Student's Perception of Online Learning Due to Covid 19 (Case Study at UNITOMO Vocational School Surabaya)

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Abstract

The rapid development of information technology can answer problems that arise after the Covid-19 pandemic, especially problems in the learning process. Information technology that plays a role in the world of education which is currently booming is online learning. Online learning is different from ordinary learning, online learning places more emphasis on student's ability to receive and process information. Online learning serves as a liaison between teachers and students through the internet network that can be accessed anytime and anywhere. There are various online media used in the learning process including; WhatsApp, Google Meet, Zoom, Classroom, and even e-learning. But among these media, the easiest to use is WhatsApp, which is easily accessible at every level of education. Online learning is now an effective medium for the learning process at all levels. For an effective and optimal online learning process, there are several learning models offered by experts during the Covid-19 pandemic, including; Online Model, Offline Model, Online e-learning Model, Project-Based Learning, and Blended Learning.

Keywords

Online Learning, Covid-19, Information Technology.

Introduction

We know that in the world of education learning is not only carried out in schools but in three centers or with the term tri education centers. In these three educational centers, children will receive instruction either directly or indirectly, in family, school, and

community life. Informal, formal, and non-formal must be integrated, so that the process obtained by students synergizes all three. A person is said to be learning if there are activities that result in changes in behavior, so that behavior changes occur, in the learning process each student must be actively involved to achieve learning goals.

Here we need help from other people, namely teachers to provide encouragement and motivation in the learning process so that students are involved. So the teacher must master both the material and strategies in learning. According to Favale, T., Soro, F., Trevisan, M., Drago, I., & Mellia, M. (2020), teachers in teaching must be effective both for themselves and their learning. To carry out effective learning, the following conditions are needed: Active learning, both mental and physical; Teachers have to use many methods when teaching; Motivation; a good and balanced curriculum; Teachers need to consider individual differences; Teachers will teach effectively if they always plan before teaching; The teacher's suggestive influence should also be exerted on the students; A teacher must be brave to face his students; Teachers must be able to create a democratic atmosphere in schools; Teachers need to provide thought-provoking problems; All lessons given to students need to be integrated.

Learning is an effort to condition students so that the learning process occurs, by providing a stimulus by facilitating students with various sources of learning models, one of which is during the Covid-19 pandemic through online (online). Teachers must be able to design learning models that are following the material and character of students. The use of applications in online learning is very helpful for teachers in the learning process. Teachers must be able or accustomed to teaching by utilizing online media that are designed to be easily accessed effectively so that they are easily understood by students. Teachers are required to be able to design and design online learning that is light and effective, by utilizing the right online tools or media and with the material being taught.

One of the simplest things a teacher can do is use WhatsApp. The WhatsApp application is easy to use for beginners to learn online because it is very simple and easily accessible to students. As for those who teach online, there are lots of online learning applications. Given the limitations of device infrastructure such as networks, teachers are very effective in using Zoom Meetings, e-learning, and others. The success of teachers in conducting online learning in the Covid-19 pandemic situation is the ability of teachers to innovate in designing learning models and methods. It is hoped that online learning will be an effective solution in learning at home to break the chain of the spread of Covid-19, physical distancing (maintaining a safe distance) is also a consideration in choosing online learning. This requires good cooperation between teachers, students, parents, schools, and

the community to be a determining factor for more effective online learning. Hopefully, the Covid-19 pandemic will pass quickly along with the new normal that has been implemented, so that the learning process can be carried out. During the COVID-19 pandemic that hit Indonesia, large-scale social restrictions (PSBB) were imposed. With the enactment of the PSBB, the learning pattern which is usually done face-to-face in class has been changed to study at home. The pattern of learning at home occurs from early childhood to the university level.

For years, the learning system in Indonesia has relied on a face-to-face system in the classroom. Even sometimes those who cannot attend class, without giving a clear reason and reasonable evidence are considered absent or negligent. One of the factors to consider is the increase in a person's class based on the number of attendance in class. When suddenly there is a pandemic period that requires students to study at home, several new problems arise. In addition to the attendance factor, the next is the learning method which includes the teaching and learning process and learning evaluation. The learning psychology of students who are used to face-to-face learning suddenly turns chaotic due to studying at home. The next problem is related to the learning tools owned by students and teachers. Some students find it difficult because they do not have adequate equipment to participate in distance learning, all of which rely on the internet network. The problem of distance learning is inseparable from the learning media used. Learning media according to Djamarah (2002) are all tools that can be used as message distributors to achieve learning objectives. During the COVID-19 pandemic, the learning media used were media that could be shared via the internet. So every teacher designs their learning with learning strategies that can be disseminated via the internet. Internet media during a pandemic is a medium that is considered effective in the distance learning process.

