

Student Perceptions On Online Learning During The Covid-19 Pandemic For Social Science Subjects At SMP Negeri 6 Samarinda

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ABSTRACT

This research is motivated by the learning process that has changed from face-to-face learning in class to online learning during the COVID-19 pandemic. The purpose of this study was to explore student attitudes that were adjusted from several dimensions, namely online learning conditions, teaching materials, student interaction, learning styles and environment/accessibility as well as to determine student perceptions of online learning during the covid-19 pandemic, especially social studies subjects at SMP Negeri 6 Samarinda. The type of research used in this thesis is a case study with a qualitative approach. The data sources in this study were 5 students of class IX and 2 teachers of social studies subjects, with the sampling technique used was purposive sampling technique, while the data collection techniques in this thesis research used interview techniques, questionnaires and documentation.

The results of this study indicate that the dimensions of online learning conditions consist of learning tools, namely mobile phones (96.5%), learning applications namely Google Classroom (85.1%) and online learning constraints, namely difficult internet networks (57%). Judging from the dimensions of the environment/accessibility, the environment is very supportive (72.8%) and from the learning atmosphere, students prefer to return to school face-to-face (71.1%). In addition, it can also be seen from the dimensions of student interaction in the form of semi-two-way interactions (78.1%), the dimensions of learning styles in the form of visual styles (89.5%), and the dimensions of teaching materials carried out during the online learning process are more assignments individual (86.8%). The conclusion of this study shows that there are still many obstacles in the implementation of online learning, and in terms of student attitudes there are still students who are not disciplined when carrying out online learning.

Keywords: Perception, Online Learning, and the Covid-19 Pandemic

INTRODUCTION

The COVID-19 pandemic has changed many sectors, one of which is the education sector. In the world of education, teachers as individuals who deal directly with students in the classroom who have important roles and duties to educate, teach and provide direction to students through face-to-face at school, now the teaching and learning process in schools has undergone changes due to the covid-19 pandemic. Due to the COVID-19 pandemic, schools were closed with the aim of preventing the spread of COVID-19. Azorin (2020: 6) stated that the closure of this school had been carried out since the middle of March 2020, because the school environment became a meeting place for hundreds of students and made the school the most vulnerable place to the spread of disease (Sintema, 2020: 2).

Online learning is an alternative so that the learning process continues during the COVID-19 pandemic and is a solution that can be applied in order to maintain the continuity of education (Bilecen, 2020: 263). As a result of the COVID-19 pandemic, many educational institutions in Indonesia have implemented the school from home (SFH) system, although there are some educational institutions that are not ready to make changes to this online learning pattern. This online learning is expected to be able to bridge students and teachers in carrying out the learning process that must be carried out remotely or learning from home (Ferdiansyah, Supiastutik and Angin, 2020: 60).

Based on a preliminary study through an interview process conducted on August 26, 2020 with the vice principal for the curriculum of SMP Negeri 6 Samarinda, currently the school has implemented online learning. Online learning at SMP Negeri 6 Samarinda has been carried out since March 18, 2020, to prevent the spread of COVID-19 in the school environment. Almost all teachers in the field of study carry out online learning processes with the help of electronic devices, including the field of social studies. However, there are many limitations in online learning at SMP Negeri 6 Samarinda such as not meeting teachers with students, limited internet packages, and limitations on electronic devices owned by students because students have to take turns using cellphones with family members. In addition, there are many more limitations in online learning, especially in social studies subjects.

This study focused on students' perceptions of online learning during the Covid-19 pandemic for social studies subjects at SMP Negeri 6 Samarinda, namely the condition of online learning during the COVID-19 pandemic for social studies subjects for class IX at SMP Negeri 6 Samarinda, dimensions of the environment/accessibility of online learning during the covid-19 pandemic social studies subjects for class IX of SMP Negeri 6 Samarinda, dimensions of student interaction with online learning during the covid-19 pandemic social studies subjects for class IX of SMP Negeri 6 Samarinda, dimensions of student learning styles towards online learning during the covid-19 pandemic 19 social studies subjects for class IX at SMP Negeri 6 Samarinda, dimensions of online learning teaching materials during the covid-19 pandemic social studies subjects for class IX at SMP Negeri 6 Samarinda.

