

PERCEPTION OF THE ONLINE LEARNING PROCESS OF SEBELAS MARET UNIVERSITY STUDENTS IN THE COVID-19 PANDEMIC ERA

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ABSTRACT

The impact of pandemic Covid-19 is requires all of humanity to carry out social distancing and maintain a distance. As a result of these restrictions, many sectors are affected. One of the most significantly affected sectors is the education sector. In the learning process in the education sector distance learning is applied with the Online system. This distance learning system has also been implemented at Sebelas Maret University Surakarta (UNS) since March 2020. This study aims to determine the perception of the online learning process of UNS students. The method used in this research is a qualitative descriptive method using purposive sampling (active students who take part in learning at UNS). As for the results of this study, it can be seen that from a total of 13 questions in the online learning perception instrument, 62% of the total questions stated that students had difficulties in online learning and there were 38% of the total questions regarding the ease of online learning. So it can be said that the respondents found it difficult and experienced problems in carrying out online learning at UNS like difficult for me to understand the concept and didn't have good internet access.

Keywords: Covid-19; Impact; Online Learning; Student Perception

INTRODUCTION

It is hard to believe that the COVID-19 pandemic has hit the world for 1.5 years. The Covid-19 virus was first discovered in Wuhan, China in December 2019. In December 2019, the first case of mysterious pneumonia was reported in Wuhan, Hubei Province. The source of the transmission is still unknown, but the first case was linked to a fish market in

Wuhan (Rothan & Byrareddy, 2020). From December 18 to December 29 2019, there were five patients who were treated with Acute Respiratory Distress Syndrome (ARDS) (Ren et al., 2020). From December 31, 2019 to January 3, 2020, this case increased rapidly, marked by the reported 44 cases. In less than a month, the disease has spread to other



provinces in China, Thailand, Japan, and South Korea (Ramanathan et al., 2020). The Covid-19 pandemic has forced normal life to change in many ways (Cahyawati & Gunarto, 2021).. The spread of COVID-19 has certainly affected various sectors, such as the education sector (Ningsih, 2020). The education sector is one of the sectors most affected by the COVID-19 pandemic. In the education sector where the learning process is almost 100% face-to-face learning must turn into a distance learning process. Online learning is carried out by almost every educational institution "to break the chain of virus transmission and maintain the security and safety of students and educators (Zhafira et al., 2020). Changes in the learning process that occurred very frontally resulted in educators, students and parents experiencing difficulties. Adaptation to technological renewal in learning is not easy if it is learned in an instant. The existence of social distancing and physical distancing forces education to revolutionize educational technology in a short time. Distance learning at Sebelas Maret University Surakarta is implemented starting March 26, 2020 through Circular

Number 13/UN27/SE/2020 Enforcement of Activity Restrictions on the Sebelas Maret University Campus. Teaching and learning activities are carried out with an online learning pattern, where students follow the online learning process from their respective residences. During the online learning process, it is not yet known with valid data regarding student perceptions regarding readiness, constraints and implementation of online learning (Ningsih, 2020). Increasing the role and activity of students in the use of various media and technology for the success of online lectures is strongly influenced by perceptions (Nugroho, 2015).

Previous research on perceptions of learning has been carried out, such as research on student perceptions of using online lecture applications during the Covid-19 outbreak conducted by Mulyana et al., (2020), then research on student perceptions of online lectures as a means of learning during the Covid-19 quarantine period by Zhafira et al., (2020), then research on Student Perceptions of Online Learning During the Covid-19 Pandemic by Ningsih, (2020) and Research on Early Childhood Islamic Education Students perceptions of online lectures during the Covid-19



Pandemic by Anhusadar, (2020). different from the four studies that were conducted specifically for the scale of study programs, subjects and faculties, but this study focused on individuals representing the university to find out the opinions, perceptions and constraints of Sebelas Maret University students to improve the online learning system at Sebelas Maret University Surakarta

In the implementation of online learning, there are many obstacles that are passed in the learning process. This resulted in the achievement of the learning process could not be maximized. Thus, there is a need for studies to find out the opinions, perceptions and constraints of Sebelas Maret University students in order to improve the online learning system at Sebelas Maret University, Surakarta.

