ONLINE LEARNING PERCEPTION DURING COVID-19 PANDEMIC VIEWED FROM HIGH SCHOOL STUDENTS

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Abstract: The purpose of this study was to investigate SMA and SMK students' perceptions of online learning. Secondly, to examine whether the two schools differ greatly and to describe their perception of online learning based on their perceptions. There were 133 participants, comprising 61 SMA students and 72 SMK students. The data was collected using Likert scale questionnaires and an interview. To analyze the data, the authors carried out descriptive and inferential analyzes of the quantitative data, while a qualitative thematic analysis was used. The finding of the study shows that there was a significant difference in the perception of online learning between SMA and SMK students. The high perception was obtained from SMA students, while medium perception was showed by SMK students. Based on the thematic analysis, it showed that SMK students encountered more difficulties in attending online learning classes compared with SMA students.
Keywords: *online learning; perception; SMA; SMK; students*

INTRODUCTION

The emergence of the Covid 19 outbreak has had an impact in various fields, including in the field of education. Face-to-face learning held in schools is no longer possible due to physical and social restrictions. Learning during a pandemic is turning into online learning.

The change in learning from face-to-face to online learning raises new problems from both schools, teachers, students, and parents of students. Not all schools are ready with an online management system, not all teachers have the skills by developing online IT-based learning, not all students have the readiness to take part in online learning and not all parents can provide support to children in online learning

The new practice of online learning certainly makes a lot of differences between the normal condition and this condition during Covid-19 that there is no conventional learning. Some of the education systems have changed in terms of learning methods, material delivery, duration of online learning, interaction during online learning, the intensity of tasks, attendance list, and online learning media.

Regardless of region or family economic background, online learning should take place not only in cities but also in villages and rural areas. Depending on where online learning takes place and who the students are, these factors may result in different implementations. As a result, students require some of the educational institute's utilities to support this online learning program.

In terms of learning methods, how the material is delivered, the duration, the interaction during online learning, the intensity of the tasks on the attendance

list, and the media used, online learning is vastly different from traditional learning. With these distinctions, there are numerous perspectives on online learning during the Covid-19 pandemic. Students may be eager to participate in online learning, or they may not be. Is there a positive or negative perception of online learning among students? The questions piqued the researchers' interest, prompting them to conduct this reassessment. This study aims to identify students' perception of online learning of the English subject during the Covid 19 pandemic.

Based on the background above, the writers identified some of the problems commonly faced by students and teachers during the online learning process as follows: there are some difficulties in conducting online learning that is not only faced by teachers but also the students. These problems include: some schools do not have enough facilities to learn online, some teachers cannot conduct online learning, different abilities among students to receive and understand online lessons, different utilities available to students to receive online lessons, and different perceptions among students about online learning.

There is a lot of studies concerning the practice of online learning, research of online learning during the covid-19 pandemic, students and teacher's perception of online learning during the covid-19 pandemic. In this part, the researcher would like to present previous research to analyze the research gap-an area which hasn't been studied by previous researchers.

The first previous studies on the implementation of online learning before the covid-19 pandemic had been done by Goodwin & Twani (2017), Guler (2020), Joosten & Cusatis (2020), Rasheed, Kamsin, & Abdullah (2020), Williams, Howell, & Hricko (2005), and Yang, Lavonen, & Niemi (2018). These studies highlighted readiness, challenge, participation and obstacles, and teacher preparation in online teaching and learning.

The second studies were about online learning during the covid-19 pandemic had been conducted by Almusharraf & Khahro (2020), Alawamleh, Al-Twait, & Al-Saht (2020), Schaefer, Abrams, Kurpis, Abrams, & Abrams (2020), Smith (2020), Hodges & Martin (2020), Lassoued, Alhendawi, & Bashitialshaaer, (2020), Wen & Hua (2020). These studies emphasized the real conditions of online learning supports to the quality of online learning outcome which among them were family support, effective, communication, choosing appropriate platforms, methods and, preventing obstacles.