The formulation of the problem in this study is how are the attitudes and perceptions of students towards online learning during the covid-19 pandemic for social studies subjects at SMP Negeri 6 Samarinda. The purpose of this study was to explore students' attitudes and perceptions towards online learning during the COVID-19 pandemic for social studies subjects at SMP Negeri 6 Samarinda. The benefits of this research are that it can be used as input for consideration regarding online learning for social studies subjects at school, can provide information about students' perceptions of participating in online learning, especially in social

studies subjects, can provide new experiences as an alternative method of learning during the COVID-19 pandemic, and can add knowledge and experience for future provisions.

METHOD

The research method used in the preparation of this thesis is a case study research with a qualitative approach. Sources of data used in this study is primary data sources, namely 7 students as sources or samples in this study, namely 5 students of class IX and 2 teachers of social studies subjects. The sampling technique in this study used a purposive sampling technique, meaning that the sampling technique focused on students who had attended online learning for social studies subjects for 1 year and were facing school exams organized by the Samarinda City Education Office during the covid-19 pandemic. While the secondary data in this study is an overview of SMP Negeri 6 Samarinda, organizational structure and data on the condition of teachers and students of SMP Negeri 6 Samarinda.

Data collection techniques are interviews, questionnaires and documentation. The interview used was an in-depth interview while the questionnaire used in this study was a semi-open questionnaire with 20 statements. In addition, the data collection technique used is documentation in the form of photos of the SMP Negeri 6 Samarinda building, data from interviews with students and teachers and data from student questionnaires regarding perceptions of online learning during the COVID-19 pandemic for social studies subjects. The data analysis technique used in this study is an analytical technique with the model found by Miles and Huberman developed by Sadikin and Hamidah (2020: 217) namely data reduction, data display, conclusion drawing and verification.

RESULT AND DISCUSSION

The results of in-depth interviews that have been carried out in this study have been adjusted to the focus of the problem, namely online learning conditions, dimensions of learning environment/accessibility, dimensions of student interaction, dimensions of learning styles and dimensions of teaching materials. The results of research on these 7 resource persons are as follows.

a. Online learning conditions

1) Learning media

- a) What learning tools do you often use to do online learning?

"Using my own cellphone, sometimes using a laptop but only used once if it's a test"
(Student 01).

"Using own cellphone but sometimes using laptop" (Student 02).

"From the beginning of online learning using cellphones but now using laptops. The laptop that is being used belongs to my father because it is rarely used" (Student 03).

"I use my cellphone more often and it is my own" (Student 04).

"My own cellphone. Laptops exist but are rarely used" (Student 05).

Based on the results of the interviews above, information can be obtained that from the 5 student resource persons who were interviewed regarding the tools used when conducting online learning, all of the interviewees answered using their own mobile phones or laptops as a tool to carry out the online learning process for social studies subjects.

b) What applications do your teachers often use to conduct online learning for social studies subjects?

"Google Classroom and WhatsApp. For delivering material, I usually use Google Classroom" (Student 01).

"WhatsApp and Google Classroom. But most often teachers use WhatsApp to learn whether to distribute pdf, ppt or absent materials" (Student 02).

"Google Classroom and WhatsApp for absent" (Student 03).

"Google Classroom and WhatsApp. To be absent on WhatsApp in a special class group for social studies subjects in the form of a list of names and also absent in Google Classroom. In Google Classroom, the absence goes directly to the school operator" (Student 04).

"WhatsApp and Google Classroom. WhatsApp is used to be absent and deliver material" (Student 05).

Based on the results of the interviews above, information can be obtained that from the 5 interviewees who were interviewed about the applications used when conducting online learning, all of the student resource persons answered that they used the Google Classroom and WhatsApp applications more often. The Google

Classroom and WhatsApp applications are used for absent attendance when students take social studies subjects.

c) What are the obstacles that often occur when doing online learning?

“During online learning, the most felt obstacle is the difficulty of signaling so at home now using wifi. Even using wifi when the lights go out, you have to buy internet quota to be able to study” (Student 01).

“It's hard to network. The network is sometimes lost, so if you study, you have to go from midnight to morning. Another obstacle is not having an internet package” (Student 02).