MATERIALS AND METHODS

The method used in this research is descriptive qualitative. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions, etc., holistically and by means of descriptions in the form of words and language in a special context that is natural and by utilizing various natural

methods (Lexy, 2012). Qualitative research method is a research method based on the philosophy of postpositivism, used to examine the condition of natural objects, (as opposed to an experiment) where the researcher is the key instrument, the data collection technique is done by triangulation (combined), the data analysis is inductive/qualitative, and the results of qualitative research emphasize the meaning of generalizations (Sugiyono, 2009). In this study, the Perception of the Online Learning Process of Sebelas Maret University Students in the Covid-19 Pandemic Era used a simple calculation which was then described from the results of these simple calculations. Collecting data in this study is by distributing questionnaires which are then filled out by respondents

The sampling technique used in this research is to use Simple Random Sampling. According to Sugiyono (2009) it is said to be Simple (simple) because the sampling of members of the population is carried out randomly without regard to the strata that exist in the population. Thus, the respondents in this study were active students at Sebelas Maret University who took part in online learning.



RESULTS AND DISCUSSION

This research on the perception of the online learning process of Sebelas Maret University students in the Covid-19 Pandemic Era was carried out during a pandemic. A pandemic is a very rare event. The COVID-19 pandemic has infected more than 4.3 million people worldwide and killed more than 290,000 people. He also stoked fears of an impending economic crisis and recession (Nicola et al., 2020).

Earth has been hit by pandemics such as Swine Flu, Bird Flu, SARS, H2N2, H3N2, H1N1. However, this Covid 19 pandemic is very shocking, because it lasts quite a long time and takes many lives. The global health care system is under enormous strain due to the coronavirus (COVID-19) epidemic. Without a reliable, targeted vaccine, no one appears to be resistant to COVID-19 (Barsoum, 2020).

Research on the Perception of the Online Learning Process of Sebelas Maret University Students in the Covid-19 Pandemic Era involved 217 active students at Sebelas Maret University, Surakarta, who at the time of the research were conducting online learning. The 217 respondents consisted of several faculties, namely:

1. Faculty of Teacher Training and Education
2. Faculty of Engineering
3. Faculty of Cultural Sciences
4. Faculty of Sports
5. Faculty of Fine Arts and Design
6. Faculty of Law
7. Faculty of Medicine
8. Faculty of Economics and Business
9. Faculty of Agriculture
10. Faculty of Mathematics and Natural Sciences and
11. Vocational School

The 217 respondents answered a questionnaire that had been prepared by the researcher. One of the questionnaires discusses students' perceptions of the online learning process. Perceptions arise after someone sees a phenomenon, then an assumption arises where the assumption is formed based on the basic knowledge possessed by a person. To find out students' perceptions about Covid 19, respondents were asked to fill out a questionnaire regarding:

1. I can learn effectively through online learning
2. Studying alone makes it difficult for me to understand the concept
3. Internet access is available for online learning using HP and Laptop



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|--|---|
| <p>4. The online system is very effective in helping me in studying</p> <p>5. To get an explanation of the concept, I contacted the lecturer</p> <p>6. I have good ICT skills to study online using various applications</p> <p>7. I can use applications used by lecturers in lectures</p> <p>8. The lecturer provides an explanation about using applications (WA, FB, Google Classroom, Google Meet, etc.) that will be used in lectures before the online lecture begins</p> | <p>9. Parents can teach me how to use the internet</p> <p>10. My parents supervise my studies</p> <p>11. I don't have enough study materials to help me study</p> <p>12. I love learning online</p> <p>13. I provide time apart from lectures, for self-study</p> |
|--|---|
- The above kusioner is sourced from Hadi (2020). Based on the results of a survey filled out by 217 respondents from various faculties at Sebelas Maret University, can be seen in **Table 1**.

Table 1. Recap of the Questionnaire on the Perception of the Online Learning Process of Eleven March University Students in the Covid-19 Pandemic Era

No	Perception	Strongly agree	Agree	Disagree	Do not agree	Strongly Disagree
1	I can learn effectively through online learning	0,9	18,3	56	15,6	9,2
2	Studying alone makes it difficult for me to understand the concept	18,2	56,8	20,9	3,6	0,5
3	Internet access is available for online learning using HP and Laptop	12	60,4	22,2	3,61	1,8
4	The online system is very effective in helping me in studying	1,3	12,9	55,4	19,2	11,2
5	To get an explanation of the concept, I contacted the lecturer	4,5	46,8	36,8	10,5	1,4
6	I have good ICT skills to study online using various applications	2,3	51,8	37,3	6,8	1,8
7	I can use applications used by lecturers in lectures	12,3	77,3	8,6	1,4	0,5
8	The lecturer provides an explanation about using applications (WA, FB, Google Classroom, Google Meet, etc.) that will be used in lectures before the online lecture begins	11	66,7	16,9	4,6	0,9
9	Parents can teach me how to use the internet	5,9	19,2	36,5	30,1	8,2
10	My parents supervise my studies	7,3	39,1	34,1	15	4,5
11	I don't have enough study materials to help me study	9,2	40,8	41,3	7,3	1,4
12	I love learning online	4,1	25,2	44,1	12,6	14
13	I provide time apart from lectures, for self-study	4	62,3	24,2	4,5	5