The third research concerning the students' and teacher's perception of online learning during the covid-19 pandemic had been conducted by (Al-Nofaie, 2020), Niemi & Kousa (2020), Rojabi (2020), Rusmiati, Reza, Achmad, Syaodih, Nurtanto, Sultan, Tambunan (2020), and Syauqi, Munadi, & Triyono (2020). Although these studies were about the students' perceptions, the focus was different. Al-Nofaie (2020) and Rojabi (2020) drew learners' perceptions on the platforms of online learning. The first by using Blackboard, while the second using Microsoft Teams. With the new platform, the learners were motivated while the learners were less interested via blackboard and they prefer to be asynchronous. Syauqi, Munadi, & Triyono (2020) studied Mechanical Engineering Education students, while (Niemi & Kousa, 2020) studied Finnish High School students. There was a contrast finding the online learning in Finnish High School was implemented successfully, on the other hand, the learning in with the vocational education was not by the students' expectation. (Rusmiati et al., 2020) which focused on primary school teachers shown that the success of online learning must be done through collaborative learning between teachers, parents, and schools.

Through the discussion of the previous research, none of them conducted a comparative study on students' perception between two school types: Senior High School and Vocational High School, particularly in English subjects. Thus, this paper aims to describe the different perceptions of students from the two schools, to report whether there is any significant difference of perception from the two schools and to describe their perception of online learning based on their view.

METHOD

This research was held at two schools namely SMAN 1 Samigaluh which is located in Kulon Progo regency, and SMK 8 Purworejo which is located in Purworejo regency. However, this research was conducted online because the condition of the Covid-19 pandemic did not allow the researchers to go directly to the field to maintain the physical distance.

In collecting data, the researchers made online questionnaires in the form of Google Forms and

distributed them to the students through Whatsapp groups in March 2021. Then the researchers conducted telephoning interviews in April 2021.

The subject of this study were 61 of the twelfth-grade students of SMA N 1 Samigaluh, Kulon Progo, and 72 of the twelfth-grade students of SMK 8 in the academic year of 2020/2021. Thus, the number of participants of the study were 133 students.

In this study, data were gathered through the use of a questionnaire and an interview. In order to collect data, several steps were taken. To begin, questionnaires were created that included twenty closed-ended questions about students' perceptions of online English learning during the Covid-19 pandemic. The questionnaire was written in Indonesian and later translated by the researchers to make it easier for students to fill out. The researchers created an online questionnaire using a Google Form, which they then distributed to each class's WhatsApp group at each school. Due to the fact that the questionnaire is a closed questionnaire, students only chose the answers available without having to think about their answers.

Second, the researchers prepared some interview questions and an interview guide then scheduled a phone interview with the informants. Third, I conducted interviews with students using the interview guide and transcribed the results.

In this research, the writers used questionnaires and interviews as the instrument for collecting data.

Questionnaire. Questionnaires are written tools that present a number of questions or statements that respondents should either write their responses or select from existing answers to which they must respond (Brown, 2001 cited in Donyei, 2003). According to Doryei (2003), the advantages of questionnaires are that they are efficient in terms of researcher time, effort, and financial resources. However, they have a limitation in that other researchers frequently claim that the data is less reliable or valid. As a result, additional instruments are required to complete the data.

There are types of questionnaire items, as follows:

Closed questions. The respondent is provided in closed questions with ready-made response options, usually either by encircling or ticking one of them or by placing an x in a corresponding slot/box. The benefit of closed questions is that their coding and tabulation is simple and leaves no room for subjectivity.

Opened questions. Open questions include items that do not follow up the actual question with the answer options that the respondent needs to choose but rather with some blank space. Open format items can provide much more "richness" than entirely quantitative data by allowing greater freedom of expression.

The most popular items in the research questionnaires include rating scales, which require the respondent to assess the target by marking one of a number of organized categories in scale. The different points on the scale continuum indicate the difference between the different degrees of a certain category, from different attributes (frequency or quality) to intensity (for example – not at all) and opinion (for example, strong agreement – strong disagreement). The Likert scale, which comprises 20 items, used this research to address closed questions.