“If the lights go out or the wifi is interrupted, you have to buy an internet package, besides that, another obstacle is being lazy because there are many tasks” (Student 03).

“Lazy, many tasks because they are often delayed, sometimes bored, the internet network is difficult because they don't use wifi, they don't have an internet package, so in a month it costs around Rp. 80,000;” (Student 04).

“If the wifi is interrupted or the lights are out, then you have to buy your own internet package (Student 05).

Based on the results of interviews with students above, it can be obtained information that from the 5 sources that the researchers interviewed about the obstacles that often occur when doing online learning, students have several opinions such as difficult signal, wifi interference when the lights go out so students buy their own internet packages and opinions Another thing conveyed by students was feeling lazy when doing online learning because there were too many assignments.

b. Dimensions of the environment/accessibility

1) Environment/accessibility

a) Does your environment support online learning?

"The environment around the house tends to be supportive and calm to do online learning" (Student 01).

"It's noisy because the house is on the side of the road, next to the house there is also a mosque construction, sometimes when it's flooded, the study is on the 2nd floor. Actually, it's a bit disturbing if you do online learning" (Student 02).

"It is very supportive because living in housing is so calm and comfortable" (Student 03).

"Supporting because living in a housing complex is so quiet, motorbikes pass occasionally, not crowded and not noisy, so it is very supportive to do online learning" (Student 04).

"It's disturbing because the house is on the side of the road and has a shop, it's also noisy because of the passing motorbikes and cars, and when you're focusing on studying suddenly there are buyers, so you feel very disturbed" (Student 05).

Based on the results of the interviews above, it can be obtained information that from the 5 student sources whom the researchers interviewed about the environment around the house in carrying out online learning, from the 5 students who were interviewed, the average student answered that the environment around the house was very supportive to carry out online learning, where the environment is very quiet and not noisy. However, there are others who have a different opinion that the environment around the house is noisy because there are those whose houses are close to the highway and there are also students whose homes are close to the construction of a mosque, so they feel very disturbed when doing online learning at home.

c. Dimensions of student interaction

1) Communication Type

- a) What forms of communication are often used by your teacher in conducting online learning for social studies subjects?

"More often to chat rooms such as chat on WhatsApp, if there are videos but they are rare and not many" (Student 01).

"Learning videos are given a link in Google Classroom and the link is directly connected to YouTube" (Student 02).

"They communicate more often using WhatsApp because the teacher in the WhatsApp group, apart from the attendance list, sometimes gives pdf, ppt material to the WhatsApp group" (Student 03).

"Learning videos sent to Google Classroom" (Student 04).

"More to WhatsApp chat rooms to deliver material, make a list of absences, sometimes also send learning video links to WhatsApp" (Student 05).

Based on the results of the interviews above, it can be obtained information that from the 5 student resource persons interviewed by the researchers regarding the forms of communication used by teachers when conducting online learning, students were more dominant in answering that teachers use WhatsApp more often or better known as chat rooms to communicate at work. conduct learning on social studies subjects. In contrast to other students, who argue that teachers can communicate with students by distributing learning videos to Google Classroom related to social studies learning materials.

d. Dimensions of learning style

1) Learning style

a) What is your favorite learning style in doing online learning for social studies subjects?

“Understand better through writing or as material is distributed through word” (Student 01).

“Comfortable through writing. Usually summarize later reread the results of summarizing ” (Student 02).

“It is more comfortable to write and summarize while listening to songs. The songs are usually slow like piano songs to focus” (Student 03).

“While writing and summarizing. So at home they have colorful pens and binders, sometimes they summarize using these tools to make it more interesting and easy to read because they don't like reading books, so they make it like that sometimes while listening to songs” (Student 04).

“Learn while watching learning videos given by the teacher” (Student 05).

Based on the results of the interviews above, it can be obtained information that from the 5 student sources whom the researchers interviewed about the learning styles used when conducting online learning, the average student answered that they were more comfortable using learning styles in written form, either through summaries using pen equipment or colorful binders and some students summarize while listening to songs. In addition, the learning style that students do to understand the material is to re-record the material in word or pdf form distributed by the teacher, then read it again. However, there are also those who give other opinions that they understand better when the teacher gives learning videos.

e. Dimensions of teaching materials

1) Teaching materials

a) How much time do you spend online learning social studies subjects?

