teachers' Perception and Practices." *PROJECT (Professional Journal of English Education)* 4 (2): 267. <https://doi.org/10.22460/project.v4i2.p267-277>.
- Maqbulin, Arjunina. 2021. "Problems of Online Learning During Pandemic." *Inovasi-Jurnal Diklat Keagamaan* 15 (1): 1-13. <https://doi.org/10.52048/inovasi.v15i1.205>.
- Mardiah, Henny. 2020. "The Use of E-Learning to Teach English in the Time of Covid-19 Pandemic." *ETLIJ: English Teaching and Linguistics Journal* 1 (2).
- Martono, Nanang. 2010. *Metode Penelitian Kualitatif*. Jakarta: Rajawali Press.
- Ngafif, Abdul. 2021. "Online Learning Perception During Covid-19 Pandemic" 10 (1): 75-82.
- Ozfidan, Burhan, Orchida Faye, and Hala Ismail. 2021. "Student Perspectives of Online Teaching and Learning during the Covid-19 Pandemic." *Online Learning Journal* 25 (4): 381-405. <https://doi.org/10.24059/olj.v25i4.2523>.
- Pratama, Melgis Dilkawaty, and Nelvia Ibrahim. 2020. "Students' Perspectives: E-Learning During Covid-19 Pandemic." *IJIELT: Indonesian Journal of Integrated English Language Teaching* 6 (2): 5-7.
- Rabiman, Rabiman, Muhammad Nurtanto, and Nur Kholifah. 2020. "Design and Development E-Learning System by Learning Management System (LMS) in Vocational Education." *International Journal of Scientific & Technology Research* 9 (1).
- Sujarwo, Sujarwo, Sukmawati Sukmawati, Akhiruddin Akhiruddin, Ridwan Ridwan, and Suharti Siradjuddin Suharti Siradjuddin. 2020. "An Analysis of University Students' Perspective On Online Learning in The Midst of Covid-19 Pandemic." *Jurnal Pendidikan Dan Pengajaran* 53 (2): 125. <https://doi.org/10.23887/jpp.v53i2.24964>.
- Sujarwo, Sukmawati, Akhiruddin, Ridwan, and Suharti Siradjuddin. 2020. "An Analysis of University Students' Perspective On Online Learning in The Midst of Covid-19 Pandemic." *Jurnal Pendidikan Dan Pengajaran* 53 (2): 125. <https://doi.org/10.23887/jpp.v53i2.24964>.
- UNESCO. 2020. "School Closures Caused by Coronavirus (Covid-19)."
- Yuzulia, Irza. 2021. "Wanastra: Jurnal Bahasa Dan Sastra The Challenges Of Online Learning During Pandemic: Students' Voice." *Ejournal.Bsi* 13 (1): 8-12. <https://doi.org/10.31294/w.v12i1http://ejournal.bsi.ac.id/ejurnal/index.p>

hp/wanastra/8.

Zboun, Jomana S, and Mohammed Farrah. 2021. "Students' Perspectives of Online Language Learning During Corona Pandemic: Benefits and Challenges." *Indonesian EFL Journal* 7 (1): 13-20. <https://doi.org/10.25134/ieflj.v7i1.3986>.