Sometimes it is also possible that with this distance learning there can be several obstacles such as networks, for that researchers are interested in researching with the title "Perceptions of Unitomo Surabaya Vocational School Students against Online Learning Due to Covid 19".

Literature Review

Learning Model

The learning model is teaching students according to their way of learning so that learning objectives can be achieved properly. Therefore, in choosing the right learning model, one must pay attention to the condition of students, the nature of the material or teaching materials, facilities, available media, and the condition of the teacher himself. The

learning model is the whole series of activities for presenting learning materials that cover all aspects, both before, during, and after the learning process carried out by the teacher, with all facilities related to learning. These facilities are used either directly or indirectly in the learning process.

According to Radha, R., Mahalakshmi, K., Kumar, VS, & Saravanakumar, AR (2020), the learning model can be interpreted as a plan or pattern used in preparing the curriculum, organizing, student material, and giving instructions to teachers in the classroom. In teaching or other settings. The function of the Learning Model is as a guide for teachers and teachers in carrying out learning. This shows that each model that will be used in learning determines the devices used in learning. In addition, the learning model also serves as a guide for learning designers and teachers in planning and implementing teaching and learning activities so that learning objectives can be achieved. The term learning model has a broader meaning than strategies, methods, or procedures. According to Rahayu, S., Hariyanto, T., Wulandari, L., & Finisia, H. (2020), the Innovative Learning Model in the 2013 Curriculum states that the learning model has four special characteristics that are not owned by strategies, methods, or procedures. These characteristics include:

a. A logical theoretical rationale, compiled by the creator or developer;
b. Reasons for what and how students learn (learning objectives to be achieved);
c. the teaching behavior required for the model to be implemented successfully;
d. The learning environment is needed so that learning objectives can be achieved Online learning after the emergence of the Covid 19 outbreak in the hemisphere, with the emergence of the covid 19 outbreak the education system began to seek creativity and innovation for the continuity of the teaching and learning process.

Effectiveness of Post-Covid 19 Online Learning Implementation

Until now, Covid 19 is still a hot conversation or still a trending topic around the world. Covid 19 is a type of virus that was first transmitted in the city of Wuhan, China at the end of December 2019. This virus spreads very quickly and has spread to various countries including Indonesia, in just a few months, according to WHO on March 11, 2020, establishing this Outbreak as a global pandemic. Many countries have established policies to enforce lockdowns to prevent the spread of COVID-19. In Indonesia, the Large-Scale Social Restriction (PSBB) policy is implemented to suppress the spread of COVID-19, so that all activities carried out outside the home are stopped until the COVID-19 pandemic subsides. Many countries take policies to implement online learning

methods (in the network) or online, by releasing students. This policy came into effect in several provinces in Indonesia on Monday, March 16, 2020, followed by other provinces. There are remote schools that are not ready with online learning systems because they require learning media such as mobile phones, laptops, or computers. Online learning (in the network) is a direct face-to-face learning system between teachers and students but is carried out online using the internet network. Teachers must ensure that learning activities continue even though students are at home, for that, a teacher must design media and learning models as innovations by utilizing online media (in the network) online (Marbun, P., 2021).

Following up on the Circular of the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Corona Virus Disease (COVID-19), that the learning system is carried out through a personal computer (PC) or laptop connected to an internet network connection. Teachers can do learning together while using groups on social media such as; WhatsApp (WA), telegram, Instagram, Zoom application, meet, and other media as learning media. The teacher can ensure that students take lessons at the same time, even if the place is different. Every sector feels the impact of Covid-19, one of which is the world of education, if you look at the surrounding events that occur both students and parents who do not have cellphones for the online learning process will feel sad, here the school is also looking for solutions for the learning process. For students who do not have mobile phones, they study in groups, so they can do activities together. Start learning by using a video call that is connected to the subject teacher, as well as the face-to-face learning process. The teacher provides explanations regarding the material being taught and asks questions and attends to students via VoiceNote available on WhatsApp (Mertayasa, IK, & Indraningsih, GKA, 2020).