"Almost 3 hours, that's for 2 subjects because in a day there are 2 subjects, so for Social Studies subjects 2 hours from 08.00-10.00" (Student 01).

"2 hours for social studies subjects then continued with PJOK subjects" (Student 02).

"2 hours and for social studies subjects the lessons are every Thursday from 08.00 to 10.00" (Student 03).

"8:00 a.m. to 10:00 a.m., for social studies lessons on Thursday the first hour" (Student 04).

"2 hours a day from 08.00 to 10.00 for social studies lessons every Thursday morning" (Student 05).

Based on the results of the interviews above, it can be obtained information that from the 5 student resource persons interviewed by the researchers regarding the length of time used when conducting online learning for social studies subjects, the 5 students responded that the time spent studying social studies subjects was 2 hours from 08.00-10.00 on Thursday.

b) Do you understand the delivery of social studies material delivered by the teacher during online learning?

"For now, just understand the way the material is delivered by the teacher" (Student 01).

"Some understand and some don't. If you don't understand, try to read books or learn from other sources" (Student 02).

"Sometimes you understand sometimes you don't, so you have to read it over and over again and summarize it to easily understand the material" (Student 03).

"Understand. If you don't understand, then read the LKS or search the internet or Google" (Student 04).

"Understood" (Student 05).

Based on the results of the interviews above, it can be obtained information that from the 5 student sources whom the researchers interviewed regarding students' understanding of the delivery of social studies material delivered by teachers during online learning, students on average gave responses that they had understood the material presented by the teacher. However, not infrequently there are students who do not understand the material presented by the teacher, so they have to read the material repeatedly or look for material and even read material on the internet or other sources to make it easy to understand.

c) What are the learning outcomes that you get when you do online learning for social studies subjects?

“Learning results while online are obtained with the same value for all subjects, there is no increase or decrease so it remains stable” (Student 01).

“During online learning, learning outcomes for social studies subjects decreased” (Student 02).

“Decreased but must keep the spirit and have to learn continuously because it is grade IX” (Student 03).

“Still, it's also satisfying because during online learning, for social studies subjects, the scores are pretty good compared to offline learning” (Student 04).

“The learning outcomes are still stable, you can say” (Student 05).

Based on the results of the interviews above, information can be obtained that from the 5 student resource persons who were interviewed by the researchers regarding learning outcomes during online learning for social studies subjects, the average student responded that the results of social studies learning where learning was carried out at home, the results obtained were relatively unchanged. there is an increase or decrease in grades, which means the grades obtained by students are the same as grades in the previous semester.

The questionnaire used in this study was a semi-open questionnaire which was distributed online via Google Form to all grade IX students of SMP Negeri 6 Samarinda. From 339 grade IX students, 114 samples of grade IX students of SMP Negeri 6 Samarinda were obtained who filled out the questionnaire through the Google Form. The data obtained are described in detail on each indicator as follows.

a. Online learning conditions

1) Learning media

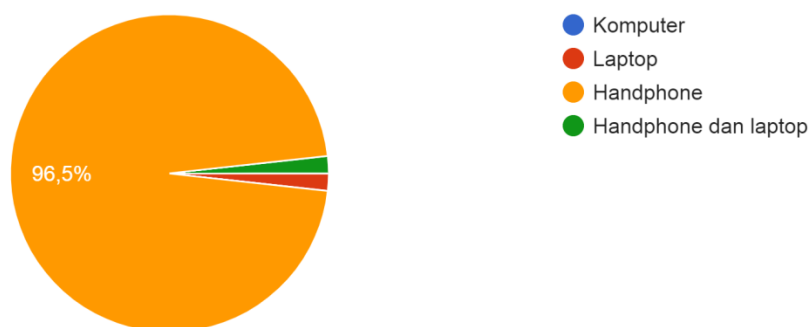


Figure 4.1 Learning Tools

Source: Research questionnaire results (2021)

In Figure 4.1, it shows that the tools used in the implementation of online learning are 110 students or 96.5% using cellphones, this is because almost all students already have cellphones. While 2 students or 1.8% use laptops and 2 other students or 1.8% use cellphones and laptops in conducting online learning. From these data, the majority of students use mobile phones as learning tools in online learning.