Interview. An interview is a way of collecting a data where an interviewer (the researcher or someone involved in a research) asks a question for an interviewee (the research participant). The interviewer obtains the data from the person who gives the details. Personal interviews are called face-to-face interviews; telephone interviews are called. The strength of an interview is that a scientist can use samples freely - prompts for obtaining clarity of response or further information (Johnson & Burke, 2019). To maintain the physical distance during the covid-19 pandemic, a telephoning interview was used to collect the data of the students' recount of their real opinions, views and experience during the implementation of online learning.

Using quantitative and qualitative analyses, the authors analyzed the data after gathering. The descriptive analysis includes calculating the frequency, proportion, and significance of the answer of the Likert Scale questionnaire, namely strong consent, consent, neutrality, disagreement, and a strong discretion and, by using an inferential analysis, to see the average difference between the two schools. It has been used with SPSS version 22. In addition, the interview information was transcript and analyzed through thematic analysis in which themes and codes were determined.

RESULTS AND DISCUSSION

Related to the aims of the study, this paper seeks for the differences of perception between Senior high school (SMA) and Vocational high school (SMK). The result will be shown on the tables and in the description. These include the table frequency, result from inferential analysis, and table of the thematic analysis reported from interview result.

High School students' perception of online learning
The perception is reported from the data analysis from 20 items of the questionnaire which was distributed to 61 students of SMA N 1 Samigaluh, Kulonprogo. The questionnaire consists of eight learning aspects which cover learning method (3 items), material delivery (4 items), online learning duration (2 items), interaction during online learning (2 items), intensity number of tasks (3 items), attendant (2 items), online learning media (4 items) and support facilities provided by the school (1 item). To interpret the result, the writers adopted Silaen & Widiyono's mean interpretation (2013:128) i.e. Very High (4.20 – 5.00), High (3.40 – 4.19), Medium (2.60 – 3.39), Low 1.80 – 2.59, and Very low (1.00 - 1.79). The result of the descriptive analysis is shown in table 1.

Table 1. *Senior High School students' perception*

Statement	SA	A	N	D	SD	M	Interpretation
S1	13	32	14	2	0	3,93	High
S2	3	26	27	5	0	3,48	High
S3	0	26	28	7	0	3,39	Average
S4	7	37	16	1	0	3,82	High
S5	1	19	34	5	2	3,23	Average
S6	0	19	32	9	1	3,18	Average
S7	7	27	22	4	1	3,64	High
S8	0	17	26	16	2	2,98	Average
S9	11	30	17	3	0	3,79	High
S10	1	30	23	5	2	3,41	High
S11	5	29	25	2	0	3,67	High
S12	1	28	28	4	0	3,49	High
S13	3	20	28	10	0	3,28	Average
S14	15	35	11	0	0	4,05	High
S15	10	34	16	1	0	3,87	High
S16	9	37	13	2	0	3,87	High
S17	0	32	26	3	0	3,51	High
S18	3	25	30	3	0	3,51	High
S19	1	40	18	1	1	3,69	High
S20	20	30	10	1	0	4,11	High

Table 1 shows that the majority of each item in the questionnaire obtained a high perception of online learning during the covid-19 pandemic from 20 items in the questionnaire obtained high perception. There are only four items, namely item 5, 6, 8, and item 13 got average perception. The obtained mean is 3.59. It is in the high category. It is interpreted that the students in the study have a high or positive perception of the online learning implemented during the covid-19 pandemic.

Vocational High School students' perception of online learning
Similar to high school students' perception (SMA), the data of Vocational High School students' perception (SMK) was obtained from the questionnaire and telephoning interview. The questionnaire was distributed to 72 students and the result of descriptive analysis is shown in table 2.

