

**AN ANALYSIS OF THE THIRD GRADE STUDENTS' PERCEPTION ON  
ONLINE LEARNING DURING COVID 19 PANDEMIC AT SENIOR HIGH  
SCHOOL 11 PEKANBARU**

A THESIS

*Intended to Fulfill One of Requirements for the Award of Sarjana Degree in English  
Language Teaching and Education*



By

**YASA AURA RUBAYYI**

**166310691**

Advisor

**ARIMULIANI AHMAD., S.Pd., M.Pd**

**NIDN: 1023078901**

ENGLISH LANGUAGE EDUCATION  
TEACHER TRAINING AND EDUCATION FACULTY  
UNIVERSITAS ISLAM RIAU  
PEKANBARU

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## ABSTRACT

**Yasa Aura Rubayyi. 2020. An Analysis of Final Year Students' Perception on Online Learning during COVID 19 Pandemic at Senior High School 11 Pekanbaru. Thesis. Pekanbaru: English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.**

**Keywords: Students' Perception, COVID-19, Online Learning.**

This study aims to look at perceptions of online learning that are occurring during the current COVID-19 pandemic. This study uses a quantitative approach for student at SMAN11 Pekanbaru. The population in this study were students at SMAN11 Pekanbaru = (173) while the sample was selected using cluster random sampling, amounting to 79 students. Data was collected from a questionnaire adopted from Biswas B, Roy K.S2, royF1 2020 (2020), which consisted of 18 questions. That consist of five components of online learning: Obstacles they face in e-learning, preferences of e-learning logistic, performance self-efficacy, attitude and interest and learning outcomes. Data analysis techniques are data collection, data presentation, and data interpretation. The results showed that the percentage of student responses was also categorized into five types of answers. First, 65% of students chose to agree on online laerning, 58% of students chose neutral, 33% chose to disagree, 21% chose strongly agree and 8% chose strongly disagree. These findings show that the majority of students feel agree and disagree about facing the online learning system during the current COVID-19 pandemic.

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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

At the beginning of 2020, the world was shocked by the incidence of severe infections with unknown causes, According to Handayani<sup>1</sup> D. (2020) Corona virus disease 2019 (COVID-19) is a new name given by World Health Organization (WHO) of 2019 novel corona virus infection, reported at the end of 2019 from Wuhan, China. According to Agung<sup>1</sup>, Surtikanti<sup>2</sup> and OP<sup>3</sup> (2020) four days after WHO confirmed COVID-19 as the pandemic, on march 15,2020, President Joko Widodo implement some policies to social distancing in the society. The Covid-19 pandemic that has hit the world, one of which is the country of Indonesia which has had a real impact in various fields, including the economy, social, tourism and education. On March 6, the government published five main protocols related to COVID-19, namely health protocols, communication protocols, border surveillance protocols, educational institution area protocols, and public area and transportation protocols.

So, whatever the type of activity, including work, study, teaching, is done online. In this way reduce the increase in transmission of this virus. Besides the economy, one that has a big impact on life is about education, how this virus destroys the existing education system as usual. Teachers and students are required to carry out online learning activities, the online learning system implemented by the

government, creates a lot of debate in the world of education, because there are things can be considered if you want to carry out an online education system, especially in Indonesia.

Online learning and classes are becoming part of education systems worldwide. Online platforms have made education possible and open to all students. While online and distance education has been around for a long time, the introduction of an online mode of classroom-taking compared to the traditional face-to-face approach in schools has occurred in Indonesia only in recent years. The face-to-face approach to classroom is always the most widely used in the Indonesian education system. The habits and ease of using offline methods and the lack of many things for online teaching channels have been major barriers to the adoption of online education channels. According to Biswas, B., Roy, S. K., & Roy, F. (2020) Mobile learning (m-learning) has become a popular learning system for education especially higher education all over the world because of its multi-functionality characteristic and effectiveness. Because following the current COVID-19 pandemic situation, online classes at the school level have become mandatory by the education board. Covid-19 has brought drastic changes in the education system not only in Indonesia but also around the world.

Online / distance learning is focused on increasing students' understanding of the corona virus and the Covid-19 outbreak. The learning activities and tasks can vary between students according to their interests and conditions, including in terms of

gaps in access/ learning facilities at home, because the best option in an Indonesian situation like this is to do an online education system. According to Mahajan (2018) The electronic learning [e-learning] can be defined as a means of education that incorporates electronic equipment and tools and the interactivity that occurs between these and the people involved in the educational process.

However, not all students in Indonesia are familiar with online learning and how to learn through e-learning so that it is a new thing that needs to be adapted and learned. Student opinions about this learning system can also differ. According Duke G. (2011) Perception is a key component of several theoretical frameworks used in nursing research, a well-known conceptual structure for understanding what drives persons' health decisions is the Health Belief Model. Perception exists because humans have the cognitive ability to process information obtained from the environment around them with their intellect, then the human makes an assessment of what he sees or feels and thinks to decide what to do next.

The Ministry of Education and Culture, through the Joint Decree (SKB) of 4 ministers, has just issued a learning guide for the new school year during the Covid-19 pandemic. One of the points d is the prohibition of conducting face-to-face Teaching and Learning Activities in 94 percent of Indonesia which are in the red, orange and yellow zones. In this area, learning can only be done online. So the new school year 2020 is no longer the same as the previous year. There is no more

interaction between teachers, students, and parents in the same room. Meanwhile, schools suddenly have to change the education ecosystem to online education.

Since online learning is a relatively new concept, both educators and students today struggle with ideas of implementation and adaptation respectively. The main objective of this study is therefore to understand the students' views of this modern paradigm of online learning by assessing their understanding of online learning and the use of technology, Identify its applications and advantages and problems from the perspective of the students. Hence this analysis is a study of needs evaluation to consider online learning expectations from the point of view of a student. The findings can be used by integrating newer methods and resources into student learning environments to bring about the improvements required. This study will help direct educators in taking the appropriate steps to combine these emerging learning styles for the benefit of students as well as integrating higher levels of institutional and students-level online learning techniques, resources, and technologies. The researcher are interested in exploring student perceptions after experiencing the learning process through online learning.

In other words, the researcher wanted to know that in the midst of the Covid-19 pandemic students were still learning well or not through the online learning system. Based on the explanation above, the researcher interested in conducting a research in title **“An Analysis of Final Year Students’ Perception on Online Education during COVID 19 Pandemic at Senior High School 11 Pekanbaru”**.



## **1.2 Setting of the problem**

Based on the background of the problems researcher conclude the problems as follow:

1. To find out students' perceptions of online learning carried out during this COVID-19?

## **1.3 Focus of the problem**

Based on the setting of problem, this research will find students' perceptions about online learning in this condition. The researcher are interested in exploring student perceptions after experiencing the learning process through online learning.

## **1.4 Research Question**

Based on the focus of the problem above, the formulation in this study is: what are students' perception on online education during COVID 19 pandemic at SMAN 11 Pekanbaru?

## **1.5 Objective of the research**

The objective of this research is to find out students' perception on online learning during COVID 19 pandemic at SMAN 11 Pekanbaru.

## 1.6 Significant of the research

The results of this quantitative research are really expected to see students' perception as follows:

### a. Teachers

For English teachers, the results of this research is expected to provide ideas to teachers to teach English through online learning. E-learning can be used as an alternative media by teachers without having to face each other directly in the classroom. Then from the student's experience with the online learning system and to find out the extent to which students understand the material provided by the teacher with online learning.

### b. Students

For students, the results of this study online learning during the Covid-19 pandemic can be used as a learning medium for remote learning without face-to-face in the classroom, the online learning system provides new experiences for students to learn subject matter not to be left behind.

### c. Further Research

For researchers, the findings of this study are to show that student and teacher expectations are very useful in future for educational institutions preparing to adapt online teaching modes. However, this survey has limitations. The small sample does not completely represent the majority of online class-taking students and teachers. Social desires may have colored about subjects' test-taking actions and modified the way students learn in school.

## 1.7 Definition of key terms

### 1. Perception

Perception is a process by which individuals organize and interpret their sensory impressions to give meaning to their environment. Besides that perception is also referred to as a process of receiving, selecting, internalizing, interpreting, testing, and giving reactions to an object, event or problem.

### 2. Online Learning

Online learning can be defined as a social activity that enables humans to develop both knowledge and skills by using the internet (connectivity) as the main means and media. The content of online education is teaching and learning with the aim of training students / students / society (users) to be more independent and responsible.

### 3. COVID 19

COVID-19 is a new disease caused by the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) virus. COVID-19 can cause respiratory system disorders, ranging from mild symptoms such as flu, to lung infections, such as pneumonia. Its rapid spread has led several countries to implement lockdown policies to prevent the spread of the Corona virus.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Relevance Theories

Relevance theories can be interpreted as an effort to work out in detail one of the material or a theory. In this section will be explained about student perceptions, online learning, advantages of online learning and COVID 19.

##### 2.1.1 Online Learning

Online learning in general is learning that is carried out electronically using computer-based media and a network. According to Biswas B. (2020) Mobile learning (m-learning) has become a popular learning system for education especially higher education all over the world because of its multi-functionality characteristic and effectiveness. Currently advances in technology allow many learning interactions not to be done face-to-face. E-Learning technology or online lectures are currently being offered a lot. This distance education (PJJ) has several advantages over the face-to-face lecture method. This online learning method is suitable for workers who only have free time on weekends and in the hours after leaving the office.

Online learning is also known as electronic learning, e-Learning, on-line learning, internet-enabled learning, virtual learning, or web-based learning. Online learning or e-Learning has started around the 1970s) is the result of a learning delivered electronically using computers and computer-based media. The material is



often accessed through a network. Sources can come from websites, internet, intranet, CD-ROM, and DVD. In addition to providing instruction, e-learning can also monitor student performance and report student progress. E-learning does not only access information, but also guides students to achieve specific learning outcomes. The potential for online learning educational applications has grown. Students can not only access knowledge from textbooks, but also can access subject matter from outside the school.

Teachers and students can get a lot of information, unlimited, and can be accessed from several libraries around the world. Now that the internet has the ability to provide information with various media (including print, video, and sound and music recordings) the internet is an unlimited library. Students and teachers can improve classroom learning by accessing information from various sources on the internet through websites or other educational service providers. Development is also used by educational institutions to conduct online learning by holding schools or online courses.

E-Learning education is carried out by utilizing information and communication technology. The learning system is implemented through a computer or laptop connected to an internet connection. A well-integrated system allows students to get all the required lecture information and is able to carry out the learning system properly. The output obtained from this learning system is also not inferior to conventional lectures. According to Mahajan V.M (2018) e-learning is a relatively new phenomenon where currently the educators and students are grappling with the

idea of its implementation and adaptation. The online learning system is the result of a learning delivered electronically using computers and computer-based media. The system is also called electronic learning or e-Learning,

### **2.1.2 Advantages of Online Education**

According to Nguyen T. (2015) there are several advantages of online learning:

1. Online learning with the help of the internet provides thousands of information that can be retrieved very easily. You can get as much information as possible, and process it into useful data for life development. The breadth of your insight is no longer determined by the amount of capital money, but by the amount of willingness to develop.
2. Online learning is cheap and some even free. Now that information is very cheap. Knowledge is no longer a luxury item that can only be owned by certain groups. Ordinary people and others can find information very easily and cheap. There are many online educational sites that are very cheap, and even free online courses that are very high quality, both in terms of content and teachers or tutors.
3. Online learning, effective and efficient. Online learning with the help of the internet has brought the gap between continents very close. In the past, education could only be done face-to-face, now it is not the case. You can study without having to meet the teacher / lecturer / tutor in person. You can

take part in online education through social media such as chat, IG, and video or video calls, and others. This is really effective considering how flexible online education is, so students can do it from anywhere. No need to get stuck in traffic, or spend time traveling to reach the place of education. The educational time can also be adjusted according to your time. Materials and learning in the form of power points and videos can be downloaded and saved for later playback according to the wishes of the students.