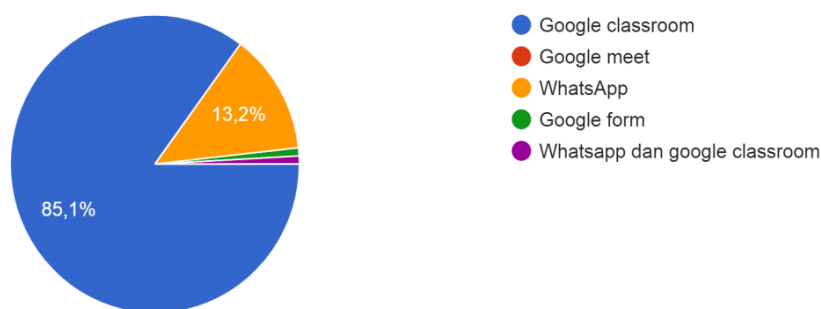


Figure 4.2 Learning Applications

Source: Research questionnaire results (2021)

Based on Figure 4.2 regarding learning applications used in conducting online learning, it is known that 97 students or 85.1% stated that they often use the Google Classroom application in conducting online learning for social studies subjects, while as many as 15 students or 13.2% use the WhatsApp application. and the remaining 1 student or 0.9% stated that the application used was Google Form and 1 student or 0.9% gave another response, namely using the WhatsApp and Google Classroom applications. From this data, students have a tendency to use the Google Classroom application more in conducting online learning.



Figure 4.3 Online Learning Constraints

Source: Research questionnaire results (2021)

Online learning certainly has some obstacles. The main obstacle most experienced by students is the internet network which is difficult and does not have an internet package. A total of 65 students or 57% stated that the most common obstacle was the difficult internet network and as many as 27 students or 23.7% stated that the most common obstacle was not having an internet package. Other students stated that they did not have problems as many as 13 students or 11.4%. A total of 2 students or 1.8% gave other responses, namely the existence of interference with the wifi and the remaining 7 students or 6.3% stated that the problem was in the difficulty in understanding the material, there were subjects outside of class hours, they did not understand different material when face to face. face, lights out, does not have LKS, cellphones are used by parents to work, and the wifi network is slow. From these data, the tendency of students to have problems with difficult internet networks.

b. Dimensions of the environment/accessibility

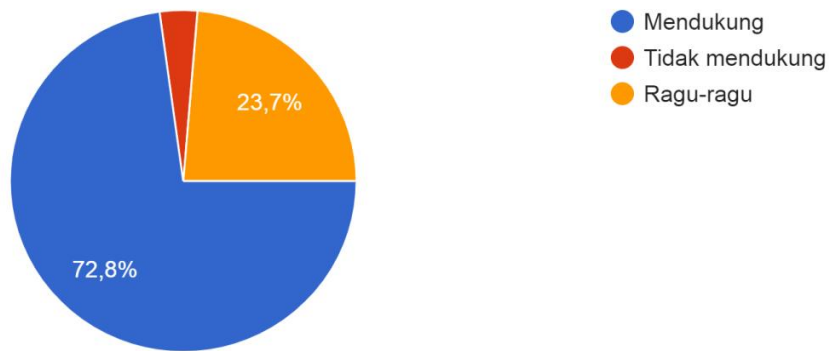


Figure 4.4 Learning Environment

Source: Result of research questionnaire (2021)

Based on the data obtained, as many as 83 students or 72.8% stated that the environment around students' homes was very supportive for online learning, while as many as 27 students or 23.7% expressed doubts and as many as 4 students or 3.5% said the environment home does not support online learning. From these data, the majority of students' living environment supports online learning.

c. Dimensions of student interaction

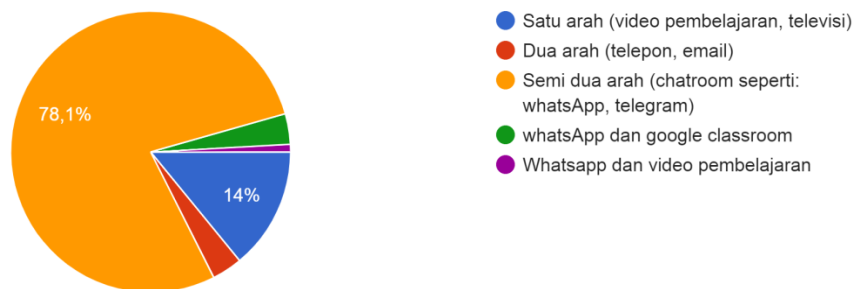


Figure 4.5 Forms of Communication

Source: Result of research questionnaire (2021)