Table 2. *Vocational high school students' perception*

Statement	SA	A	N	D	SD	M	Interpretation
S1	11	34	26	1	0	3.76	High
S2	2	11	30	25	4	2.75	Medium
S3	1	16	29	23	3	2.85	Medium

S4	6	34	29	2	1	3.58	High
S5	2	10	24	33	3	2.65	Medium
S6	2	5	33	25	7	2.58	Low
S7	4	23	28	15	2	3.17	Medium
S8	2	5	31	23	11	2.50	Low
S9	5	36	22	8	1	3.50	High
S10	3	15	34	18	2	2.99	Medium
S11	2	25	28	14	3	3.13	Medium
S12	4	19	33	11	5	3.08	Medium
S13	3	14	32	18	5	2.89	Medium
S14	25	28	16	1	2	4.01	High
S15	9	27	30	4	2	3.51	High
S16	9	28	28	5	2	3.51	High
S17	2	19	39	11	1	3.14	Medium
S18	0	17	41	12	2	3.01	Medium
S19	4	37	27	4	0	3.57	High
S20	22	29	18	2	1	3.96	High

Table 2 shows that the majority of each item in the questionnaire obtained a medium perception of online learning during the covid-19 pandemic from 20 items in the questionnaire. There are two items, namely item 6 and 8 were low. The obtained mean is 3.21. It is interpreted in the medium category. It shows that the part of the students agreed with the online learning but partly was unfavoured towards the practice of online learning done during the covid-19 pandemic. In other words, they are in a neutral position or just accept it because of the condition.

Different perception of SMA and SMK students
To investigate the different perceptions between SMA and SMK students, an independent sample test with SPSS version 22 was used. The result of the test is shown below.

Table 3. *A descriptive comparison of perception*

			Group Statistics		
	School	N	Mean	Std. Deviation	Std. Error Mean
Perception	SMA	61	3.5951	.43231	.05535
	SMK	72	3.2076	.44315	.05223

Table 3 shows the result descriptive statistics of SMA and SMK students' perceptions. It shows different means from the questionnaire result. It is seen as 3.59 for SMA students and 3.21 for SMK students. It shows that SMA students have a better perception than SMK students as 3.59 > 3.21.

Table 4. *Independent samples test*

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Perc eptio n	Equal variances assumed	.175	.677	5.08	131	.000	.38744	.07626	.23659	.53830
	Equal variances not assumed			5.09	128.39	.000	.38744	.07610	.23687	.53802

The independent sample test results are shown in Table 4. The t-value showed 5.08 with an important 0.00. The difference is said to be greater as 0.00 < 0.05 than the t-table 5.08 > 1.65. Ho is rejected, but Ha is accepted. In other words, during the pandemic between SMA and SMK students there is a different perception of online learning.

To have a deeper understanding of the students' perception, a telephoning interview was conducted. It was done by interviewing both students and teachers who taught the English subject. For students, there were four aspects in the interview questions, namely learning process, learning platform, learning difficulty, and solution, while for teachers there were five aspects – the four questions were the same as the questions to the students which added by a question about teacher's opinion about the difficulty faced by students during the implementation of online learning. The result of the thematic analysis based on the interview is presented below.

Table 5. *Themes and codes of SMA students' perception of online learning during the covid-19 pandemic*

Theme	Code	
	SMA	**SMK**
Learning Process	a. Given learning material	a. Given learning material
	b. Given assignment	b. Given assignment
	c. Explained the lesson	c. Given chance to ask questions
	d. Given chance to ask questions	d. Submitted assignment
	e. Submitted assignment	
Learning Platform	a. WhatsApp group	a. Google Classroom
	b. Google classroom	
Difficulties faced by students	a. Understanding the material	a. Understanding material
	b. Internet connection	b. Assessing Internet connection
	c. Managing time between home chores and school assignments	c. Managing time between home chores and assignment
		d. Being bored with the lesson
		e. Became stress with school tasks
Expected solution	a. Given more learning method variation	a. Given more of learning method variation
	b. Given motivation to be active in lesson	b. Flexible learning schedule
	c. Given more interesting learning media	c. Intensity number of assignments
	d. Used more appropriate LMS for a better explanation of learning material	d. Period of delivery assignment

Table 5 shows the result of thematic analysis from the interview of SMA and SMK students about the perception of online learning during a covid-19 pandemic. Four learning aspects were provided on the left side as themes, while the responses from students about their perceptions were presented with codes on the right side.