4. Online learning is more interactive than traditional classroom learning. Online classes are more interactive and dynamic than traditional classes. Students can have long discussions and without shame convey their ideas to fellow participants and to the teacher. Online classes are really lively ones, and stimulate the participants' ideas / creativity because of the very free space for debate.

### **2.1.3 Indicators of Online Learning**

According to FetajiB1 and FetajiM2 as e-learning indicators they were defined as:

1. Learner education background, is how about the cultural background and experiences of each student's knowledge to determine whether the learning experience could be connected to the current learning experience.

2. Computing skills level, is how about seeing students' abilities in the use of information and communication technology and about how to use computers to learn e-learning.
3. Type of learners, is how to see students' differences in getting information by seeing and hearing, reflecting and acting, reasoning logically and intuitively, analyzing and visualizing, steadily and accordingly.
4. Their learning style and multiple intelligence, is how about the instructor's style and way of giving good teaching and delivery to students. The instructor must know each student's point of view, what types of students are in terms of learning and provide teaching and delivery using visualization and verbal communication to students.
5. Obstacles they face in e-learning (e-learning barriers), is that every e-learning has different obstacles and becomes input for students depending on the situation, to see and assess the obstacles faced by self.
6. Attention, is how to see students' attention in learning situations that affect how they learn.
7. Content (suitability, format preferences), is the possibility of instructional design for students systematically for the need to create and evaluate student learning experiences in learning outcomes. The other is to be able to help schools to focus on using appropriate formats and tools for appropriate learning objectives.



8. Instructional design, is because each existing institution has a special process that influences e-learning in the learning process.
9. Organizational specifics, is to see the following variables have been set as priorities in determining the learning environment: Interoperability, Pricing, Performance, Content development, Communication tools, Student Engagement Tools and Evolving Technology.
10. Preferences of e-learning logistics, is to see and acknowledge how different each student has in his / her learning preferences and abilities.
11. Preferences of e-learning design.
12. Technical capabilities available to respondents
13. Collaboration
14. Accessibility available to respondents, is to see the important factors that influence e-learning according to existing learning.
15. Motivation, is to provide motivation to students so that they can have an active role in learning.
16. Attitudes and interest, is to see how the attitudes and interests of students towards the learning process.
17. Performance-self-efficacy (the learner sense their effectiveness in e-learning environment), is to look at students' effectiveness in learning and Self-efficacy refers to people's beliefs about their ability to perform tasks successfully at a specified level.

18. Learning outcomes, is to see learning outcomes are usually expressed as the transfer of knowledge, skills, or attitudes in learning.

#### **2.1.4 Student Perceptions**

Perception is the process of detecting a stimulus, this meaning is constructed based on existing physical representations with the knowledge we already have. Perception is a process that involves the entry of messages or information into the human brain. Through human perception, it is continuously connected with the environment this relationship is carried out through the senses, namely the senses of sight, listener, touch, taste and smell. According to Sujarwo1 (2020) Perspective is an internal process which has been recognized by individual when selected and regulated stimuli that come from outside. Perception involves a high level of cognition in the interpretation of sensory information.

Perception is divided into two forms, namely positive and negative. Positive perception is an individual's assessment of an object or information with a positive view or in accordance with what is expected from the object being perceived or from existing rules. The cause of the emergence of a positive perception of a person is due to individual satisfaction with the object that is the source of the perception, the existence of individual knowledge, and the individual experience of the object being perceived. Meanwhile, negative perceptions are individual perceptions of certain objects or information with a negative view, contrary to what is expected from the

object being perceived or from existing rules. The cause of the emergence of a person's negative perception can arise because of the individual's dissatisfaction with the object that is the source of his perception, the individual's ignorance and the absence of individual experience of the object being perceived and vice versa. According to Jarwo<sup>1</sup>, Perception theory is divided into two, namely:

1. Constructive Perception

Constructive perception theory is based on the assumption that during perception we form and test hypotheses related to perception based on what we perceive and what we know. Thus perception is a combined effect of the information received by a sensory system and the knowledge we learn about the world, which we get from experience. When you see a colleague coming to you from a distance, you recognize because his physical features, his nose, eyes, hair and so on are sensed by your eyes and because you have the knowledge that your colleague is normally in that place, at that time.

2. Direct Perception

Direct perception theory states that the information in stimuli is an important element in perception and that learning and cognition are not important in perception because the environment already contains sufficient information that can be used for interpretation. This idea, supported by ecologically oriented psychologists, states that the stimulus itself already has sufficient information to produce a correct perception and does not require an internal representation. An observer makes very little effort in

the perceptual process because the world already provides so much information that the observer does not have to attempt to construct perceptions or draw conclusions.

### **2.1.5 Student Perception Indicators**

Perception is something that is quite important for everyone before that person is directly involved in carrying out each activity, it needs consideration before carrying out an activity, so that something done is truly appropriate and profitable. The main thing they are sure to do is to bring out their perceptions of physical education lessons which will affect their desire to participate in these subjects. According to Demuth A. (2013) Perceptions and sensing represent a unique source of how to experience something at all. Through the perception that someone will continue to have a relationship with the environment and the activities to be carried out, one of which is for students to relate to physical education learning activities, there are several indicators:

1. Absorption

The stimuli or objects are absorbed or accepted by the five senses, whether they are sight, hearing, touch, smell, and taste individually or collectively. From the results of absorption or acceptance by these sense organs, you will get an image, response, or impression in the brain. This picture can be singular or plural, depending on the object of perception being observed. In the brain are collected images or impressions, both old and new. Whether the picture is clear or not depends on whether the stimuli are clear, the normality of the senses and the time, recent or old.



## 2. Understanding

After the images or impressions occur in the brain, the images are organized, classified (classified), compared, interpreted, so that an understanding or understanding is formed. The process of understanding or understanding is very unique and fast. The meaning that is formed depends also on the old images that the individual has previously had (called apperception).

## 3. Assessment or Evaluation

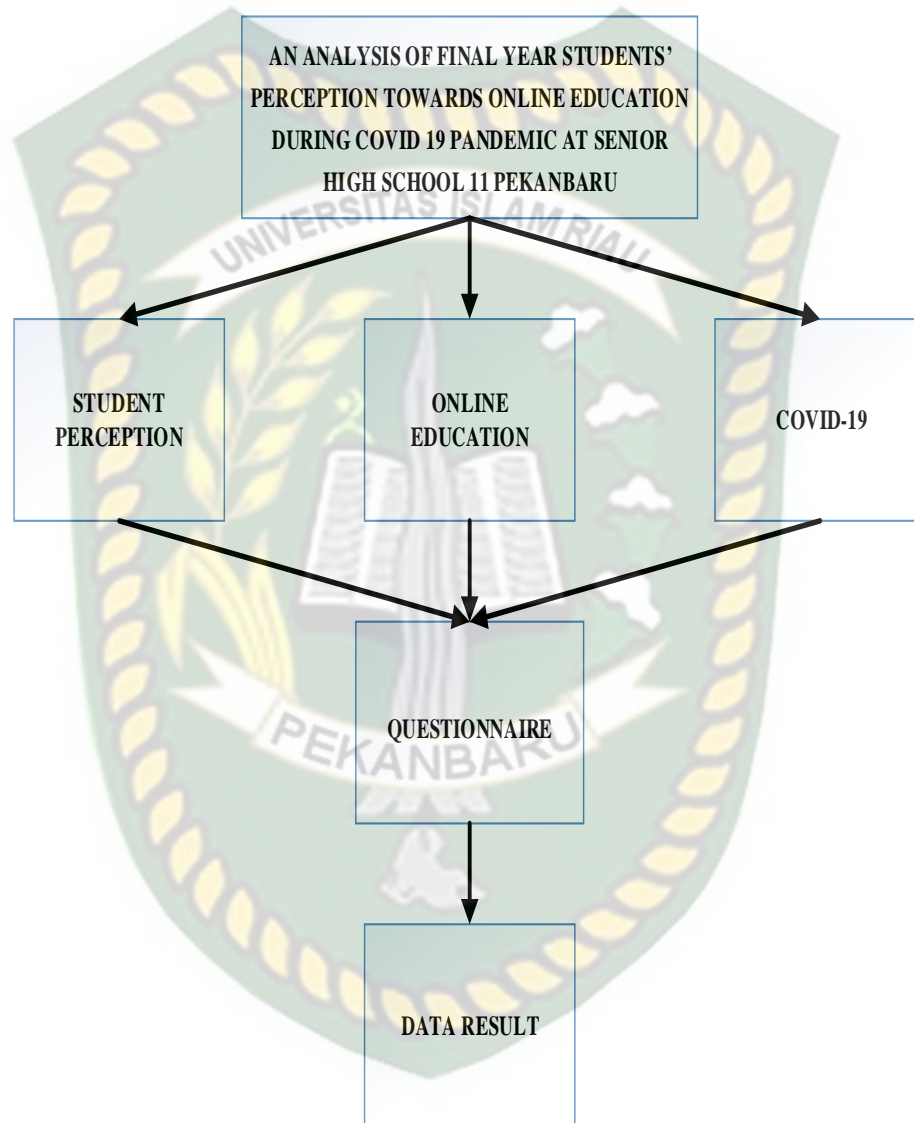
After forming an understanding or understanding, an individual judgment occurs. Individuals compare the newly acquired understanding or understanding with the criteria or norms that the individual has subjectively. Individual judgments vary even though the object is the same. Therefore, perception is individual.

### 2.2 Relevance Studies

There are some studies related to this research, the first Ana A , Minghat2 D.A , Purnawarman3 P , Saripudin4 S , Muktiarni1 M, Dwiyaniti1 V, Mustakim5 S.S (2020) with the title “Students’ Perceptions of the Twists and Turns of E-learning in the Midst of the COVID 19 Outbreak”. The results of the analysis show that students recognize e-learning as a distance learning system in the face of the current corona virus pandemic. Results in this research to find out how many students know about online education in the current state of COVID 19. The second Nambiar1 D. (2020) with the title “The Impact of Online Learning during COVID-19: Students’ and Teachers’ Perspective”. The purpose of this study was to conduct an online survey

regarding the perceptions and experiences of teachers and students regarding online classes. The results of this study are to see students' perceptions about online education and to find out the knowledge and experiences of teachers about online education. The third, Biswas B, Roy K.S2, RoyF1 (2020) with the title “Students Perception of Mobile Learning during COVID-19 in Bangladesh: University Student Perspective”. The aim of this study is to measure students' perceptions of using mobile devices for learning during COVID-19 in Bangladesh, especially from the student's point of view. The results of this research are to find out the opinions of students in using mobile phones during online learning. The fourth Sujarwo1, Sukmawati2, Akhiruddin3, Ridwan4, Siradjuddin5 (2020) with the title “An Analysis of University Students’ Perspective on Online Learning in the Midst of COVID 19 Pandemic”. In this study, we discuss and investigate student perspectives in utilizing online learning in the midst of the COVID-19 pandemic. In this study, the researchers wanted to know about the opinions of students in the use of online education in this era of COVID 19. The fifth Mahajan V.M1, KalpanaR2 (2020) with this title “A Study of Students’ Perception About E-learning”. This study clearly illustrates that e-learning has benefits from students' point of view and will have a positive influence on their performance with a better understanding of their courses. The results of this study are to see the benefits of using e-learning in students and to see the positive influence on students.

