

## THE STUDENTS' PERCEPTION ON ONLINE LEARNING CLASS DURING COVID 19 PANDEMIC

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### Abstract

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**Keywords:**

*Student's Perception,  
Online Learning Class,  
Covid-19 Pandemic*

COVID -19 virus has become pandemic that been affecting many aspects in the world including education aspect. The offline class has been shifted into online class using internet. It is important to know students' perception toward the treatment they get from online class whether the teaching learning process already meets their needs or not. It becomes the reference to see how effective the online class is. The purpose of this study was to find out the students' perception on online learning class during covid-19 pandemic. The sample of this study was 16 students of the third and the fifth semester of English Study Program at Islamic University of Indragiri. The research method used in this study was a mixed-method research. Researchers spread questionnaire asking student's perception on online learning class during covid-19 pandemic. After the data has been collected and analyzed, it shows that the percentage is 52,97%, it can be written that the students' perception on learning online class during covid-19 pandemic was *Neutral*, because 52,97% was in range 60%-79,99%. This finding means that the students do not refuse learning online class during covid-19 pandemic but also do not accept as whole since the obstacles they faced. The poor internet connection and less of interaction made most of the learners did not have deep understanding of the material as in offline class.

**Kata Kunci:**

*Persepsi Siswa, Kelas  
Belajar Online,  
Pandemi COvid-19*

**Abstrak**

Virus Covid-19 telah menjadi pandemi yang mempengaruhi banyak aspek di dunia termasuk aspek pendidikan. Kelas offline telah digeser menjadi kelas online menggunakan internet. Penting untuk mengetahui persepsi siswa terhadap perlakuan yang mereka dapatkan dari kelas online apakah proses belajar mengajar sudah sesuai dengan kebutuhan mereka atau belum. Hal tersebut menjadi acuan untuk melihat seberapa efektif kelas online tersebut. Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa terhadap pembelajaran online class selama pandemi covid-19. Sampel penelitian ini adalah 16 mahasiswa semester tiga dan lima Program Studi Bahasa Inggris di Universitas Islam Indragiri. Metode penelitian yang digunakan dalam penelitian ini adalah penelitian metode campuran. Peneliti menyebarkan angket

menanyakan persepsi siswa terhadap pembelajaran online selama pandemi covid-19. Setelah data terkumpul dan dianalisis, terlihat bahwa persentasenya adalah 52,97%, dapat dituliskan bahwa persepsi siswa terhadap pembelajaran kelas online pada masa pandemi covid-19 adalah Netral, karena 52,97% berada pada kisaran 60 %-79,99%. Temuan ini berarti bahwa siswa tidak menolak pembelajaran kelas online selama pandemi covid-19 tetapi juga tidak menerima secara utuh karena kendala yang mereka hadapi. Koneksi internet yang buruk dan interaksi yang kurang membuat sebagian besar peserta didik tidak memiliki pemahaman yang mendalam tentang materi seperti di kelas offline.

## **INTRODUCTION**

Covid 19 pandemic came to Indonesia at the beginning of 2020, it has interrupted many things, and the education sector is no exception. Because of Covid 19 pandemic education system has changed from face-to-face class become online learning class, which used digital media. The problem is not all students have much money to fulfill this, online learning class need mobile phone that can be connected to the internet, aside from that need quota to be able to use the internet.

Students from privileged backgrounds, supported by their parents and eager and able to learn, could find their way past closed school doors to alternative learning opportunities (Schleicher, 2020). Those from disadvantaged backgrounds often remained shutting out when their schools shut down. This crisis has exposed the many inadequacies and inequities in our education systems – from access to the broadband and computers needed for online education, and the supportive environments needed to focus on learning, up to the misalignment between resources and needs.

Rural and high-poverty school districts faced especially stark challenges early in the pandemic maintaining one-on-one contact and regular check-ins between teachers and students in a virtual setting (Hodgman in Goldberg, 2021). More than a year of “staggering” loss, grief, isolation, and uncertainty has taken a toll on many students’ mental health, compounding the challenges students face in the classroom, whether online or in person (Calderonin in Goldberg, 2021).

