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Students' Perception of Online Learning in Covid-19 Pandemic: A Preparation for Developing a Strategy for Learning from Home

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Abstract The Covid-19 pandemic changed almost all of aspects in life order that was originally normal to not run as they should, including education field. During this pandemic, Baturaja University especially Educational Technology Department applied online learning. This research aimed to find out about students' perception of online learning during Covid-19 pandemic. These perceptions will become the basic for further research. The research method used descriptive quantitative survey. The sample of this research was students of Educational Technology Department consisting 174 students. Data would be analysed quantitatively using percentages. Researcher gained information using indicator derived from front-end analysis by Lee Owen, they were audience analysis, technology analysis, critical-incident analysis and media analysis. Audience analysed showed that students prefer learning using visual style than verbal and auditory style. Technology analysis showed that students' interest in learning using video got the highest percentage (89,9%) than game (68,4%) and LMS (78,9%). Critical incident analysis gained information about students' enjoyment using online learning (74,5%), students' understanding using online learning (36,8%), then students' desire to keep continue studying using online learning (15,8%). Printed media showed that All of the students had their own mobile (100%) and owned internet access (86,8%) but only 52,6% students had ease in accessing the internet. The main result showed that students were unsatisfied with this kind of learning. 84,2% students did not want to continue learning using this way. Lack of facilities, especially internet connections could be the main cause. Some suggestions were given that the further researcher can prepare a learning model that is combined online and offline learning.

Keywords Online Learning, Students Perception, Learning from Home

1. Introduction

Almost all countries in the world feel the effects of the Covid-19 pandemic. This pandemic is not only impacting in education but in all sectors. The ministry of education degree in Indonesia stated that all of lectures, teachers are being told to teach, from home, and millions of children, teenagers, college students are being required to learn from home. Covid-19 pandemic changed the learning system in Indonesia. This condition forces lecturers and teachers to teach the students through online system, including instructional process at Baturaja University. In fact, online learning is not a new trend, plenty of studies showed the effectiveness of online learning system. Student learning outcomes for online learners were as good as or better than traditional learners regardless of background

characteristics that the students were greatly satisfied with online learning [1]. Other study found that hybrid format students took about one-quarter less time to achieve essentially the same learning outcomes as traditional-format students [2]. Actually, it is not a problem for lecturers or teacher in urban area because they are used to using it. The problems arise when lecturers or students are far away from internet network. This emergency situation forced the lecturers at Baturaja University to face new challenge in teaching. Infrastructure, device and environmental conditions at Baturaja university are not fully prepared to face the learning situation in this pandemic. The problems such as weak signal or even no internet access still often happened in some area around. But instructional process using online method has been running since March - July 2020 and will continue to run for an unpredictable time. This research was conducted to find out how students' perceptions during the online learning process in this covid-19 season, as a preparation to facilitate new appropriate strategies due to this unforeseen circumstance.

2. Materials and Methods

2.1. Students' Perception

The term of perception as the shaping of information that was obtained from the senses. Human perceive something through their sense and interpret their perception through their action and ideas [3]. All of experience captured by sense and saved in mind and come out as an opinion about something could be a perception. Perception is considered to be the result of mental or physical activity. The perception of human action depends on the multiple sources of information including sensory, motor, and affective processes [4]. Perception was conveyed in the form of idea or action, human idea based on their experience. In this discussion, perception will be focused on students' opinion, especially during their study process. It is the way how a man evaluates people or something that was familiar with them. There are at least three main components in students' perception, namely selection, preparation, and interpretation [5].

2.2. Online Learning

Online learning is the education that took place over the internet [6]. All forms of teaching and learning where the student and instructor are separated geographically and for a while, Finch gives a definition from distance aspect [7]. Online education is variously termed as distance education, e-learning, online learning, blended learning, computer-based learning, web-based learning, virtual learning, tele-education, cyber learning, Internet-based learning, distributed learning [8]. However, many perceptions stated that online learning is only one type of distance learning, learning that takes place across distance and not in a traditional classroom. Distance education is teaching and planned learning where teaching normally occurs in a different place from learning, requiring communication through technologies as well as special institutional organization [9]. In online education, there are several ways of communication; asynchronous, synchronous or a combination of both. Asynchronous learning is teaching and learning that do not happen at the same time [9]. Wiest discussed about effective practices in online instructional methods, including course design, interaction among course participants, and instructor preparation and support [10].