## 2.3 Conceptual Framework



## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

This research is a quantitative research. The researchers investigated students' perceptions of online learning during the COVID-19 pandemic. This research was conducted using a qualitative design with a case study approach to determine students' perceptions. This study uses a questionnaire to obtain and analyze. The research was conducted on 3rd grade students at SMAN11. Researchers will only take one variable, which describes students' perceptions of online learning during the COVID-19 pandemic.

The researcher takes a point that quantitative approach is an approach which the results of research using of statistic numbers. This research is shown in graphic form and in accordance with the research objectives. The results are displayed in the form of graphic images and described in the form of description paragraphs.

#### 3.2 Participants or subjects of the Research

##### 3.2.1 Participants

The participants of this research the students at SMAN11 Pekanbaru. There are 4 class of the second year at SMAN11 Pekanbaru. The population of this research by following the table:



NO.	Class	Member of Students
1.	XI MIA 1	32
2.	XI MIA 2	33
3.	XI MIA 3	36
4.	XI MIA 4	36
5.	XI MIA 5	36
<b>Total</b>		<b>173</b>

### 3.2.2 Sample

Sampling is purposive random sampling (e.g., people, organizations) from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen. It is possible to use a sampling technique to select smaller groups or samples from all populations.

## 1.3 Data Collection Technique

Data collection is a way for researchers to collect data. The data collection technique is an important step in this study, because the purpose of the study is to collect and find out research data. For data collection, researchers used a questionnaire. In this research the data collection was through giving questionnaire were collected using a modified version of Biswas B, Roy K.S2, Roy F1 (2020). In

this research, the researcher is going to collect the data by distributing the questionnaire to the students.

**Table 3.2 Answers to the Questionnaire**

No.	Answers	Answers
1.	SA	Strongly Agree
2.	A	Agree
3.	N	Neutral
4.	D	Disagree
5.	SD	Strongly Disagree

#### 1.4 Data Analysis Technique

After the researcher collects the data, this research data will be analyzed with the data that has been received will be made into a graph. In the research graph, the researcher calculated the percentage of respondents who were divided into five parts, namely strongly agree, agree, neutral, disagree, and strongly disagree.

This formula used by researchers to find the percentage is as follows:

$$P : \frac{F}{N} \times 100\%$$

P : Percentage of students

F : Frequency of students

N : Total number of students

The use of the percentage scale in this study is to determine the agreement and disagreement of respondents with the questions in the questionnaire. In this study, the results of the data are in the form of ordinal data (tiered without score). The numbers used are only sequences to make it easier for researchers. So the analysis is only in the form of frequency (number) or proportion (percentage). From the percentage results, it will be found the results of a questionnaire about student perceptions.

## CHAPTER IV

### RESEARCH FINDINGS

#### 4.1 Data Presentation

In this study, to answer the research question, the researcher presented the results of the average calculation obtained by each section. The analysis of this research is based on data obtained from the questionnaire statement which is divided into 18 questions.

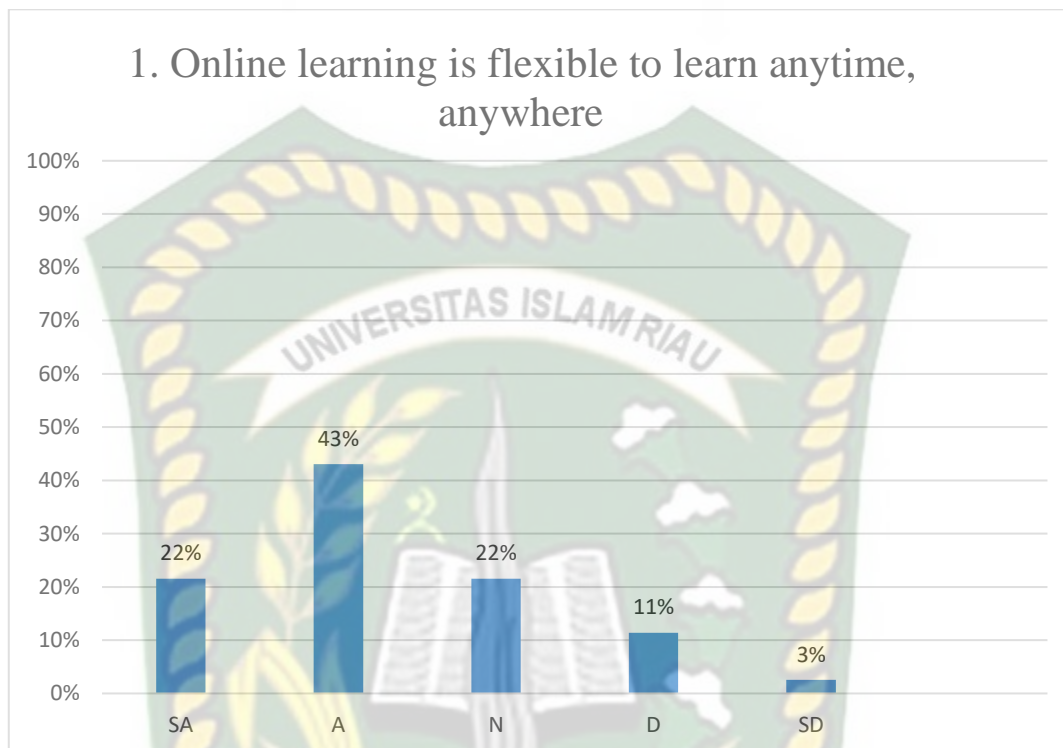
Detail components of the questionnaire can be seen in the appendix pages.

##### 4.1.1 Questionnaire

The researcher gave 18 questions through Google Forms for SMAN 11 Pekanbaru students, find out students' perceptions about online learning during the Covid-19 pandemic. Out of 174 students, there are 79 students who gave their perceptions about online learning carried out during the covid-19 pandemic.

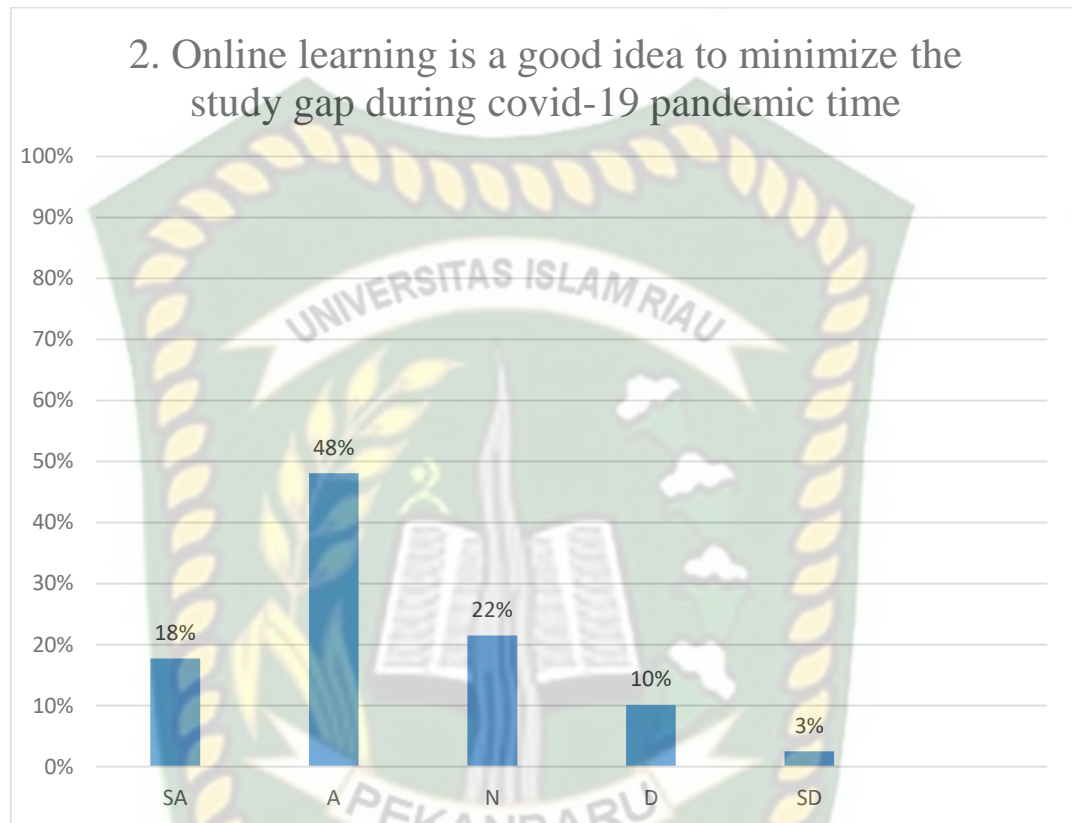


## Questionnaire 1



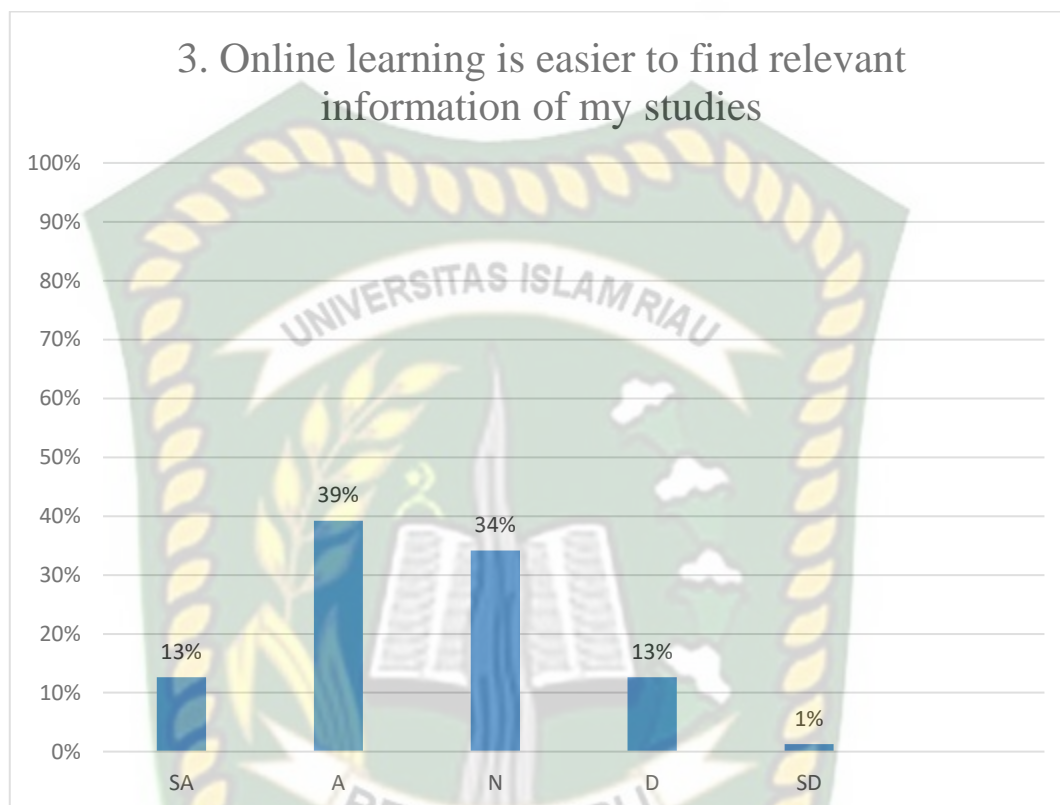
The results of this first question about students' perceptions in facing online learning during the Covid-19 pandemic was 22% of students strongly agreed, 43% of students chose to agree, 22% of students chose neutral, 11% of students chose disagree, and 3% of students chose strongly disagree with online learning carried out during the covid-19 pandemic.