Learning process. The first question of the interview asked students about the learning process. There is a slightly similar answer between students of SMA and SMK. Based on the interview, the learning process of online learning includes the students were given learning material, given assignment, given an explanation about the lesson, given chance to ask questions, and submitted the assignment. But surprisingly, SMK students have not explained the lesson.

Learning Platform. The second question of the interview asked students about the learning platform. Based on the students' interview results, the platforms were used for online learning in high school were Google Classroom and Whatsapp group for SMA, while SMK were only used Google classroom. The result shows that the schools used limited types of learning platforms which it can be assumed that there were limited learning variation and interaction.

Difficulties faced by students. The third question of the interview asked students about difficulties faced by them. The result shows that there were more difficulties of online learning during the covid-19 pandemic faced by SMK students. There are three similar difficulties of online learning during the covid-19 pandemic faced by SMA and SMK students, namely difficulties in understanding the material, difficulties of connecting the internet, managing time between home chores, and school assignments. However, there are two more

difficulties faced by SMK students namely being bored with the lesson and became stress with school tasks.

Expected solution. The fourth question of the interview asked about the expected solution viewed by students. There is the same number of expected solutions initiated by SMA and SMK students, however, only one answer is the same, namely given more learning method variation. Other expected solutions for SMA students were given the motivation to be active in the lesson; given more interesting learning media; used more appropriate LMS for a better explanation of learning material. Whereas, SMK students were a flexible learning schedule, intensity number of assignments, and period of assignment delivery.

The finding of the current research on the students' perception of senior high school (SMA) is in line with Abuhmaid's finding (2020) that the students have positive perception toward online learning, however, it doesn't appear for the perception of SMK students as they have medium perception as it can be stated that partly positive and partly not in favor with online learning.

However, the finding from the interview shows the different facts as both students of SMA and SMK feel unsatisfied and faced some difficulties in attending online learning. This finding supports Al-Nofaie's (2020) that students online education is not always appealing for students. Besides accessibility, the online learning platform is also another theme that receives comments from both students' participants of two studies as the students expected to have a friendlier platform that makes students easier to understand learning materials. Thus, the finding of this study is in contrast with Almusharraf & Khahro (2020) as their research participants felt satisfied with the faculty members who used more specific platforms like Google hangout, LMS Moodle and, google classroom. One reason for different perception because Almusharraf & Khahro (2020)'s research participants were university students, while the current study were high school students.

Another finding during online learning the students of SMK felt bored and even felt stressed. These facts were in contrast with Rojabi's (2020) as he found that the participants of his study felt motivated and it was easier to comprehend the learning material. This fact is contradictory with high school students as they felt difficulties in understanding the material. Why the result in contrast? It is because the two studies applied different learning platforms. In Rojabi's study which participated by students of open-university, moodle and microsoft teams were used, while in the current research, google classroom and whatsapp group were used. It difficult to understand the material without teacher explanation and interaction. However, it is easier to understand the materials taught through Microsoft teams as it is synchronous and that it is done through virtual learning.

CONCLUSION

Based on the findings of the study it can be concluded that there is a different perception among students of SMA and SMK which can be shown by the result of the t-test independent sample as the t-value is $5.08 > 1.65$ and there is a significant difference as the sig. was $0.00 < 0.05$. SMA students' perception is high or positive towards the online learning, while SMK students' perception was medium as it can be stated that some students were positive towards the online learning, while parts were not unfavorable towards the online learning as they faced a lot of difficulties.

Students from both schools encountered problems during online learning such as internet accessibility, the difficulty of understanding materials, lack of interaction with teachers, difficulty with school assignments and limited and ineffective learning platforms. The implementation of online learning aroused many complex problems which are not easy to solve. The implication of the study suggests that cooperation among regional education authority, schools, faculty members, students and parents are completely needed to overcome the lost learning values. Schools together with regional education authorities have to make a policy to realize the teaching-learning process to facilitate the students.

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