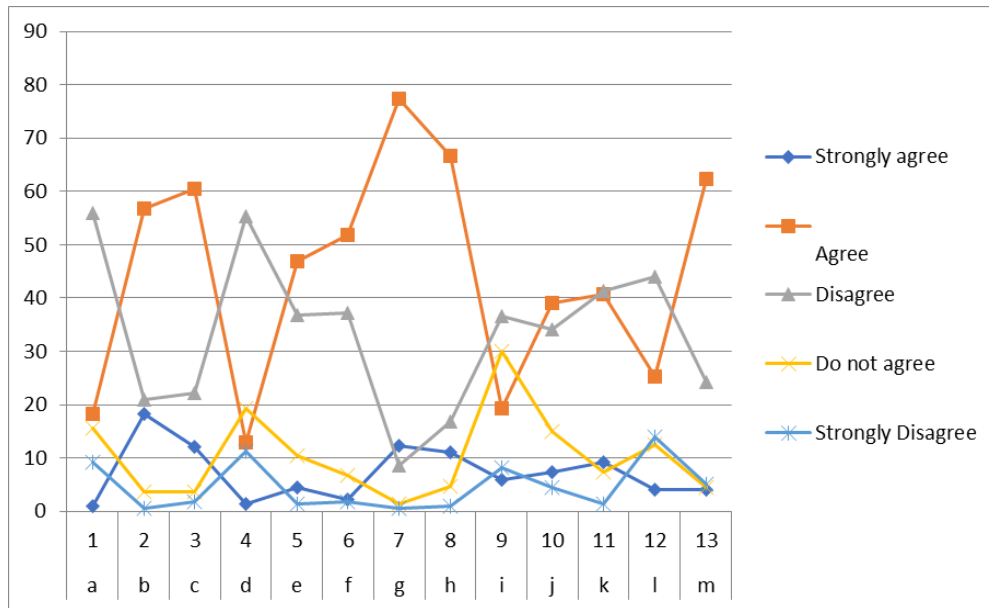


Figure 1. Graph of Perception of the Online Learning Process of Eleven March University Students in the Era of the Covid-19 Pandemic

Based on the results of filling out questionnaires for students at Sebelas Maret University, Surakarta, it can be seen that regarding student perceptions of Covid-19, they are as follows:

1. The results of the questionnaire respondents' perceptions about being able to learn effectively through online learning were 9.2% answered strongly disagree, 15.6% answered disagreed and 56% answered disagreed. Thus, it can be concluded that 80.8% of students consider online learning to be ineffective.
2. The results of the questionnaire respondents' perceptions of the difficulty to understand the concept when studying alone were 18.2%

answered strongly agree, 56.8% answered agree. Thus it can be seen that 75% of respondents stated that it was difficult to understand the concept when studying alone

3. The results of the perception questionnaire regarding the availability of internet access for online learning using cellphones and laptops are 1.8% strongly disagree, 3.61% disagree, 22.2% disagree. Thus, it can be concluded that 27.61% of respondents have no internet access available for online learning, both using cellphones and laptops.
4. The results of the questionnaire respondents' perceptions about the online system being very effective in

helping learning are 11.2% strongly disagree, 19.2% disagree and 55.4% disagree. Thus it can be concluded that 85.8% of respondents do not agree that the online learning system is considered a very effective learning system.

5. The results of the questionnaire on respondents' perceptions of contacting lecturers to get an explanation of the concept of online learning materials are 4.5% strongly agree and 46.8% agree. Thus it can be concluded that 51.3% of respondents agreed to contact the lecturer to get further explanation about the concept of online learning materials.
6. The results of the questionnaire on respondents' perceptions of good ICT skills in online learning using various applications are 2.3% strongly agree and 51.8% agree. Thus it can be concluded that 54.1% of respondents agree that respondents use good ICT skills in online learning by using various applications.
7. The results of the questionnaire on respondents' perceptions of the ability to use applications used by lecturers in lectures were 12.3% strongly agree and 77.3% were able to use

applications used by lecturers in lectures.