## Questionnaire 2



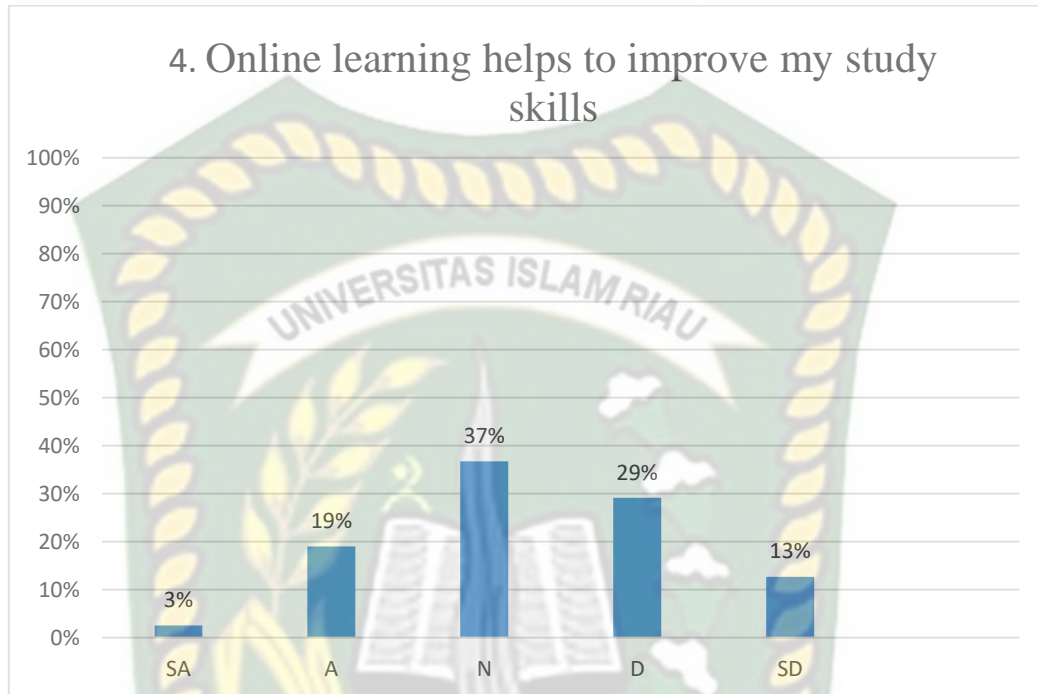
The results of this second question about students' perceptions in facing online learning during the Covid-19 pandemic was 18% of students strongly agreed, 48% of students chose to agree, 22% of students chose neutral, 10% of students chose disagree, and 3% of students chose strongly disagree with online learning carried out during the covid-19 pandemic.

### Questionnaire 3



The results of this third question about students' perceptions in facing online learning during the Covid-19 pandemic was 13% of students strongly agreed, 39% of students chose to agree, 34% of students chose neutral, 13% of students chose disagree, and 1% of students chose strongly disagree with online learning carried out during the covid-19 pandemic.

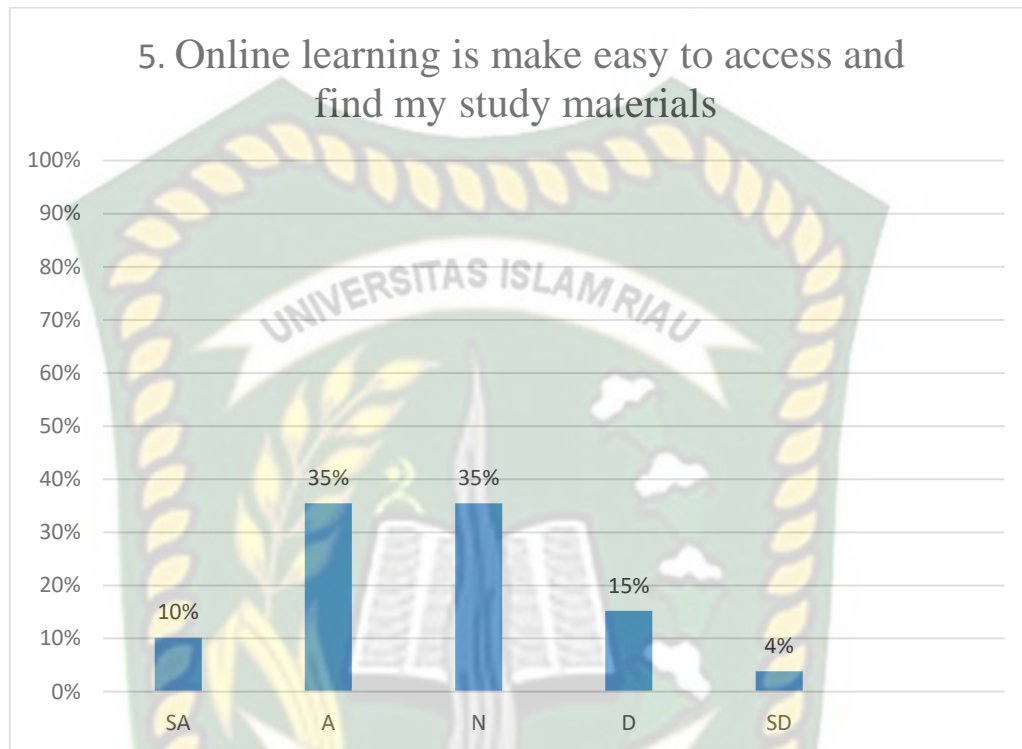
#### Questionnaire 4



The results of this fourth question about students' perceptions in facing online learning during the Covid-19 pandemic was 3% of students strongly agreed, 19% of students chose to agree, 37% of students chose neutral, 29% of students chose disagree, and 13% of students chose strongly disagree with online learning carried out during the covid-19 pandemic.

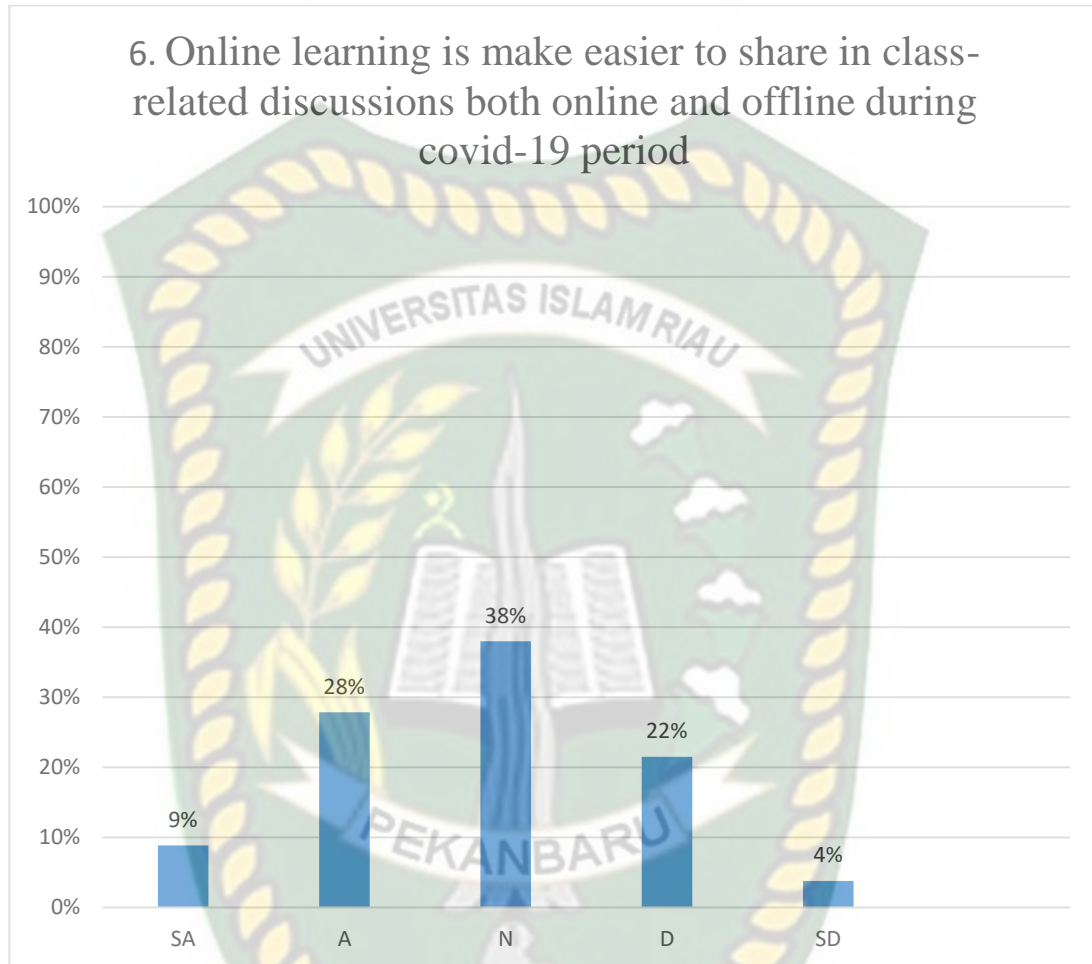


### Questionnaire 5



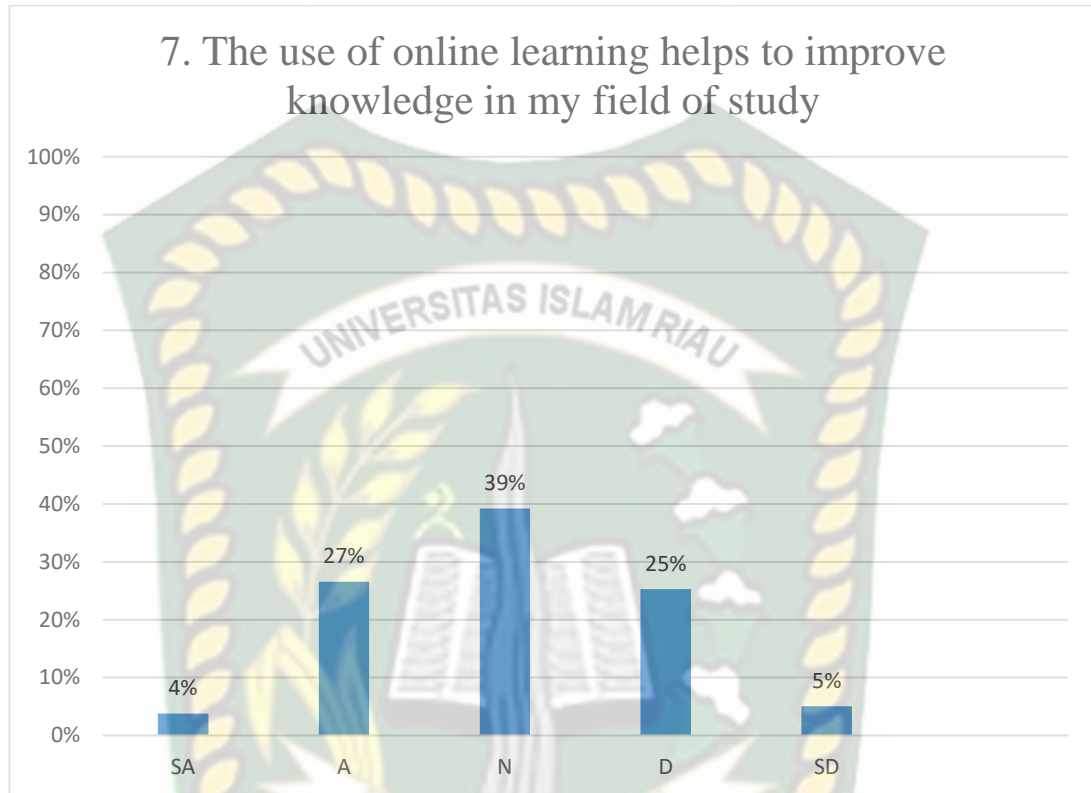
The results of this fifth question about students' perceptions in facing online education during the Covid-19 pandemic was 10% of students strongly agreed, 35% of students chose to agree, 35% of students chose neutral, 15% of students chose disagree, and 4% of students chose strongly disagree with online learning carried out during the covid-19 pandemic.