Islamic University of Indragiri as one of the higher educations in Indragiri Hilir Regency as well have gotten the impact of covid-19 pandemic, due to the isolation during covid-19 pandemic online learning class must be done. Many students of UNISI

come from outside of Tembilahan area where the internet network cannot run properly. So, online learning class cannot be done very well, Lecturer and students did limited learning in about two years. Lecturer cannot provide the material optimally, and the consequence is the students had to understand the material presented.

There were many applications and programs used as the substitution of offline class such as Zoom, Google Classroom, and Whatsapp in which the teaching learning process still could be viable. So it is important to know students' perception toward the treatment they got from online class whether the teaching learning process already met their needs or not. It hopefully becomes the reference to see how effective the online class to be applied.

Based on the explanation mentioned above, the researchers are motivated to conduct a research entitled "The Students' Perception on Online Learning Class during Covid 19 Pandemic". The two objectives of this research were to know students' perception on Online Learning Class during covid-19 pandemic and to know the obstacles faced by students during online class.

## **Perception**

Perception is the set of process by which we recognize, organize, and make stimuli in our environment (Barry in Wijayanti, 2019). The key distinction between the two main theories of perception is emphasizing each gives to the role of sensation and higher cognitive process perception. Perception is process to input message or information to human brain by the human perception that continuously make relation with environment (Slameto in Wijayanti, 2019). This relation is done by the five senses those are senses of sight, sense of feeling, sense of smell, and sense of touch.

Perception does not appear by itself, but through processes and many factors affect one's perception (Sinaga, 2018). This causes why everyone has a different interpretation despite seeing or facing the same thing. Moreover, according to Robbins in There are three factors that affect perception (Robbins in Sinaga 2018). The first is the perceiver. When looking at something and trying to give an interpretation, an individual will be influenced by his or her characteristics such as beliefs, attitudes,

motives, interests, experiences, cognitive structures, expectations, and cultural upbringing.

Perception process consists of three stages: selection, organization, and interpretation (Qiong, 2017).

### 1. Selection

Selection is the first stage in the process of perception, during which we convert the environment stimuli into meaningful experience. In daily life we are bombarded constantly by such a large variety of information that at a blink moment we may encounter these stimuli: the words we are hearing, the witness of an accident, the ticking of a clock, to name but a few. Since our world embraces everything, these are countless stimuli arriving at our sensory organs simultaneously and waiting to be processed. However, we cannot perceive all the information available to us, because in doing so we would experience information overload and disorder.

### 2. Organization

The second stage in perception process is organization. After selecting information from the outside world, we need to organize it in some way by finding certain meaningful patterns. This organization stage is accomplished by putting things or people into categories, and that is why it is also termed categorization by some researchers. In this stage of perception, the social and physical events or objects we encounter will immediately have shape, colour, texture, size, etc. For instance, when asked what a human being is, some people may describe it from the perspective of skin colour, others from that of race or nationality. If we close our eyes and think what our university library is, we experience an organized environment with an internal and external structure.

### 3. Interpretation

The third stage in perception is interpretation, which refers to the process of attaching meaning to the selected stimuli. Once the selected stimuli have been categorized into structured and stable patterns, we try to make sense of these patterns by assigning meanings to them. But different people may give different interpretations of the same stimulus. For instance, a police officer's arriving at the crime spot can be interpreted differently-the victim may regard it as soothing and relief-giving, but the

criminal will definitely be frightened by it. Another example, a kiss or a big hug in public is a common way of greeting each other in some western countries, which has the function of saying “Hello!”, whereas in many other countries they are always considered to be “love making” behaviours.

### **Online Learning Class during Covid 19 Pandemic**

Jamaluddin et al., in Hamid et al., (2020:86) the Corona Virus Disease (Covid-19) pandemic or plague has struck more than 200 countries in the world and has given its own challenges for educational institutions, especially higher education. Anticipating the transmission of the virus, the government has issued various policies, from isolation, social and physical distancing to Large-Scale Social Restrictions (PSBB). This condition requires citizens to stay at home, work, worship and study at home.

On campus, along with the Covid-19 pandemic case, the learning that has been carried out using face-to-face or offline methods suddenly has to change to the online method (Hamid, et al, 2020). The corona virus has had a major impact on the world of education, where with the issuance of the government’s call to jointly fight against Covid-19 by avoiding complex activities, social distancing, psychological distancing, limiting going out of the house through work from Home (WFH) and maximizing activities that allow to be carried out remotely through the online system (Giatman at al., 2020).