8. The results of the questionnaire on respondents' perceptions regarding explanations about using applications (WA, FB, Google Classroom, Google Meet, etc.) that will be used in lectures before online lectures start are 11% strongly agree and 66.7% agree. Thus it can be concluded that 89.6% of respondents stated that before the online lectures started, the lecturer explained about using the application to be used either in the form of WA, FB, Google Classroom, Google Meet, etc.)
9. The results of the questionnaire respondents' perceptions of parents being able to teach respondents to use the internet were 8.2% answered strongly disagree, 30.1% answered disagree and 36.5% answered disagree. Thus it can be concluded that 74.8% of respondents stated that their parents could not teach respondents to use the internet.
10. The results of the questionnaire on respondents' perceptions of the supervision carried out by parents in online lectures were 4.5% strongly disagree, 15% disagree and 34.1% disagree. Thus it can be concluded



that 53.6% of respondents stated that they did not agree if the lectures were supervised by parents.

11. The results of the questionnaire respondents' perceptions of ownership of learning materials that are sufficient to support learning are 9.2% of respondents strongly agree, 40.8% agree, 41.3% disagree, 7.3% disagree and 1, 4% stated strongly disagree. Thus it can be seen that there are 50% of respondents agree that respondents do not have enough learning materials to help study but there are 50% of respondents who disagree about ownership of learning materials to assist in the learning process.

12. The results of the questionnaire on respondents' perceptions of the pleasure of online learning are 14% of respondents strongly disagree, 12.6% disagree and 44.1% disagree. Thus it can be seen that there are 70.7% of respondents stated that they do not agree with online learning.

13. The results of the questionnaire respondents' perceptions regarding the provision of time other than lectures for independent study were 4% strongly agree and 62.3% agreed. Thus, it can be seen that there are 66.3% of respondents who state that they are able to provide time other than lectures for independent study.

Table 2. Data Processing on the Recap of the Questionnaire Perception of the Online Learning Process of Eleven March University Students in the Covid-19 Pandemic Era

No	Perception	Agree	Disagree
a	I can learn effectively through online learning	19.2	80.8
b	Studying alone makes it difficult for me to understand the concept	75	25
c	Internet access is available for online learning using HP and Laptop	72.4	27.61
d	The online system is very effective in helping me in studying	14.2	85.8
e	To get an explanation of the concept, I contacted the lecturer	51.3	48.7
f	I have good ICT skills to study online using various applications	54.1	45.9
g	I can use applications used by lecturers in lectures	89.6	10.5
h	The lecturer provides an explanation about using applications (WA, FB, Google Classroom, Google Meet, etc.) that will be used in lectures before the online lecture begins	77.7	22.4
i	Parents can teach me how to use the internet	25.1	74.8
j	My parents supervise my studies	46.4	53.6
k	I don't have enough study materials to help me study	50	50
l	I love learning online	29.3	70.7
m	I provide time apart from lectures, for self-study	66.3	33.7



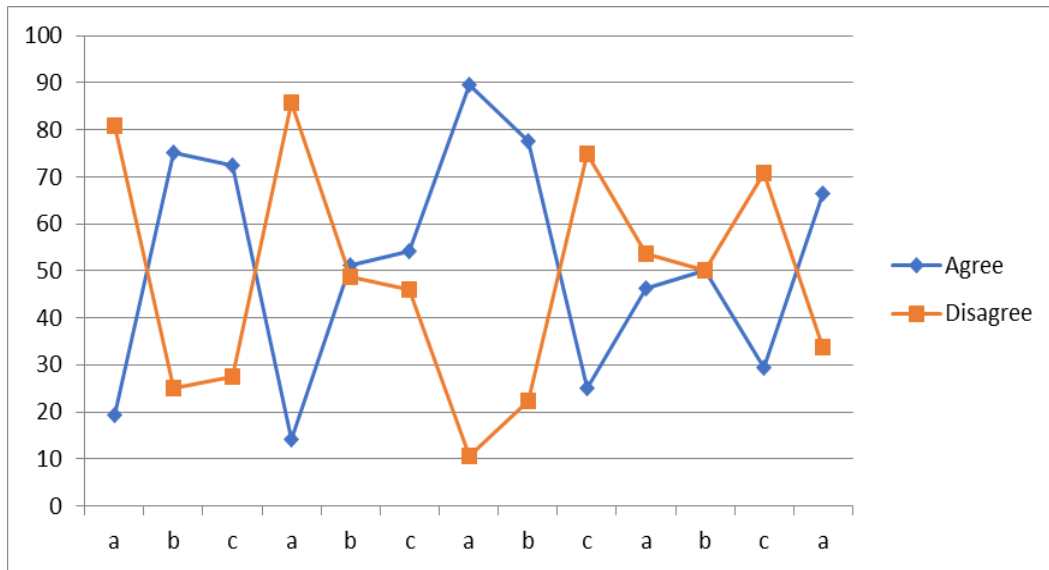


Figure 2. Graph of the Recap of the Questionnaire Perception of the Online Learning Process of Eleven March University Students in the Covid-19 Pandemic Era

Based on **Table 2.** Data processing of the Online Learning Process Questionnaire for Sebelas Maret University Students in the Covid-19 Pandemic Era, it can be seen that of the 13 questions regarding student perceptions of the online learning

process at Sebelas Maret University, there were 8 questions stating that students had difficulty in online learning and there are 5 questions stating that students are able to carry out learning with an online system.