## Questionnaire 6



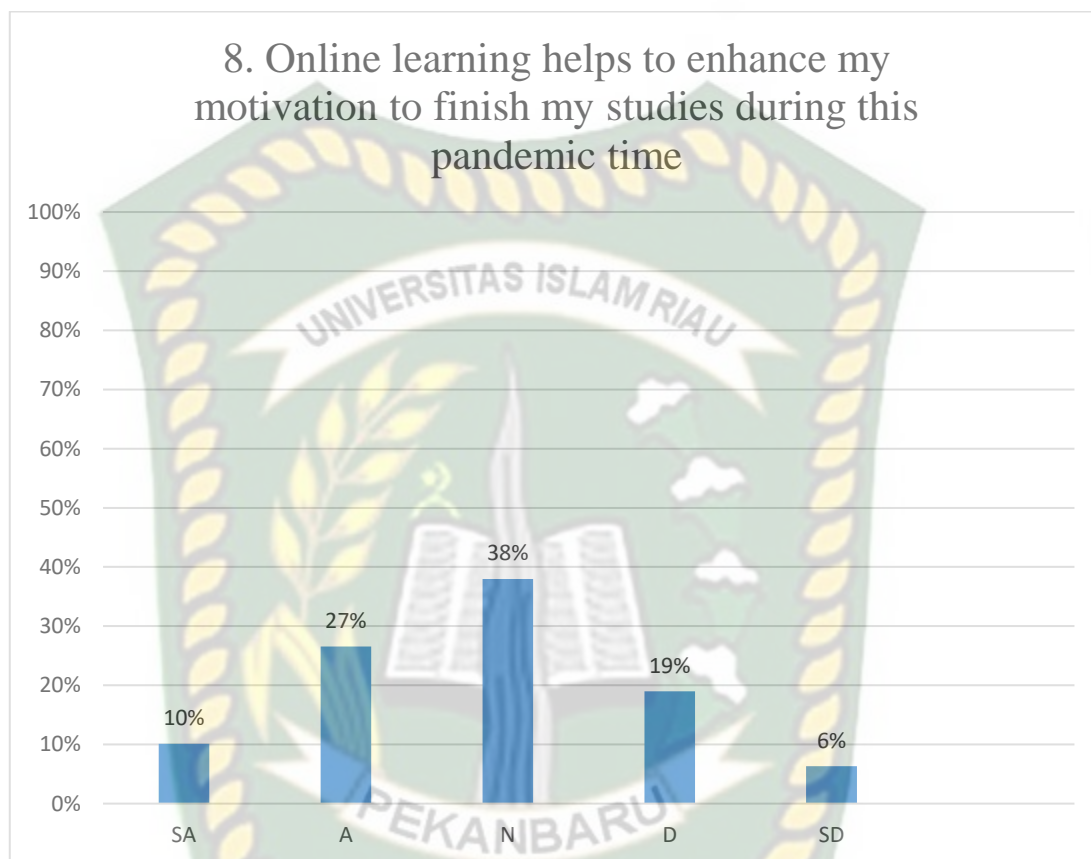
The results of this sixth question about students' perceptions in facing online education during the Covid-19 pandemic was 9% of students strongly agreed, 28% of students chose to agree, 38% of students chose neutral, 22% of students chose disagree, and 4% of students chose strongly disagree with online learning carried out during the covid-19 pandemic.

### Questionnaire 7



The results of this seventh question about students' perceptions in facing online learning during the Covid-19 pandemic was 4% of students strongly agreed, 27% of students chose to agree, 39% of students chose neutral, 25% of students chose disagree, and 5% of students chose strongly disagree with online learning carried out during the covid-19 pandemic.

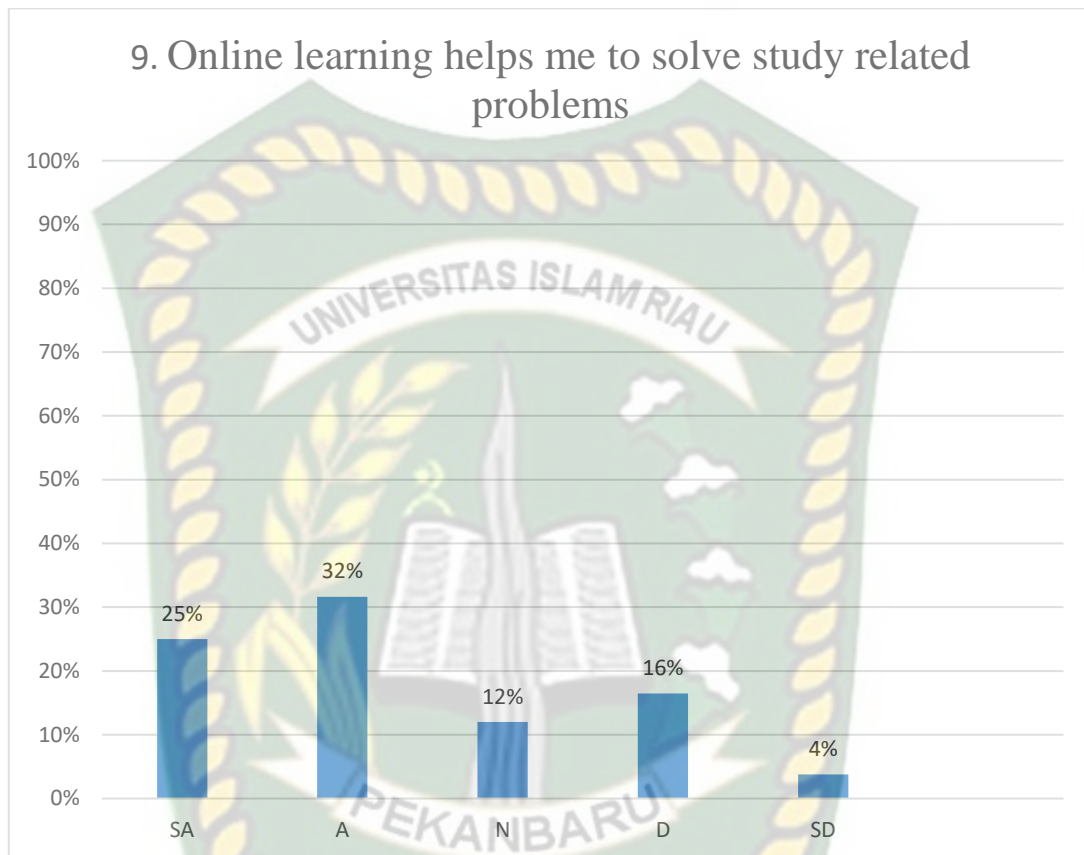
## Questionnaire 8



The results of this eighth question about students' perceptions in facing online learning during the Covid-19 pandemic was 10% of students strongly agreed, 27% of students chose to agree, 38% of students chose neutral, 19% of students chose disagree, and 6% of students chose strongly disagree with online learning carried out during the covid-19 pandemic.