In general, the problems that occur are not only in learning media but also in the availability of quotas which require quite high costs. Not only that, there are students who have difficulty accessing the internet, and what is affordable by the internet, many on various social media tell the experiences of parents of students in accompanying their children to study, some are angry, maybe here parents realize that educating children is not easy, patience is needed and dedication. It is not easy to blame the teacher if his child gets a grade that is not as expected. It is also realized that the unpreparedness of teachers and students in online learning is caused by the rapid movement of the system from face to face to online without optimal readiness. All of this must be done so that the learning process can run smoothly, students participate actively even in the Covid-19 condition.

Effective Learning Models during the Covid-19 Pandemic

There are various learning models offered by education experts after the Covid-19 pandemic. Teachers in choosing a learning model must also pay attention to the condition of students, nature, teaching materials, facilities, available media, and the condition of the teacher himself. Several learning models can be chosen and used as alternatives to suit the current situation and conditions after the Covid-19 pandemic. However, the teacher must make adjustments to the learning model to achieve the objectives of the learning materials that will be taught to their students.

a. Online

After the Covid-19 pandemic, online learning models can be used as effective learning models to overcome learning problems. As reported by Kumparan, the Ministry of Education and Culture revealed that the online method can overcome problems that occurred during the Covid-19 pandemic (Marbun, P., 2021). This online learning model allows students to make good use of the facilities at home. Such as creating content by utilizing items around the house or doing all learning activities through an online system. This online learning model is very appropriate to be applied to students who are in the red zone area. By using the fully online model, the learning system delivered will continue to run and all students will remain in their respective homes in a safe atmosphere. The impact of technological progress on the development of education, teachers use it to facilitate the learning process and improve the quality of education after the Covid-19 pandemic.

b. Offline

Offline is a learning model that is carried out outside the network, meaning that learning is carried out face-to-face, which must pay attention to the zoning and applicable health protocols. This learning model is suitable for students who are in the yellow or green zone by prioritizing the strict new normal protocol. In this offline learning model, students will learn to take turns (shift model) to avoid crowds. Quoted from Kumparan, this learning model was recommended by the Ministry of Education and Culture to fulfill curriculum simplification during the Covid-19 pandemic emergency. This learning model is designed to deal with curriculum delivery so that it is not difficult when delivered to students. Offline learning is suitable for students who lack facilities and infrastructure to support online learning systems (Susilawati, S., & Supriyatno, T., 2020).

c. E-Learning

One of the universities at the Open University (UT) applies the e-learning model. The main factor is distance learning which has been considered problematic because there is no interaction between teachers and students, meaning that there is no direct learning process. With technology, one of which is the internet, it is very possible to interact between teachers and students, both in real-time (real-time) and non-real-time (not real-time). The real-time model can be implemented with class models, video, audio and Zoom meetings, Google Meet, and others. Furthermore, those that are not real-time can be implemented or carried out by mailing lists, group discussions, and bulletin boards. Thus the interaction between teachers and students in the classroom can be replaced, although not completely (Orlov, G., et.al, 2021).

E-Learning is learning that uses electronic circuits (LAN-WAN, or internet) to deliver learning materials using internet media or other computer network media. As a solution to increase knowledge and skills. Learning media using the e-learning model will facilitate interaction between students and teachers, subject matter, and with fellow students. Students can share information and can access the subject matter repeatedly so that students can master the subject matter. In learning the e-learning model that takes the role of the teacher is a computer and electronic guide designed by content writers, e-learning designers. According to Soni, VD (2020), E-learning is a learning system using facilities, which is done without having to meet face-to-face between teachers and students.

We need to know that the development of e-learning is not just presenting learning materials online, but must be communicative and interesting. The teacher designs learning materials as if students are studying in front of the teacher through a computer screen connected to the internet. To make learning with the e-learning model interesting and interesting for students, three things must be met in designing e-learning according to Marbun, P. (2021), namely "simple, personal, and fast". A simple system will make it easier for students to take advantage of existing technology and menus, with the ease of the panels provided will reduce the introduction of the e-learning system itself so that student learning time can be simplified for learning. The process itself and not on learning to use the system electronic learning. The personal requirement here is that the teacher can interact well like a teacher who communicates with his students in front of the class. With a more personalized approach and interaction, student progress is noticed, and any complaints they have are addressed. This will make students feel at home and linger in front of the computer.