COVID-19 pandemic has disrupted the lives of students in different ways, depending not only on their level and course of study but also on the point they have reached in their programmes (Daniel, 2020). Those coming to the end of one phase of their education and moving on to another, such as those transitioning from school to tertiary education, or from tertiary education to employment, face particular challenges.

There are numbers of technologies available for online education but sometimes they create a lot of difficulties (Dhawan, 2020). These difficulties and problems associated with modern technology range from downloading errors, issues with installation, login problems, problems with audio and video, and so on. Sometimes student finds online teaching to be boring and un-engaging. Online learning has so much of time and flexibility that students never find time to do it. Personal attention is

also a huge issue facing online learning. Students want two-way interaction which sometimes gets difficult to implement. The learning process cannot reach its full potential until students practice what they learn.

## **METHOD**

. This study uses a mixed-method since the researchers used a survey instrument that mixed quantitative and qualitative methods. The research was conducted in English Study Program of Islamic University of Indragiri. The participants were the students at the third and fifth semester. Then the instrument was fifteen closed-ended questions that using Likert-Scale type. It was distributed to the students to know their perception on online learning class. The questionnaire was analyzed using descriptive statistic analysis which all entries were analyzed statistically to determine the mean of each item being chosen by the participants.

The data from questionnaire were analyzed by this formula:

$$\text{The mean score} = \frac{\sum fx}{\sum f}$$

f = frequency

x = 4-1 (specific value given)

$\sum f$  = total number of students

**Table 1. The classification, the Students' Perception on Learning Online Class during Covid 19 Pandemic**

| No | Classification    | Range   |
|----|-------------------|---------|
| 1  | Strongly Agree    | 49 – 64 |
| 3  | Agree             | 33 - 48 |
| 4  | Disagree          | 17 - 32 |
| 5  | Strongly Disagree | 1– 16   |

Table 1 explains about the classification students' perception for each question, if the result of the question from the students' choice in range 49-64, it means the students' choice for the question is "strongly agree", while the range 33-48 means "agree", then the range 17-32 means "disagree", and the range 1-16 means "strongly disagree".

**Table 2. The Interpretation of the Students' Perception Score**

| No | Classification    | Score    |
|----|-------------------|----------|
| 1  | Strongly Agree    | 81%-100% |
| 2  | Agree             | 61%-80%  |
| 3  | Neutral           | 41%-60%  |
| 4  | Disagree          | 21%-40%  |
| 5  | Strongly Disagree | 0%-20%   |

Table 2 shows about the interpretation of the students' perception for all questions, the presentation of data is written in percentage. It can be said that the result of percentage is the final finding for the study. If the result of the questions from the students' choice in range 81%-100%, it means the finding is "strongly agree", while the range 61%-100% means the finding is "agree", then the range 41%-60% means the finding is "neutral", and the range 21%-40% means the finding is "strongly disagree".

Furthermore to know the obstacles faced by the student in online learning class, the researchers spread 10 open-ended questions to them and it was analyzed using thematic analysis. The researchers transcribed and read through the results of the questionnaire, coded it, combined several codes into a single theme, reviewed the theme, and the last named the themes.

## **FINDING AND DISCUSSION**

### **1. Students Perception on Online Learning Class during Covid-19 Pandemic**

The data collected by the researchers about students' Perception on Online Learning Class during covid-19 Pandemic is presented as follow:

**Table 3. The Students' Perception on Learning Online Class during Covid 19 Pandemic**

| No. | Question   | Scales | Number of Students | $\Sigma fx$ | %     | Total |
|-----|--|--------|--------------------|-------------|-------|-------|
| 1.  | I Think learning online class very helpful to change conventional learning (face to face) in Covid 19 pandemic.            | SA     | 2                  | 8           | 12,5  | 43    |
|     |  | A      | 8                  | 24          | 50    |       |
|     |  | D      | 5                  | 10          | 31,25 |       |
|     |  | SD     | 1                  | 1           | 6,25  |       |
| 2.  | I really understand the material which is taught through learning online class.  | SA     | 0                  | 0           | 0     | 33    |
|     |  | A      | 3                  | 9           | 18,75 |       |
|     |  | D      | 11                 | 22          | 68,75 |       |
|     |  | SD     | 2                  | 2           | 12,5  |       |
| 3.  | Learning online class method makes me very easy to receive the material.   | SA     | 0                  | 0           | 0     | 33    |
|     |  | A      | 3                  | 9           | 18,75 |       |
|     |  | D      | 11                 | 22          | 68,75 |       |
|     |  | SD     | 2                  | 2           | 12,5  |       |
| 4.  | I accept a direction and the purpose of learning clearly before learning online class is started.                          | SA     | 2                  | 8           | 12,5  | 45    |
|     |  | A      | 9                  | 27          | 56,25 |       |
|     |  | D      | 5                  | 10          | 31,25 |       |
|     |  | SD     | 0                  | 0           | 0     |       |
| 5.  | Lecturer always receives and explains the questions that are delivered by students while learning online class is running. | SA     | 0                  | 0           | 0     | 44    |
|     |  | A      | 12                 | 36          | 75    |       |
|     |  | D      | 4                  | 8           | 25    |       |
|     |  | SD     | 0                  | 0           | 0     |       |
| 6.  | I really understand the material presented by my friends through learning online class.                                    | SA     | 1                  | 4           | 6,25  | 38    |
|     |  | A      | 5                  | 15          | 31,25 |       |
|     |  | D      | 9                  | 18          | 56,25 |       |



|    |  |    |    |    |       |           |
|----|--|----|----|----|-------|-----------|
|    |  | SD | 1  | 1  | 6,25  |           |
| 7. | The material taught in learning online class is well available, so that it is easy for me to understand. | SA | 1  | 4  | 6,25  | <b>39</b> |
|    |  | A  | 5  | 15 | 31,25 |           |
|    |  | D  | 10 | 20 | 62,5  |           |
|    |  | SD | 0  | 0  | 0     |           |
| 8. | I can easily access learning online class wherever I am.   | SA | 4  | 16 | 25    | <b>44</b> |
|    |  | A  | 5  | 15 | 31,25 |           |
|    |  | D  | 6  | 12 | 37,5  |           |
|    |  | SD | 1  | 1  | 6,25  |           |
| 9  | Learning online class make me easy to send my assignment on time.  | SA | 2  | 8  | 12,5  | <b>39</b> |
|    |  | A  | 5  | 15 | 31,25 |           |
|    |  | D  | 7  | 14 | 43,75 |           |
|    |  | SD | 2  | 2  | 12,5  |           |
| 10 | I am so happy and understand the material through learning online class.                                 | SA | 0  | 0  | 0     | <b>34</b> |
|    |  | A  | 5  | 15 | 31,25 |           |
|    |  | D  | 8  | 16 | 50    |           |
|    |  | SD | 3  | 3  | 18,75 |           |
| 11 | I think that very easy to understand the material with the application of learning online class.         | SA | 0  | 0  | 0     | <b>31</b> |
|    |  | A  | 4  | 12 | 25    |           |
|    |  | D  | 7  | 14 | 43,75 |           |
|    |  | SD | 5  | 5  | 31,25 |           |
| 12 | I don't think there is any difficulty of learning with the application of online class method.           | SA | 0  | 0  | 0     | <b>33</b> |
|    |  | A  | 3  | 9  | 18,75 |           |
|    |  | D  | 11 | 22 | 68,75 |           |
|    |  | SD | 2  | 2  | 12,5  |           |
| 13 | Learning online class method applied is suitable with the  | SA | 0  | 0  | 0     |           |

|                       |  |    |   |    |       |              |
|-----------------------|--|----|---|----|-------|--------------|
|                       | material.  | A  | 7 | 21 | 43,75 | <b>38</b>    |
|                       |  | D  | 8 | 16 | 50    |              |
|                       |  | SD | 1 | 1  | 6,25  |              |
| <b>14</b>             | Lecturer always guides me through online communication so that I get the material given. | SA | 0 | 0  | 0     |              |
|                       |  | A  | 8 | 24 | 50    |              |
|                       |  | D  | 7 | 14 | 43,75 | <b>39</b>    |
|                       |  | SD | 1 | 1  | 6,25  |              |
| <b>15</b>             | I get suitable score with my understanding during I learn.                               | SA | 0 | 0  | 0     |              |
|                       |  | A  | 7 | 21 | 43,75 |              |
|                       |  | D  | 6 | 12 | 37,5  | <b>36</b>    |
|                       |  | SD | 3 | 3  | 18,75 |              |
| <b>Percentage (%)</b> |  |    |   |    |       | <b>59,27</b> |