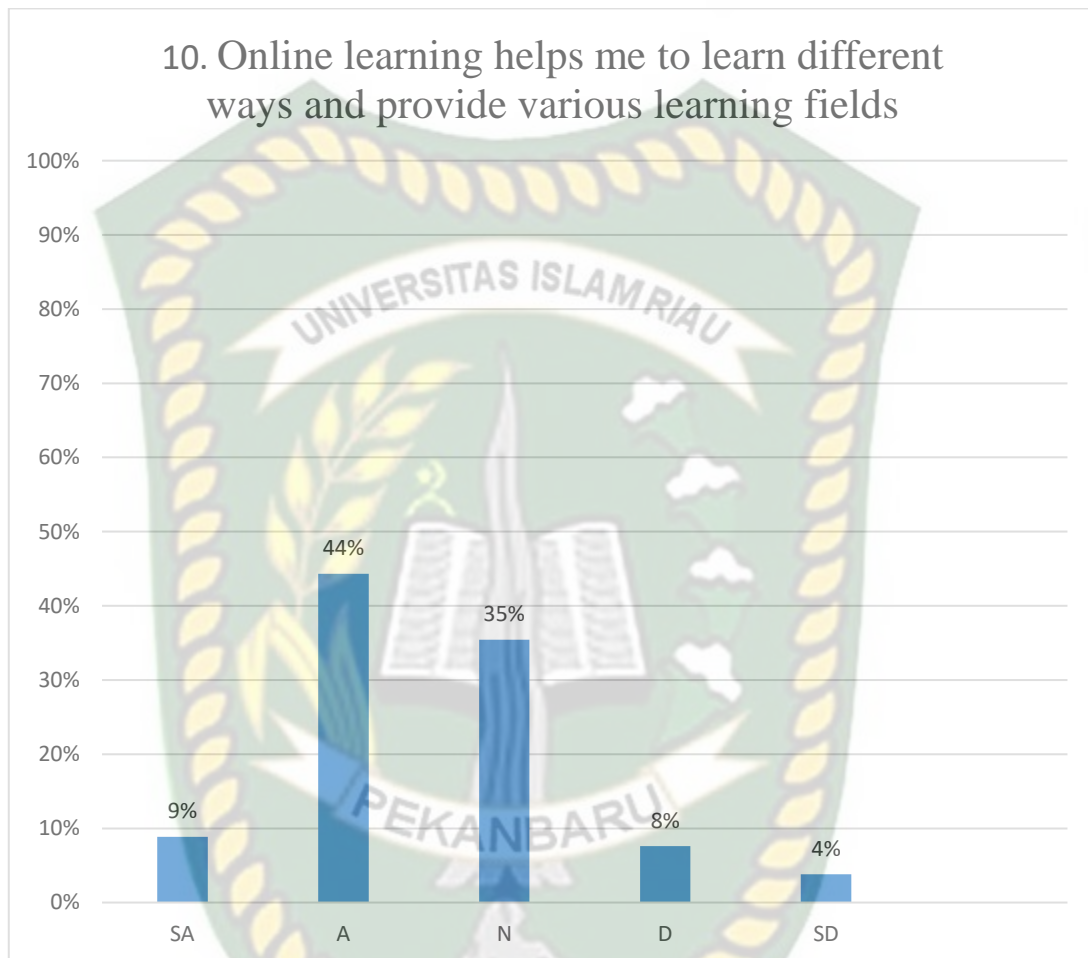


## Questionnaire 9



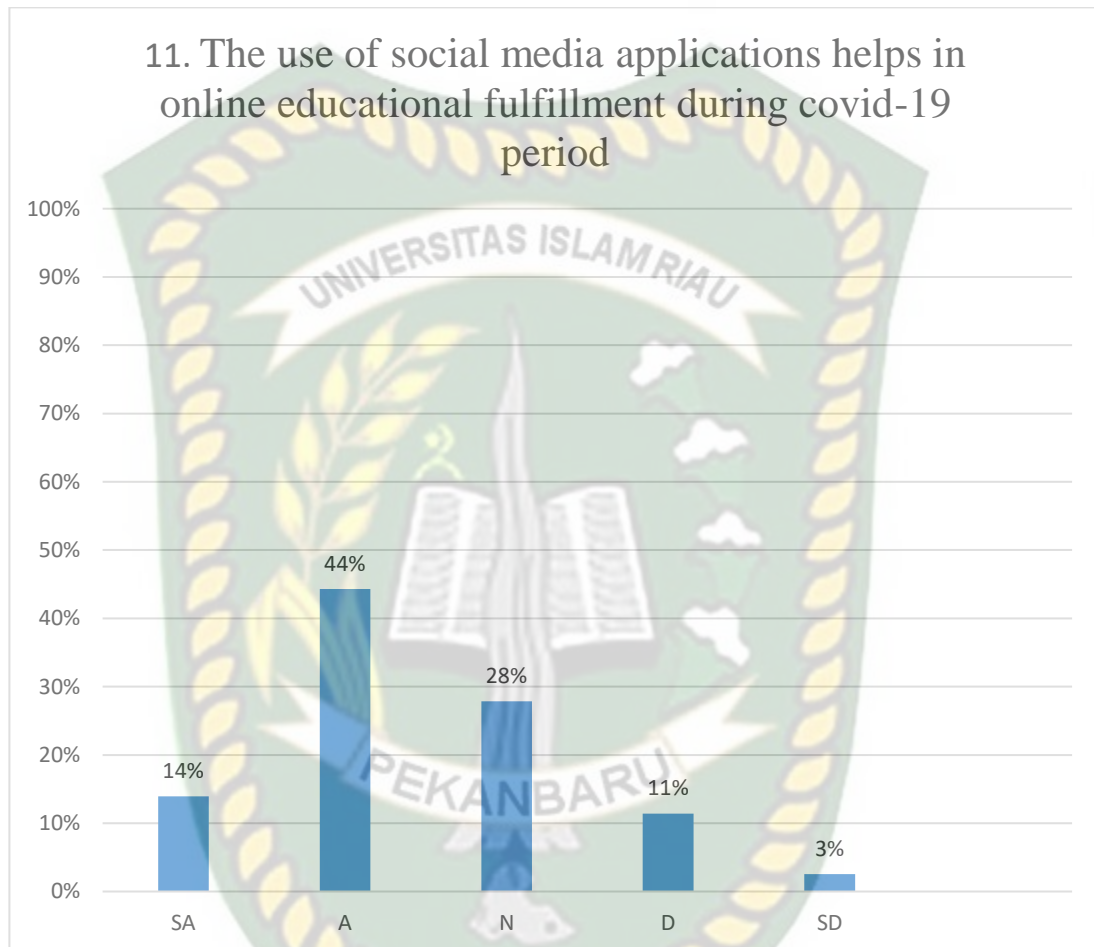
The results of this ninth question about students' perceptions in facing online learning during the Covid-19 pandemic was 5% of students strongly agreed, 32% of students chose to agree, 43% of students chose neutral, 16% of students chose disagree, and 3% of students chose strongly disagree with online learning carried out during the covid-19 pandemic.

## Questionnaire 10



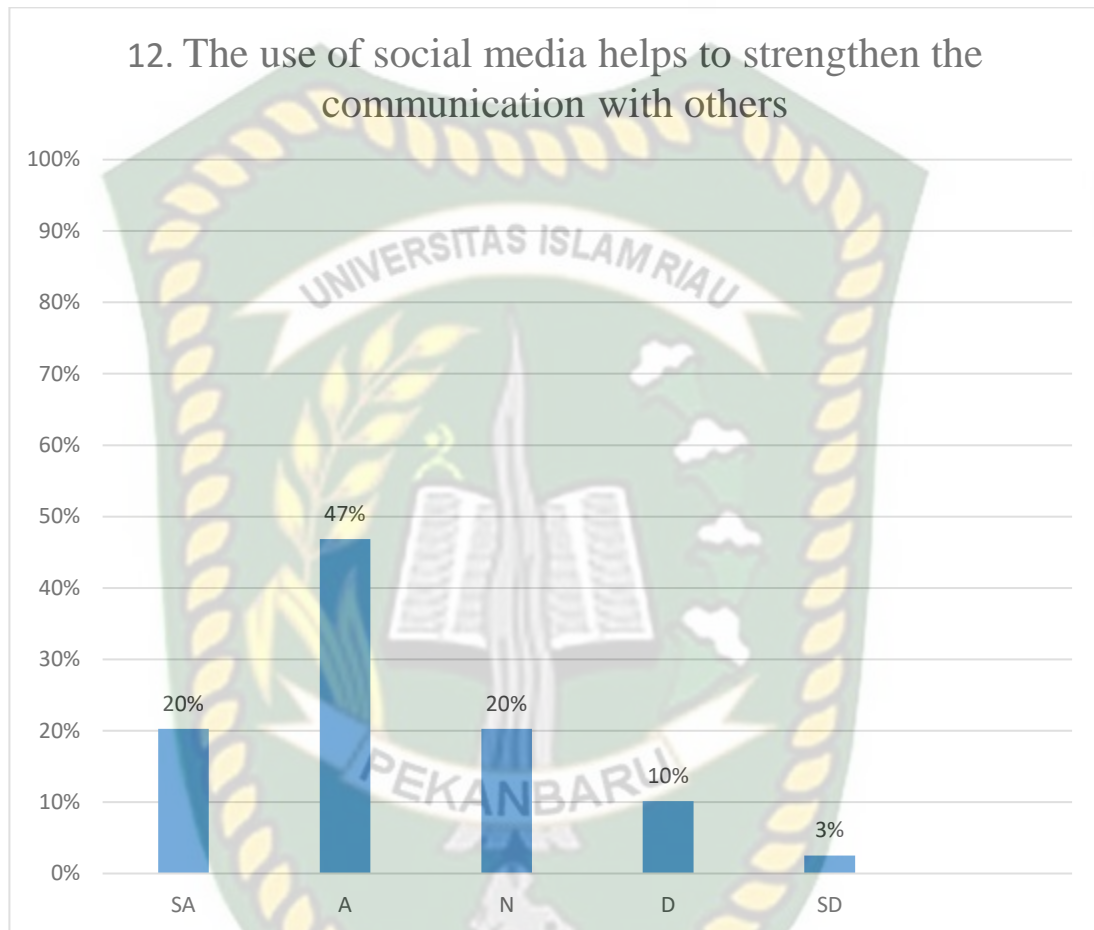
The results of this tenth question about students' perceptions in facing online learning during the Covid-19 pandemic was 9% of students strongly agreed, 44% of students chose to agree, 35% of students chose neutral, 8% of students chose disagree, and 4% of students chose strongly disagree with online learning carried out during the covid-19 pandemic.

## Questionnaire 11



The results of this eleventh question about students' perceptions in facing online learning during the Covid-19 pandemic was 14% of students strongly agreed, 44% of students chose to agree, 28% of students chose neutral, 11% of students chose disagree, and 3% of students chose strongly disagree with online learning carried out during the covid-19 pandemic.

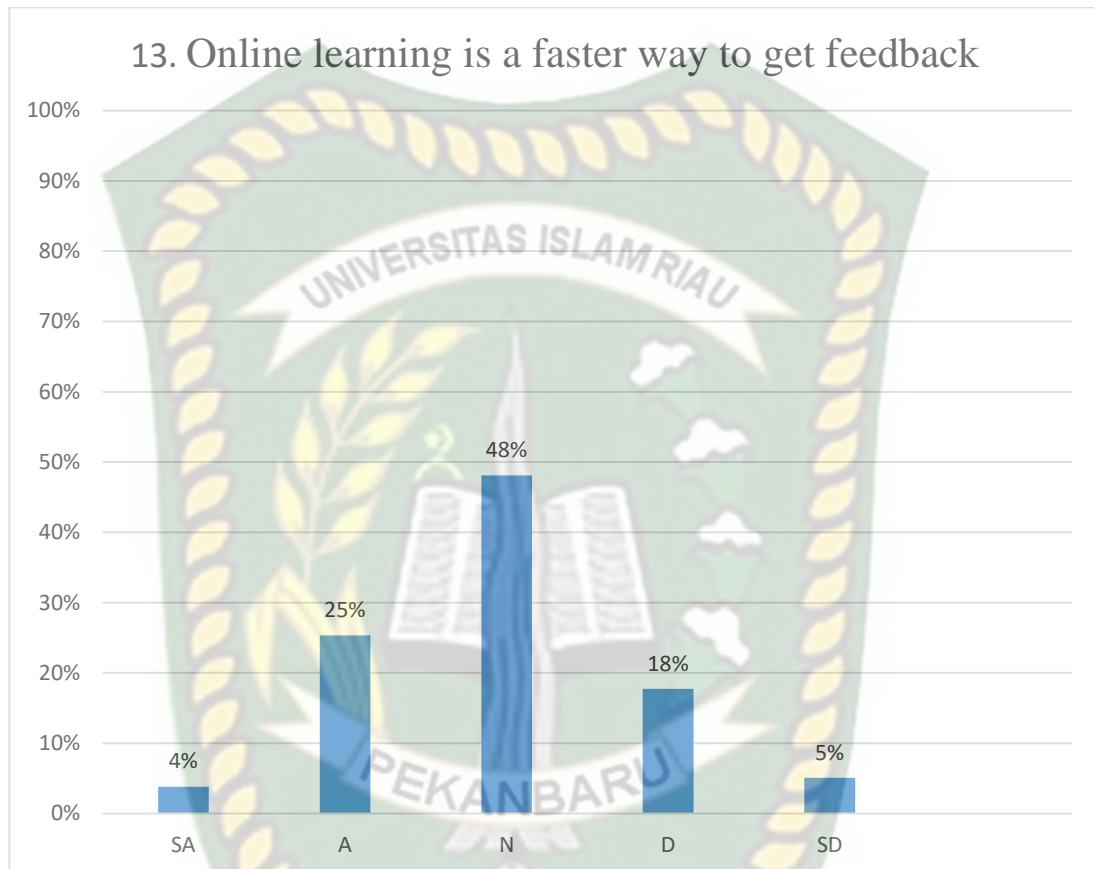
## Questionnaire 12



The results of this twelfth question about students' perceptions in facing online learning during the Covid-19 pandemic was 20% of students strongly agreed, 47% of students chose to agree, 20% of students chose neutral, 10% of students chose disagree, and 3% of students chose strongly disagree with online learning carried out during the covid-19 pandemic.