2.3. Learning from Home

Staying at home and other social distancing recommendations could be felt like an inconvenience, however this is the best way right now to protect citizen. Stay at home policy requires us to learn from home. Leadership team of the Peter Underwood Centre gave a definition of learning at home as school students undertaking their formal school learning in their home rather than on the school site, supported by their school and parents/careers, in the specific context of Covid-19 [11]. Learning from home is a school-based remote and flexible learning model. Under this model of learning schools continue to support your child with learning tasks and technology support. They will remain in contact with you and your child. Learning from home is not moving the learning process from class to home. Lecturer can not only provide materials and assignments through online method, then asked the students to do it at home. In the learning at home process, lecturer should be expected to be able to realize meaningful education, not only focus on academic or cognitive achievement.

2.4. Methodology

The method of this research was quantitative descriptive using survey and interview. The sample was all of the students at Educational Technology Department from the first semester students to the last semester consist of 174 students at Baturaja University. The questionnaires were distributed randomly to the students to get information about the students' perception of online learning during covid-19. The questionnaire were also distributed to all of the lectures and all of the officers and staff of educational technology at Baturaja University to prepare the new appropriate strategy in facing covid-19 pandemic. Data will be analyzed quantitatively using percentages. The survey was designed to get information about students' perception of online learning during corona pandemic through some indicators in types of front-end analysis [12] . Some aspects investigated are audience analysis, technology analysis, task analysis, critical incident analysis, situational analysis, objective analysis, media analysis, extant and data analysis, cost benefit analysis.

3. Result & Discussion

Researcher obtained information using these 4 indicators derived from front-end analysis Lee Owen, these are 9 types of analysis namely audience analysis, technology analysis, task analysis, critical-incident analysis, situational analysis, objective analysis, media analysis, extant-data analysis and cost-benefit analysis. This study, we will only discuss the students' perception, so we will only use 4 aspects that are audience analysis, technology analysis, critical-incident analysis and media analysis as shown at table 1. Another type of analysis will be used for lecturers, officers and staff.

3.1. Audience Analysis

The result of audience analysis showed that 89,5% are able in operating common application in computer although some of them didn't own it. Students spent about 3-5 hours in day in front of computer got 52,6% and spent more than 5 hours in a day in using mobile got 78,9%. Students prefer learning using visual style got 92,1%, learning using verbal style got 57,9% and learning using auditory style got 68,4%. All results can be seen at figure 1.

Table 1. 4 Aspects of Analysis

Aspects	Indicator
Audience Analysis	Students' ability in operating computer
	Time of using computer in a day
	Time of using mobile in a day
	Students style of learning
	Students background
Technology Analysis	Students' interest in learning using e-learning tool (google scholar, Edmodo)
	Students interest in learning using social media (WhatsApp, Facebook, Instagram)
	Availability of conference tool (zoom, google meet)
	Students' interest in learning using application
	Students' interest in learning using website
	Students' interest in learning using video
	Students' interest in learning using games
	Students' interest in learning using printed media
Critical Incident Analysis	Students' understanding after learning using online learning
	Students' enjoyment in learning using technology
	Students' response in learning using technology
Media analysis	Students' ownership of computer
	Students' ownership of mobile
	Students' ownership of internet connection
	Students' ease of internet access