As it can be seen, the results of data that is indicated in the table2, the total score of statement number 1 is 43 is categorized as *Agree*, the total score for statement number 2 is 33 is categorized as *Agree*, the total score of statement number 3 is 33 is categorized as *Agree*, the total score of statement number 4 is 45 is categorized as *Agree*, the total score of statement number 5 is 44 is categorized as *Agree*, the total score of statement number 6 is 38 is categorized as *Agree*, the total score of statement number 7 is 39 is categorized as *Agree*, the total score of statement number 8 is 44 is categorized as *Agree*, the total score of statement number 9 is 39 is categorized as *Agree*, the total score of statement number 10 is 34 is categorized as *Agree*, the total score of statement number 11 is 31 is categorized as *Agree*, the total score of statement number 12 is 33 is categorized as *Agree*, the total score of statement number 13 is 38 is categorized as *Agree*, the total score of statement number 14 is 39 is categorized as *Agree*, the total score of statement number 15 is 36 is categorized as *Agree*. From this result it can be seen that the categorize is *Agree* for all statements. The students'

response indicated that they had positive attitude towards the implementation of online learning class during covid-19 pandemic.

## **2. The Obstacles faced by the students in online learning class**

After analysing the open-ended items using thematic analysis, the students' answers are sorted into 2 themes:

### **a. Poor Internet Connection**

During covid-19 Pandemic the face-to-face class had been shifted into online class. The students and lecturers met virtually using some applications to have teaching and learning. The media and applications used were Google Classroom, WhatsApp, Telegram, Zoom, YouTube, and E-mail. All of those applications need internet connection to be connected while most of students of English Study Program of Islamic University of Indragiri coming from out of Tembilahan as the capital of Indragiri Hilir regency that the University is located in. The live in some rural areas which the internet connection is as not good as it is in Tembilahan. This factor becomes the biggest obstacle they faced during online learning class. All of the participants complained that the internet connection in their villages was very poor so that they got it difficult to join the online class or they could not participate from the beginning to the end of the class. It often happened that the internet connection was suddenly lost in the middle of learning process that they did not get full material explanation by the lecturer. This obstacle effected students' understanding on the material.

### **b. Less of interaction**

In online classes the interaction between student-to-student became very less. One of the participants said, "there is no interaction at all". That statement was in line with the others which confessed that they did not have good interaction as in offline class in which they can easily talk to their classmates, have group presentation and discussion as well. The lecturer-to-student interaction was also similar to it. The participants admitted that they were unwilling to share their ideas and opinion directly in online classes. They said that online classrooms made restrictions to responding the lecturer's instruction,

asking additional questions, and requesting clarification for the unclear materials. The distance between the lecturers and students made it harder for asking questions.

### ***Discussion***

It can be known from research finding that the students' perception on learning online class during covid-19 pandemic is *Neutral*, because 52,97% is in range 60%-79,99%. This finding means that the students do not refuse learning online method but also do not accept as whole. As stated Online learning is a medium where face-to-face learning interactions are used to create a virtual discussion area (Donely, 2006). Through online learning, teachers and students can remove the place and time barriers that can be a learning constraint. Learning can also be carried out by utilising social media such as Facebook, Youtube, Twitter, Instagram, Blogger and Quora by and for the students. E-learning also an offer networking ease and knowledge sharing opportunities but it has negative effect in terms of potentially wasting time.

Even though online learning is the latest learning system in use, not everyone accepts it well (Nacu in Febrianto, 2020). The benefits of online learning face participation injustice because some teachers doubt the use of online media as a learning tool.

### **CONCLUSION**

This study sought to investigate the students' perception on online learning class during the covid-19 pandemic and the obstacles they faced. It found that the students do not refuse learning online class during covid 19 pandemic but also do not accept as whole since some obstacles they faced during online class. The poor connection and less of interaction made most of the learners did not have deep understanding of the material as in offline class.

Online class is possible to become the option to organize teaching and learning process but even though the applications have been sophisticated, it cannot replace the face-to-face class. It cannot fully cover the needs of the students.

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