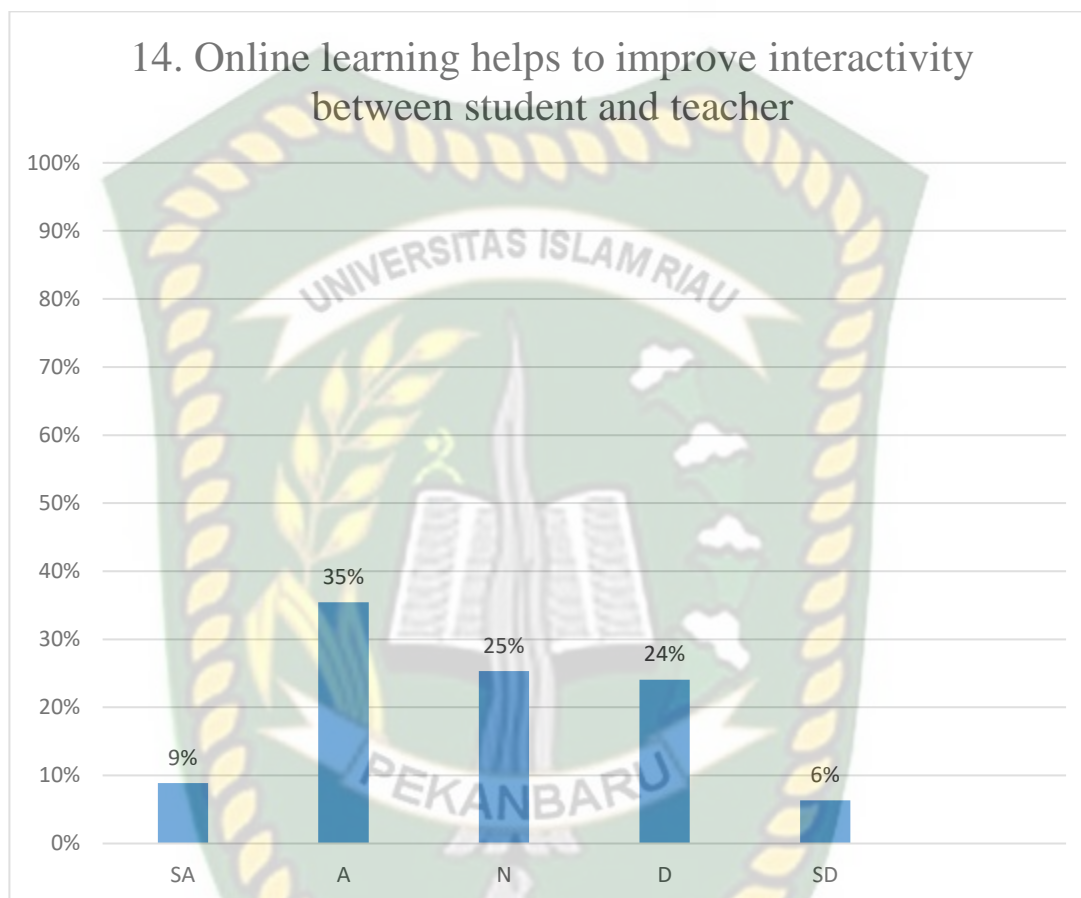


### Questionnaire 13



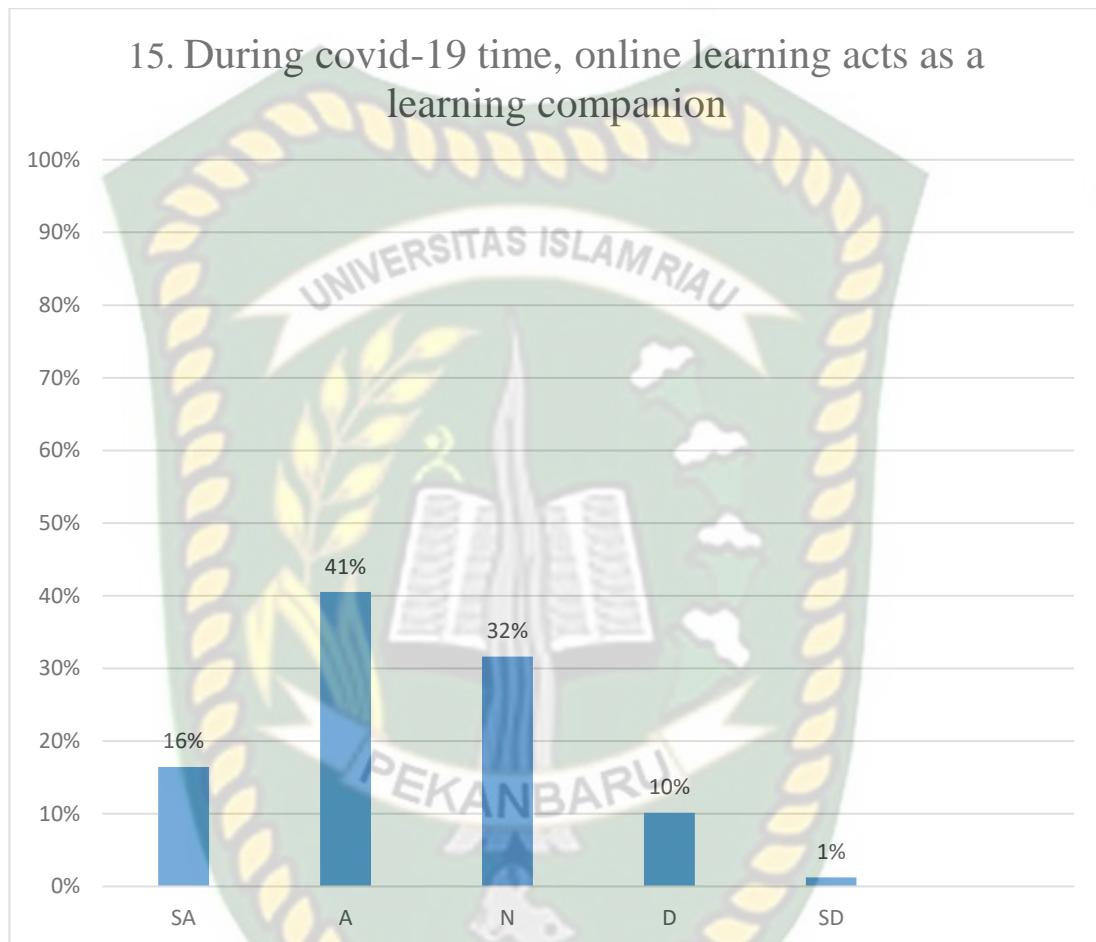
The results of this thirteenth question about students' perceptions in facing online learning during the Covid-19 pandemic was 4% of students strongly agreed, 25% of students chose to agree, 48% of students chose neutral, 18% of students chose disagree, and 5% of students chose strongly disagree with online learning carried out during the covid-19 pandemic.

## Questionnaire 14



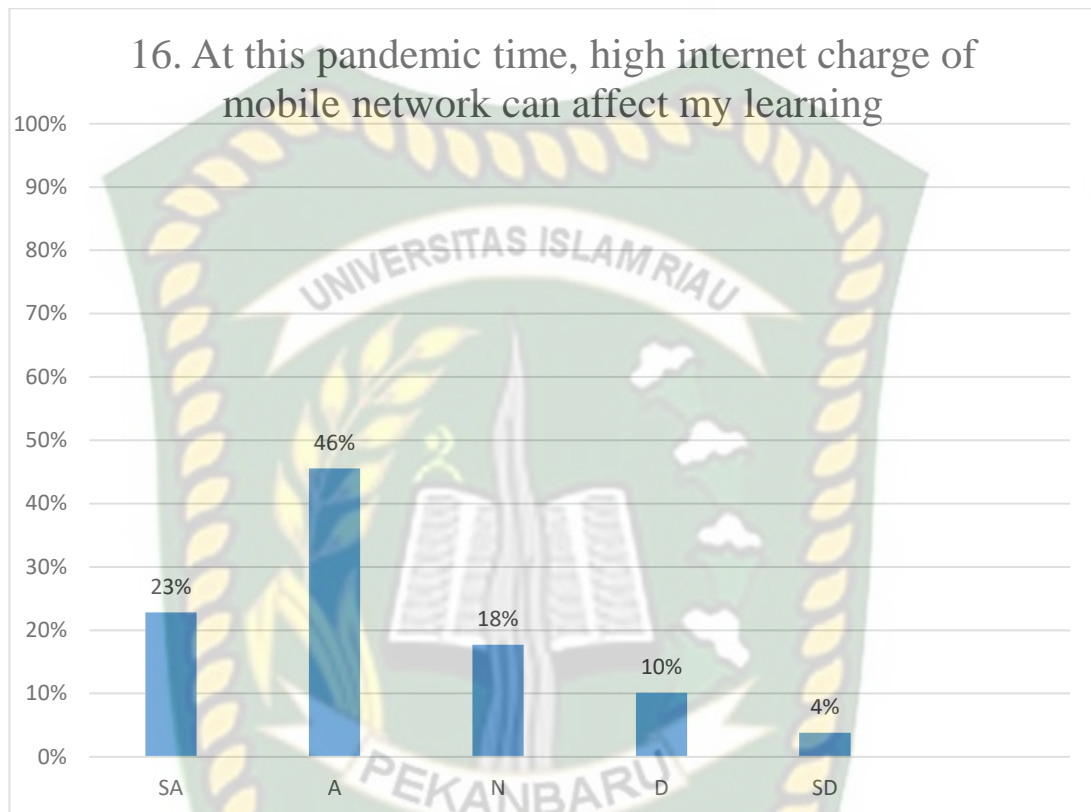
The results of this fourteenth question about students' perceptions in facing online learning during the Covid-19 pandemic was 9% of students strongly agreed, 35% of students chose to agree, 25% of students chose neutral, 24% of students chose disagree, and 6% of students chose strongly disagree with online learning carried out during the covid-19 pandemic.

## Questionnaire 15



The results of this fifteenth question about students' perceptions in facing online learning during the Covid-19 pandemic was 16% of students strongly agreed, 41% of students chose to agree, 32% of students chose neutral, 10% of students chose disagree, and 1% of students chose strongly disagree with online learning carried out during the covid-19 pandemic.

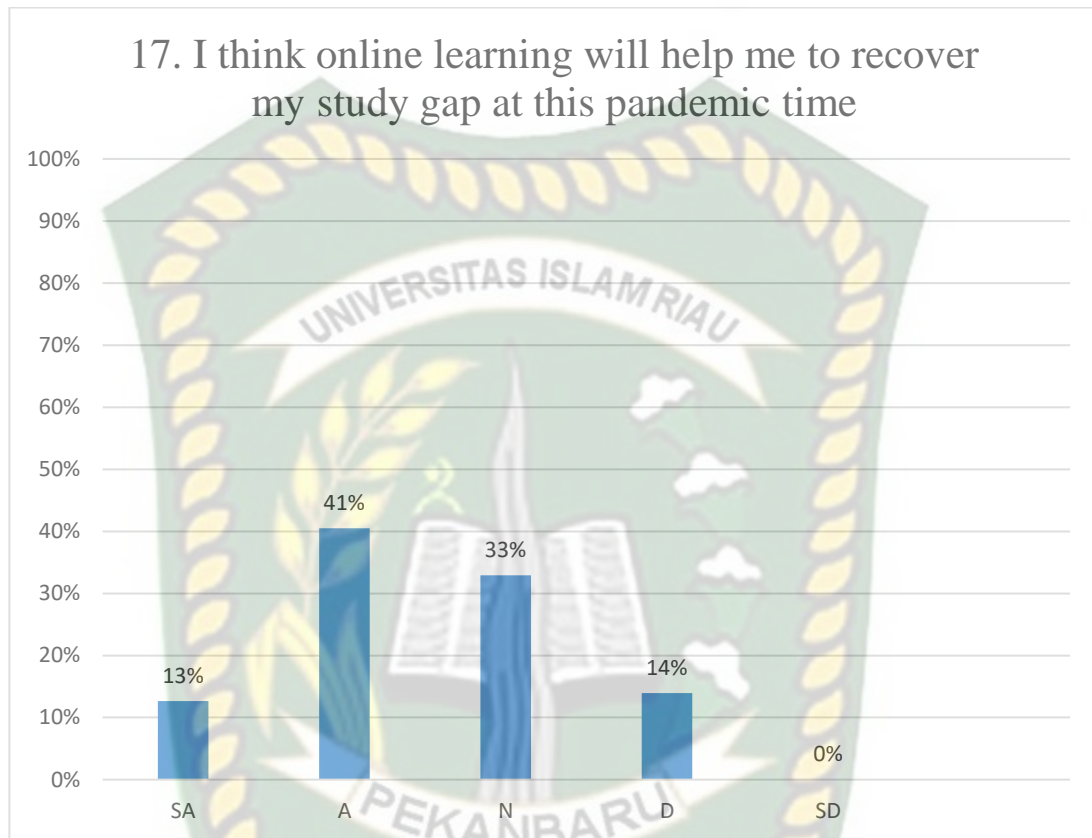
## Questionnaire 16



The results of this sixteenth question about students' perceptions in facing online learning during the Covid-19 pandemic was 23% of students strongly agreed, 46% of students chose to agree, 18% of students chose neutral, 10% of students chose disagree, and 4% of students chose strongly disagree with online learning carried out during the covid-19 pandemic.