Fast service is supported by a fast response to the needs and needs of other students. Thus, the improvement of learning can be done as quickly as possible by the teacher. Therefore, the e-learning learning model can attract students' interest in learning to follow each step of learning successfully is the main goal. When instructions are delivered at a certain distance, it is expected to increase students' absorption of the material being taught. To achieve learning objectives, in developing e-learning applications it is necessary to pay attention to the material being taught or displayed must support the delivery of correct information, not only prioritize the beauty side, must pay attention to learning techniques properly used, also pay attention to the evaluation technique and student progress and student progress data storage. Therefore, after the Covid-19 pandemic, the e-learning learning model is very suitable for use by a teacher or lecturer, as a solution in the learning process at every level (elementary, junior high, high school, university), which is in the red-yellow zone after new normal.

Research Methodology

The method used in this research is a descriptive quantitative method, by utilizing statistical-descriptive tabulation of data. By using an e-questionnaire, this research has succeeded in capturing 88 data on perceptions of students of SMK Unitomo. Distance learning by utilizing online learning has been implemented by Unitomo Vocational School since the implementation of Large-Scale Social Restrictions. The focus of this research is on students' perceptions because those who are directly affected in the learning system are students. Therefore, this study aims to describe students' perceptions of online learning that they have been through.

Discussion and Research Results

The COVID-19 pandemic that occurred in Indonesia changed the entire order of life in society and the government and did not escape the world of education. After the covid 19 pandemic, which people call COVID 19. The world of education, which usually applies a face-to-face learning system, is forced to change its learning system to distance learning or commonly called online. This online learning system is carried out to slow the spread of the covid-19 virus, all learning systems from the early childhood level to universities are required to implement online learning. This online learning certainly has a lot of good and bad impacts, the good impact of the online learning system during this pandemic is that it can minimize the spread of the COVID 19 virus, while the bad impact is that many students do not understand online learning and sometimes there are obstacles in online learning, especially in the network. To find out whether online learning is effective or not,

We researched student perceptions at SMK Unitomo Surabaya. As for the results, from 88 respondents it was known that as many as 62.9% or as many as 56 students found it difficult to participate in online learning. Meanwhile, those who feel they have no difficulty in participating in online learning are 31 students or 34.8%. The rest, as many as 2 students stated that sometimes they had difficulty but sometimes they didn't. From the students who found it difficult, it was revealed that most of the students had difficulties with data quota and slow network signal. For students who think online learning is not difficult, because most of them have installed wifi in their respective homes, so there are no network problems.
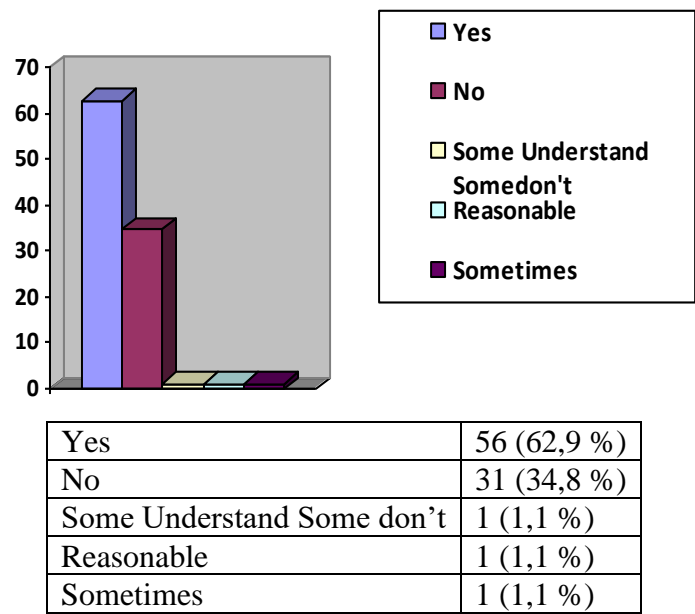

Yes	56 (62,9 %)
No	31 (34,8 %)
Some Understand Some don't	1 (1,1 %)
Reasonable	1 (1,1 %)
Sometimes	1 (1,1 %)