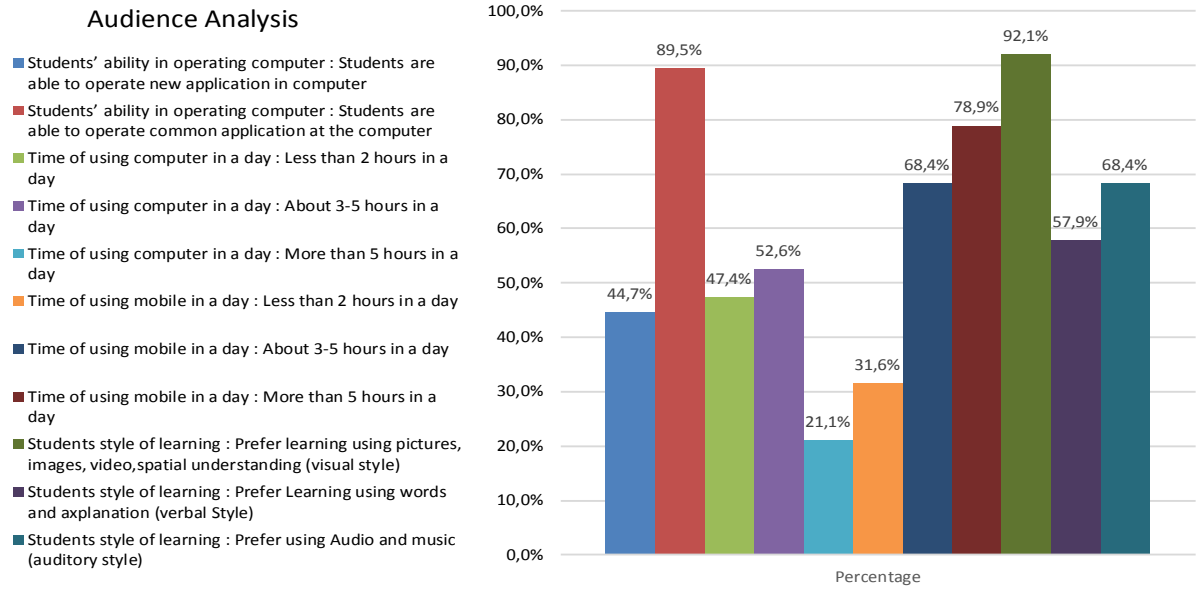

Figure 1. Result of Audience Analysis

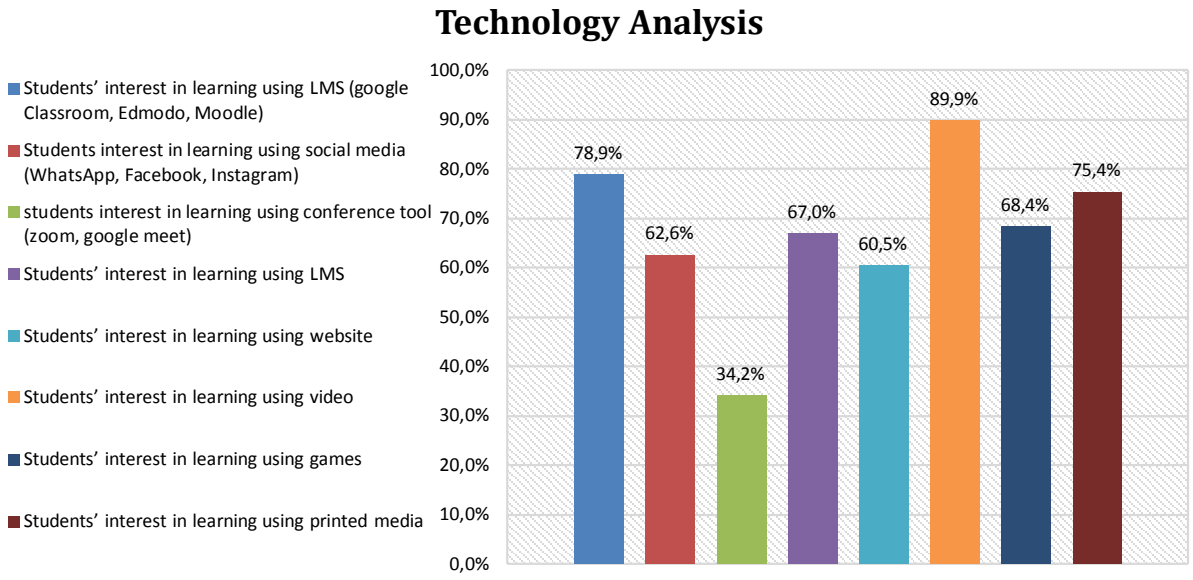

Figure 2. Result of Technology Analysis

3.2. Technology Analysis

Technology Analysis tries to identify existing technologies capability. The result showed students' interest in using video got the highest percentage 89,9%, then we got the information that students still have high interest in learning using printed media and learning using social media that's 75,4%, both of them are familiar to be used daily. Students' interest in learning using game got 68,4%, students' interest in learning using website and conference application like zoom, google meet got 70% then students' interest in learning using LMS (Learning Management System) like Edmodo, google classroom got 78,9%.

3.3. Critical Incident Analysis

This section described aspect of critical incident analysis. The answer consists of three parts, about students' understanding about material after studying using online learning. These results are only based on survey, the researcher has not rechecked with students' learning outcomes. Students' enjoyment using online learning is obtained 74,5% and students' desire to keep continue studying using online learning got 15,8%. As shown in the following figure.

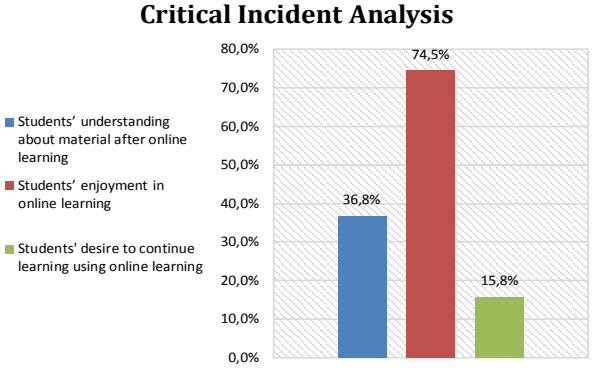

Figure 3. Result of Critical Incident Analysis

3.4. Media Analysis

Aspect of media Analysis aimed to select the appropriate media will be used in delivery material and choosing strategy. The result showed that all of the students had their own mobile, the graphic shown at 100%. And 78,9% students have their own computer too. More specific we got information that they access internet by mobile, laptop and tablet. Almost all of them have their own internet access at 86,8% but not all of them are easy to access internet, only 52,6% students facilitated in accessing the internet. Result of this aspect could be seen at the following figure.