Based on the data that has been obtained, as many as 89 students or 78.1% stated that the form of communication used by the teacher was more of a semi-two-way communication using the WhatsApp or Telegram application, while as many as 16 students or 14% stated that the teacher used a one-way form of communication. namely

learning videos or by watching television. In addition to the one-way and semi-two-way forms of communication, there were also other responses given by students, as many as 4 students or 3.5% stated that the form of communication used by teachers was two-way communication using telephone or email. There were also those who gave other responses, that the form of communication conveyed by the teacher was more directed to communication through WhatsApp and Google Classroom, namely as many as 4 students or 3.5% and the remaining 1 student or 0.9% stated that teachers prefer to use forms of communication via WhatsApp and tutorial video. From these data, it shows that the form of communication that is often used by teachers is semi-two-way communication, namely using WhatsApp or Telegram chat rooms.

d. Dimensions of learning style

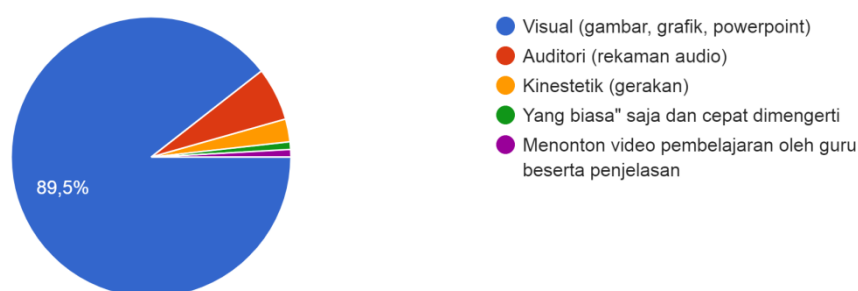


Figure 4.6 Students' Preferred Learning Style

Source: Research questionnaire results (2021)

Based on the data that has been obtained through the distribution of questionnaires, as many as 102 students or 89.5% stated that the preferred learning style by students in order to understand the material is through visual learning styles such as pictures, writing, powerpoint, and graphics. A total of 7 students or 6.1% stated that they understood better through auditory learning styles such as audio recordings delivered by the teacher, while 3 students or 2.6% stated that they were more comfortable understanding material through kinesthetic learning styles in the form of body movements. The rest gave other responses, 1 student or 0.9% stated that they prefer the usual learning style but are fast in understanding the subject matter and 1 other student or 0.9% stated that they understand better using the three learning styles, namely visual, auditory and kinesthetic in the form of learning videos. accompanied by an explanation.

From these data, it shows that students tend to like learning styles visually through pictures, writing, graphics and powerpoint.

e. Dimensions of teaching materials

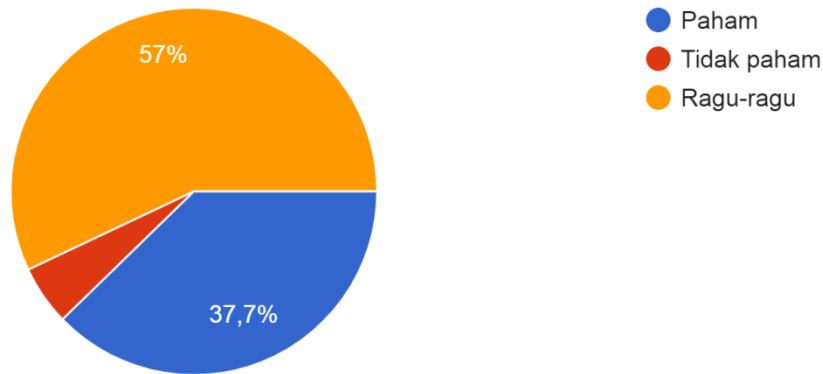


Figure 4.7 Students' understanding of Submission of Materials by the Teacher
Source: Result of research questionnaire (2021)

Students' understanding becomes a benchmark whether the material being taught is conveyed or not to students. In accordance with the statement regarding "Understanding social studies material delivered by the teacher when conducting online learning", as many as 65 students or 57% expressed doubt, while as many as 43 students or 37.7% stated that they had understood the delivery of material presented by the teacher and the remaining 6 students or 5.3% stated that they did not understand the material presented by the teacher during the online learning process. From these data, it shows that students are hesitant to answer statements about understanding the material presented by the teacher.