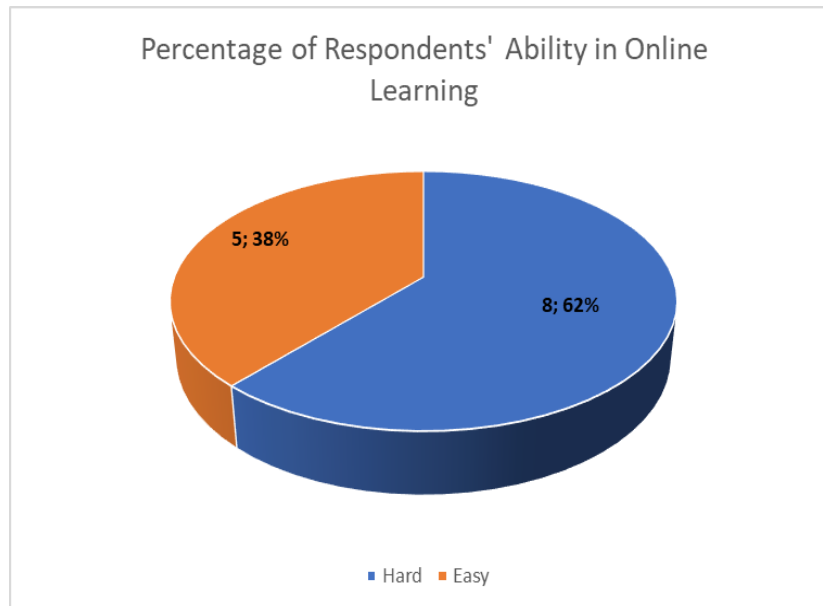


Figure 3. Percentage of Respondents' Ability in Online Learning

Based on **Figure 3.** Percentage of Respondents' Ability in Online Learning, it can be seen that there are 62% of respondents who find it difficult in online learning and 38% of respondents are

able and easy to implement online learning based on 13 questions regarding the perception of the online learning process of Sebelas Maret University students in the Era of Covid-19 pandemic.

Table 3. List of Questions and Answers Regarding Student Difficulties in Online Learning

No	Perception	agree	disagree
1	I can learn effectively through online learning	19.2	80.8
2	Studying alone makes it difficult for me to understand the concept	75	25
3	Internet access is available for online learning using HP and Laptop	72.4	27.61
4	The online system is very effective in helping me in studying	14.2	85.8
5	Parents can teach me how to use the internet	25.1	74.8
6	My parents supervise my studies	46.4	53.6
7	I love learning online	29.3	70.7
8	I provide time apart from lectures, for self-study	66.3	33.7

Tabel 4. List of Questions and Answers About Students' Abilities in Online Learning

No	Perception	agree	disagree
1	To get an explanation of the concept, I contacted the lecturer	51.3	48.7
2	I have good ICT skills to study online using various applications	54.1	45.9
3	I can use applications used by lecturers in lectures	89.6	10.5
4	The lecturer provides an explanation about using applications (WA, FB, Google Classroom, Google Meet, etc.) that will be used in lectures before the online lecture begins	77.7	22.4
5	I don't have enough study materials to help me study	50	50

CONCLUSIONS

The education sector is one of the sectors most affected by the Covid-19 pandemic. The education sector affected by this pandemic includes Kindergarten, Junior High School, High School and Universities. Changes in the face-to-face learning system turned into an online learning system. This change in the learning system is very frontal considering the pandemic that came so very quickly. The implementation of online learning in the education sector experienced many problems as well as the implementation of online learning at Sebelas Maret University. Based on the results of the study, it can be seen that from a total of 13 questions in the online learning perception instrument, 62% of the total questions stated that students had difficulties in online learning and there were 38% of the total questions regarding the ease of online learning. So it can be concluded based on the questionnaire filled out by respondents

(active students who take online learning at Sebelas Maret University) that respondents find it difficult and have obstacles in implementing online learning at Sebelas Maret University, Surakarta.

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