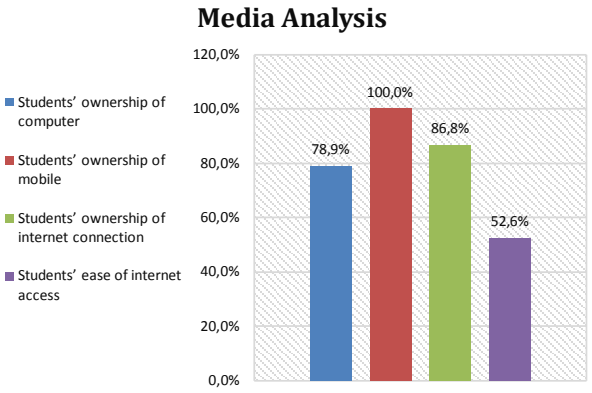

Figure 4. Result of Media Analysis

3.5. Discussion

To apply a new model of learning, some aspects we have to concern are tools, strategies and resources. Tools aspect which is spread from media analysis aspect shown that almost all of the students have multiple supported devices in using technology, like mobile, computer or tablet. The survey result showed that 100% students owned mobile technology and 78,9% owned computer or laptop, but for online learning only 52,6% students are easy in accessing internet, while the 47,1% having difficulty in accessing internet connection. One of prerequisites to apply online or blended learning is students have to access to internet [13] especially in this covid-19 pandemic it must be at their private computers. This could be a main problem, because the only prerequisite for online learning is the internet connection. Based on a survey of parents and students, the biggest obstacles that students face while learning at home is a lack of internet access and electronic devices [14]. This fact showed that the full online method does not reach all of students. For online learning purposes, an asynchronous method could be an alternative so it will provide time and flexibility to access the internet. Major in their critical role in structuring and facilitating high-quality discussions, it is recommended to include both synchronous and asynchronous methods [15]. For a better quality, instructor could combine both synchronous and asynchronous methods. Synchronous delivery modes can provide a stronger sense of connection among participants, and a blended online synchronous and asynchronous course can strengthen social presence [16].

Although the survey results showed that they got high interest in learning using online learning but surprisingly from the critical incident analysis we found that students' understanding after learning using online method are unsatisfying, only 36,8% of them who could understand well. The fact that 45% students of Baturaja university come from rural area could be a reason for this. Rapid assessment of schooling during the pandemic by the Indonesia-Australia partnership education program called Innovation for Indonesia's School Children (INOVASI) indicates that two-thirds of 221 participating teachers believe their students' homes cannot support online learning [17]. This reality happened not only at school level but also at higher education. From the interview about students' response in learning using technology we found that basically students prefer face to face learning, especially for practical subject, this opinion is supported by survey result showed that only 15,6% students who wanted to continue learning by online method. Other response found that the cost to purchase internet data packages is the main reason why students choose not to do using online education platforms, followed by poor connection quality. Actually, the government is trying to overcome this problem by running TVRI learning program from the television station. But this program is only addressed to elementary and secondary school. This effort could be an inspiration for instructional designer for higher education to design engage learning using technology without accessing internet. Kind of media like tutorial video, printed media, articles, documents, slides, could be a recommendation for remote teaching. The fact that 100% students own mobile technologies could be an idea too, to prepare mobile learning that could be accessed online and offline. Result of 62,6% students who enjoyed access using social media, can become an alternative for interaction and discussing about learning material between students and lecture. Social media like *WhatsApp* was very easy to access even sometimes free without using internet fees. Finally some recommendations for the next strategy during this covid-19 pandemic are, 1) develop learning strategy which are not fully online, such as material can be accessed online then saved offline; 2) kind of media like tutorial video, printed media, articles, documents, slides, can be a recommendation for distance teaching; 3) using social media for learning needs; 4) it is better to use mobile technology because 100% students owned this technology

4. Conclusions

The online learning process during the Covid-19 pandemic has been going on, but not all students were satisfied throughout the learning from home process. Their main obstacle is that not all internet connections work properly. Survey results showed that students had high interest in learning using video, learning using LMS (Learning Management System) and printed media. Otherwise, the fact that internet connections in some area are not supporting to prepare online learning. Researchers suggest that instructional design can develop learning from home which combine interactive online and offline learning. Some alternatives could be a tutorial video, printed media, articles, documents, slides, with recommendations for best practices for remote teaching and designed special for a course. Then for communication and interaction, lecturer could use social

media that were easily used and sometime free from the internet provider.

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