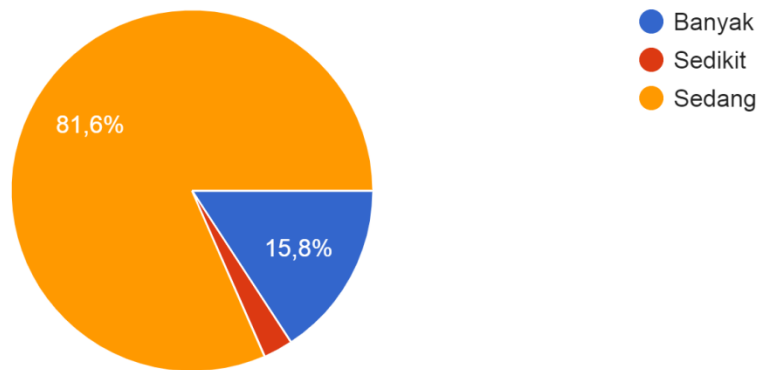


Figure 4.8 Assignment

Source: Research questionnaire results (2021)

Based on the data that has been obtained regarding the statement regarding "Assigning social studies assignments during online learning", as many as 93 students or 81.6% stated that the assignments given by social studies teachers were not too many and not too few or at a moderate level. A total of 18 students or 15.8% stated that the social studies teacher gave so many assignments and the remaining 3 students or 2.6% stated that the assignments given were very few. From these data, it shows that the tasks given by the social studies subject teachers are not too many and not too few or in the medium category.

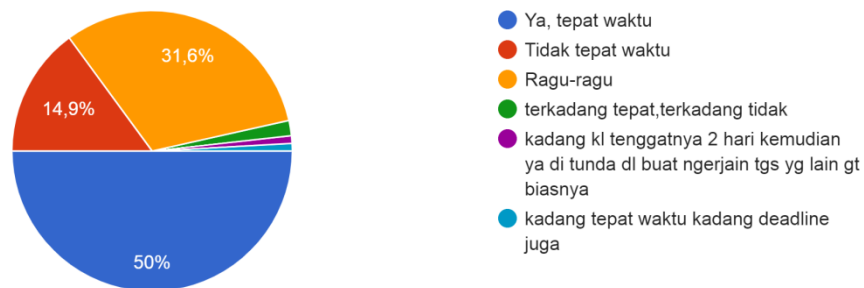


Figure 4.9 Student Accuracy in Collecting Assignments

Source: Research questionnaire results (2021)

The accuracy of students in collecting assignments is one of the most important factors in online learning, especially during the covid-19 pandemic. The accuracy of students in collecting assignments can be seen in Figure 4.9 as many as 57 students or 50% stated that students were on time in collecting assignments, while as many as 36 students or 31.6% stated that they were hesitant and as many as 17 students or 14.9% stated not on time in submitting assignments. The remaining 4 students or 3.6% stated other responses, namely sometimes on time, sometimes not on time in collecting assignments, sometimes with deadlines and some responding, if the task is given a deadline of 2 days, then the available time is used to work on it. another task. From these data, it shows that students tend to be on time in collecting assignments.

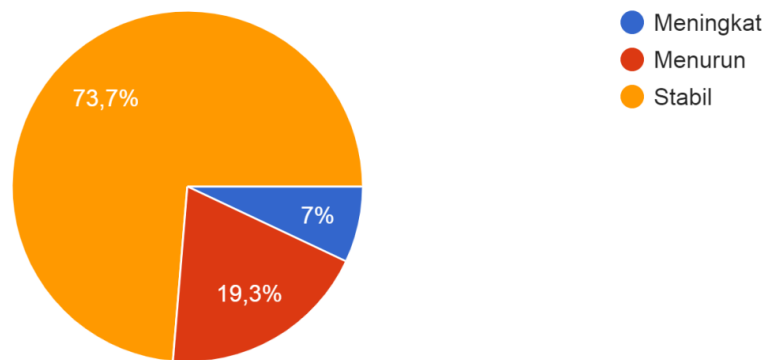


Figure 4.10 Learning Outcomes

Source: Research questionnaire results (2021)