Figure 1 A diagram of the perception of Unitomo Vocational High School students on the difficulty factor of online learning

Asked further whether students understand and understand the content of the material being taught? A total of 46 students or 51.7% answered with certainty that they did not understand the material taught by the teacher. Twenty-seven students or 30.3% answered that they had understood and understood the material taught by their teacher. The remaining 15 answered between understanding and not understanding. Most of the respondents who answered did not understand the material being taught, because they claimed to prefer direct classroom learning (face-to-face learning) and were not used to online learning. A small number of them complained about the lack of explanation from the teacher. For those who answered that they understood and understood the material explained, it turned out that their level of understanding was stratified. They understand that the subjects are subjects that they like, while those who don't like the material are difficult to understand. Fifteen respondents answered that they understood or didn't,

because they found that they understood because of the teacher's proficiency in explaining the material.

Table 1 of the perception of Unitomo Vocational High School students on the material understanding factor

Yes	27 (30,3 %)
No	46 (51,7 %)
Not Really Understand	2 (2,2 %)
A little bit Understand	2 (2,2 %)
A little bit know	1 (1,1 %)
Not all subjects understand	1 (1,1 %)
Depends on the subject	1 (1,1 %)
Some Understand Some Don't	1 (1,1 %)
Sometimes don't understand	1 (1,1 %)
Pretty Understand	1 (1,1 %)
Reasonable	1 (1,1 %)
Sometimes	1 (1,1 %)
Very Hard	1 (1,1 %)

The next question is about effectiveness in delivering material. Respondents who answered ineffective as many as 52 respondents. This is still coupled with 2 respondents who tend to answer ineffectively. So that a total of 54 respondents considered the delivery of material in online learning to be ineffective. Respondents who think that online learning has been effective are 31 + 1 = 32 respondents. The rest, 2 respondents answered that 50% had been effective. If explored further, it was revealed that those who answered were ineffective because in their thinking they were still comparing with face-to-face learning. Meanwhile, for those who answered, it was effective because it was practical and the material they got was easy. However, 50% of the respondents who answered it was effective, could not give reasons for their choice.

Table 2 Unitomo Vocational High School students' perceptions of the effectiveness of online learning

Yes	31 (34,8 %)
No	52 (58,4 %)
Little Bit	1 (1,1 %)
Not Enough	1 (1,1 %)
Don't know, every student is different	1 (1,1 %)
Between yes and no	1 (1,1 %)
Not yet effective	1 (1,1 %)
Less effective	1 (1,1 %)
Little reach effective	1 (1,1 %)
Do not really know	1 (1,1 %)
Reasonable	1 (1,1 %)

On the question of feeling happy and comfortable using online learning, data obtained as many as 56 respondents or 62.9% stated that they were not happy with online learning. A total of 27 respondents or 30.3% said they were happy and comfortable with online learning. The remaining 5 respondents stated that they were happy and not happy. The answer revealed that those who are not happy with online learning on average because they have difficulty understanding the material, stack assignments, and prefer face-to-face classroom learning. While those who answered were happy because they felt more relaxed when studying at home.

Table 3 Student perceptions of liking and comfort in online learning

Yes	27 (30,3 %)
No	56 (62,9 %)
Reasonable	1 (1,1 %)
Little bit boring	1 (1,1 %)
Between yes or no	1 (1,1 %)
Not too sure	1 (1,1 %)
Boring	1 (1,1 %)
There is comfort or not	1 (1,1 %)

The next question is about whether students find many obstacles in online learning? A total of 60 respondents answered yes. As for those who answered there were no obstacles as many as 27 respondents. The rest are doubtful. From respondents' answers to open-ended questions, it was revealed that the biggest obstacle they faced with online learning was that 25% of respondents were constrained by data and signal quotas. 60% of respondents are aware of the difficulty of understanding the material, the rest are constrained by boredom, difficulty carrying out group work, the desire to meet friends, and inadequate facilities from students.

Conclusion

Most of the Unitomo Vocational School students have difficulty understanding the material. The difficulty in understanding the material is related to the internet-based distance learning method. In addition to being unfamiliar with internet-based distance learning, another obstacle is the lack of teacher proficiency in delivering material through online learning. Data and signal quota constraints are often used as answers to problems faced by students in online learning.

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