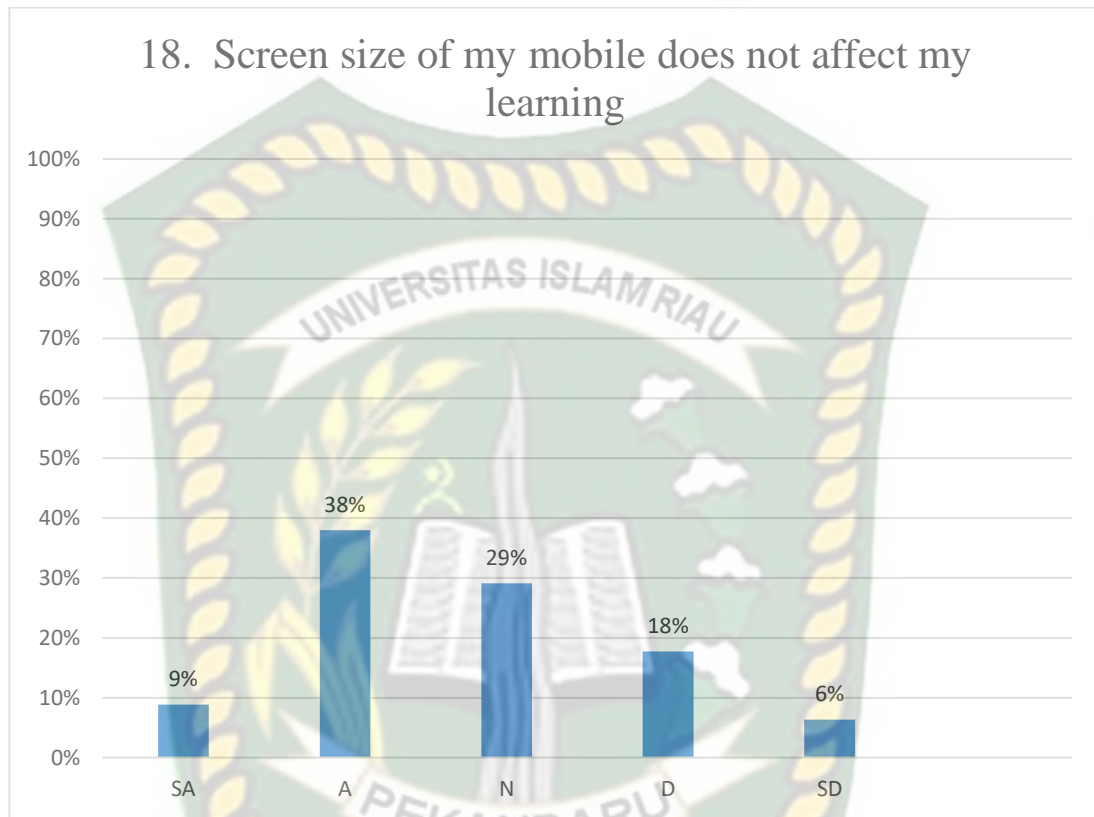


### Questionnaire 17



The results of this seventeenth question about students' perceptions in facing online learning during the Covid-19 pandemic was 13% of students strongly agreed, 41% of students chose to agree, 33% of students chose neutral, 14% of students chose disagree, and none of students chose strongly disagree with online learning carried out during the covid-19 pandemic.

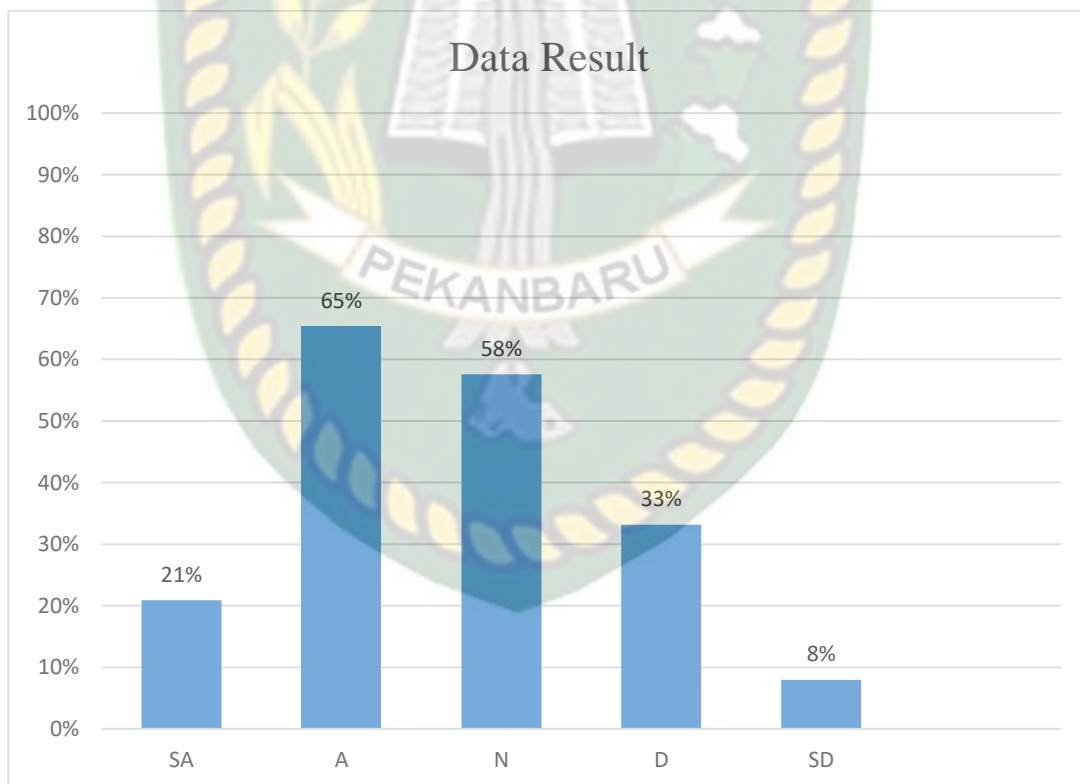
### Questionnaire 18



The results of this eighteenth question about students' perceptions in facing online learning during the Covid-19 pandemic was 9% of students strongly agreed, 38% of students chose to agree, 29% of students chose neutral, 18% of students chose disagree, and 6% of students chose strongly disagree with online learning carried out during the covid-19 pandemic.

### 4.3 Data Interpretation

In this section, the researcher will present the interpretation and explain the results when doing research and analyzing the data. By conducting the analysis, researchers can find out students' perceptions in conducting online assessments at SMAN11 Pekanbaru conducted by researchers. Researchers discuss the results of the questionnaire. This questionnaire was collected using a modified version of Biswas B, Roy K.S2, royF1 2020.



Based on the data that has been listed, it can be concluded that from the 18 questionnaires that have been given, it can be concluded that most students choose to agree on the problems of online learning that occurred during the COVID-19 pandemic. From the calculated data, the first data there are 65% of students who answered agree. Student perceptions agree that online learning during the COVID-19 pandemic has its advantages and disadvantages.

The second is neutral, there are 58% of students who are neutral with online learning that occurred during the COVID-19 pandemic, students' perceptions of online learning during the COVID-19 pandemic is neutral, neutral means students who do not have a problem with online learning during the COVID-19 pandemic.

The third is disagree with the percentage of 33% of students choosing this. Students' perceptions about online learning that occurred during the COVID-19 pandemic were that students did not agree, students thought that some questions about online learning were not what they thought.

The fourth is strongly agree, the data obtained is 21%. This student's perception stated that the students strongly agreed with the question about online learning that occurred during the COVID-19 pandemic.

The last one is strongly disagree, the percentage obtained is as much as 8%, students perceptions of online education there are some students who strongly disagree with online learning that is taking place during the COVID-19 pandemic. Students think that online learning is not what they expected.



## CHAPTER V

### CONCLUSION, IMPLICATION AND SUGGESTION

In this chapter, after getting the data and the results from the data analysis the researcher will provide conclusions. The conclusion here is about how students perceive online learning that occurred during the COVID-19 pandemic.

#### 5.1 Conclusion

Based on the results in chapter four regarding students' perceptions of online learning, it can be concluded that some students agree with online learning that is happening, students know and understand that online learning has its advantages and disadvantages. Students have the perception that they agree with the existence of online learning during the current COVID-19 pandemic. They understand the conditions that are going on and agree with it. Although, there are also some students who are neutral, they can accept the online learning system that is happening during the current COVID-19 pandemic, these students have no problem learning online, even though there are some shortcomings but students don't really mind it.

Besides that, there were also some students who disagreed with this, learning systems such as online learning systems were happening during the current COVID-19 pandemic. students think that online learning is not what they expected, they do not agree with the existence of this online learning, because students don't get what they want, but even so the researchers feel that students understand the situation like now, where it is not only in Indonesia, even throughout the world school students

experience the same thing, even though in the end students have the right to share their perceptions of the learning system that is happening during the current COVID-19 pandemic.

## 5.2 Implication

In this chapter, we will discuss the results of research on students' perceptions of online learning during the COVID-19 pandemic according to students at SMAN11 Pekanbaru. This implies that students' perceptions in the online learning system must be considered because this is a substitute system for learning in schools during the current COVID-19 pandemic. For this reason, efforts are needed that must be made by students, as follows:

- 1) Students must have an understanding that online learning is their daily way of learning as a substitute for face-to-face learning at school.
- 2) Students must understand that online learning has its advantages and disadvantages.
- 3) Students must be able to study independently and study harder to learn materials from school.
- 4) Students must be able to learn online even though there is distance between the teacher and students.

### 5.3 Suggestion

After understanding about the findings of this study, there is some suggestions that researchers can provide to be aimed at teachers and future researchers, as follows:

a. Teacher

This study shows that the use of online learning at school can be an effective way of identifying student perception. These findings indicate that the students have agreed and disagreed responses to the use online learning in schools during the COVID-19 pandemic. Teachers should be more able to provide understanding to students about online education and make students understand it.

b. Future researchers

For future researchers, they could conduct research with a focus on identifying students' perceptions of using online assessments. Especially, in the current era of the COVID-19 pandemic, future researchers can identify students' perceptions about different things such as the use of social media or others. Although not the same, but it is included in the use of online learning. Future researchers can also use other instruments to find out students' perceptions, by observing or interviewing students about their perceptions because this study only uses a questionnaire instrument.

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