Learning outcomes become indicators of student success in a subject and become evaluation material for students and teachers. The learning outcomes obtained by students in social studies subjects during the covid-19 pandemic were 84 students or 73.7% stated that the learning outcomes obtained remained stable, while as many as 22 students or 19.3% stated that the learning outcomes obtained decreased and the remaining 8 students or 7% stated that there was an increase in learning outcomes in social studies subjects during the covid-19 pandemic.

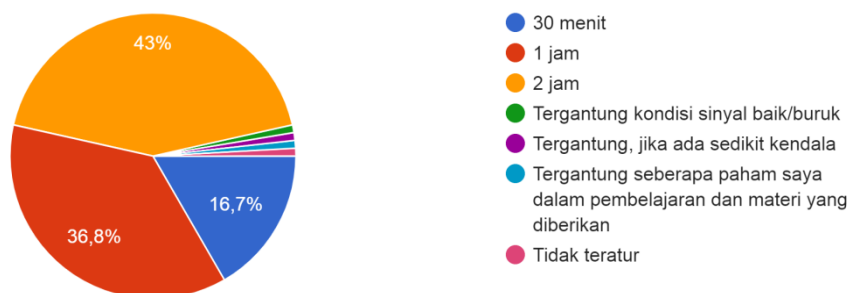


Figure 4.11 Time Used for Study

Source: Result of research questionnaire (2021)

Based on the data obtained related to the time used when doing online learning, as many as 49 students or 43% stated that in conducting online learning social studies subjects the time used was 2 hours, while as many as 42 students or 36.8% stated that the time spent it takes 1 hour to learn online and as many as 19 students or 16.7% said 30 minutes to do social studies online learning. In addition to this opinion, there were also other responses from students as many as 4 students or 3.6%, some stated that learning depended on signal conditions or the presence of obstacles, depending on understanding the material, and some gave irregular responses in conducting online learning. social studies subjects. From these data, it shows that students tend to do online learning at home for 2 hours.

CONCLUSION

Based on the results of research and discussion that focuses on several dimensions, namely online learning conditions, environment/accessibility, student interaction, learning styles and teaching materials, it can be concluded as follows.

1. This online learning condition can be seen from the use of learning tools used by students during online learning, which is more likely to use mobile phones or laptops, while the applications used are more dominant to the WhatsApp and Google Classroom applications. In addition to learning tools and applications in the dimensions of online learning conditions, there are also obstacles, as for the obstacles that often occur, such as difficult internet networks, wifi interference and blackouts.
2. The environment/accessibility of students' homes during online learning can be said to be more comfortable and calm so that students are more focused when receiving the knowledge

- conveyed by the teacher, especially in social studies subjects. In addition, teachers also have a very supportive home environment for conducting online teaching and learning activities.
3. Student interaction during online learning is assisted by media such as chat rooms on WhatsApp and learning videos so that the form of interaction or communication between teachers and students tends to be semi-two-way.
 4. Students' learning styles during this online learning, students prefer the learning style by summarizing or writing the materials provided by the teacher. In addition to students, teachers also have a learning style that is more using powerpoint, pdf and learning videos when teaching online.
 5. The teaching material provided by the teacher during online learning is more about giving individual assignments with the study time used is 4 hours for two subjects in a day and specifically for social studies subjects, the time used for learning is 2 hours. Judging from the accuracy in collecting assignments, students tend to state that they are on time in collecting assignments as well as the suitability between the material and assignments, students state that the materials and assignments are appropriate. As for student learning outcomes, it can be said that student learning outcomes remain stable or have met the minimum completeness criteria (KKM).

So, it can be concluded that students' perceptions of online learning during the COVID-19 pandemic social studies subjects at SMP Negeri 6 Samarinda have varied responses, one of which is that there are still many obstacles that occur in online learning and the attitude of students who are less disciplined both when taking lessons and studying online when submitting assignments.

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