Indonesian Student's Perception of Online Learning Activities in the Time of Pandemic

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ABSTRACT: #Dirumahaja or stay at home movement is thought the most effective policy to break the chain of Covid-19 transmission. People cannot do nearly allactivities, including formal education, together anymore . However, in fact, the ongoing onlinelearning has itw own advantages and disadvantages. This research aims to describe student's experience with online learning. This study used online survey as data collection technique. Three hundred and fifteen students participated in filling the questionnaire.The result showed that 43.33% of students learnthrough LMS, 19.44% through video conferencing, and 37,22% through WhatsAppgroups and emails.As many as 39.21% of them felt uncomfortable, 37.25% normal, and 23.52% comfortable with it. Their discomfort is generally caused by tiring learning activities,i.e doing lots of tasks in spite of incomprehensive materials.

1. INTRODUCTION

The Covid-19 outbreak has affected all sectors, including the education. Globally, nearly 300 million students have their education disrupted, and this threatens their future educational rights.Since March 2020, the Indonesian government has determined that almost all face-to-face activities, either learning, working, etc., must be completely transformed into online for an unspecified time due to the increasing danger and case of corona virus.Colleges and schools should conduct all of their activities online,from entrance tests, exams, to graduations. A number of boarding schools have also sent their students home to study online (Afiida, 2020).

The online learning system is a learning system without having a face-to-face meeting between teachers and students but is mediated by the internet network. Teachers must ensure the continuity of teaching and learning activities, even though their students are at home. They are required to innovate their learning media by utilizing online media.

Onlinelearning during the pandemic is implemented on the basis of the Circular Letter Number 4 of 2020 of the Ministry of Education and Culture of the Republic of Indonesia on Implementation of Education Policy in Emergency during COVID-19 Spread. The learning system is implemented through a personal computer (PC), either desktop or laptop,that is connected to an internet network. a teachercan learn together with his/her students at the

same time via social media like WhatsApp (WA), Telegram, Instagram, Zoomand other learning media. Thus, the teacher can ensure the students to take part in learning at the same time, but in different places (Harnani, 2020).

Students cannot have a face-to-face learning at school, and must learn from home or so-called #DiRumahAja or #stayathome. At first, it looks easy. The teacher only has to provide daily lessons or assignments for the students, who are all at homes. However, the students gain many things. In addition to gaining benefits, such as anywhere-anytime learning, they also face obstacles. For examples,they have unsupported devices, bad internet networks, or limited credits (Zein, 2020). At the primary level, another obstacle is the capability of the parents in supporting their children. Parents with school-aged children suddenly have to act as teachers at home after the government established home learning during the COVID-19 outbreak. Parents are expected to become "teachers" who provide activities for their children and guide them in online learning activities (Azanella, 2020).

Research on online learning communication management duringpandemic has indeed rarelyconducted in Indonesia and other countries. However, a research conducted on homeschooling families in Thailand shows that parents need for home-learning management. Management is not only about the use of media, teaching materials, learning methods, and learning assessments but also communication with families. Home learning should be able to facilitate ongoing learning between families. Educational institutions should assess family needs and conditions and maintain communication through simplified terminology(Engchun, Sungtong and Haruthaithanasan, 2018).

In developed countries, the process of transitioning face-to-face learning to online learning can take place smoothly. For example, in Georgia, when the pandemic occurred in March, online learning in April has been going well (Basilaia and Kvavadze, 2020). According to the study, the success was inseparable from the good skills of teachers and the school's learning administration system. In fact,an important aspect of online learning is the study of the effectiveness of communication. Communication effectiveness is how a communication process can achieve results in accordance with goals or expectations(Woldy, 2015). To measure the effectiveness of educational communication, it is necessary to measure the main elements of communication as a system.These elements areas follows: 1) Sender,i.e. the transmitter or the place where the communication process begins. Without the sending of communication,there will be no messages. The sender can be an individual, group or community who has a message and aims to convey it to the recipient; 2) Message,which basically contains information with a specific purpose for the benefit of both sender and recipient. In fact, message is also related to individuals, groups or organizations with positive and negative values that depends on the aims of the sender and receiver. Messages can be conveyed verbally or non-verbally through certain channels of modern communication media. 3) Channel,i.e. a tool or a way to convey a message from the sender to the recipient. The common channelis light or sound wave. It can also be a writing tool, book, radio, television, film, telephone,etc. 4) Message Recipient, is someone who receives a message and interprets it for a specific purpose. The recipient of the message determines its meaning and at the same time its feedback; 5)Feedback,is the ability of a message recipient to respond to the sender of the message.It shows the level of understanding of the message recipient,and

will determine the feedback for the sender. It can be appropriate or deviated as desired. According to another opinion, the components of the communication process and action are: (1) message sender/information source, (2) message, (3) interference, (4) message sender, or encoding process, (5) message receiver, or decoding process, (6) feedback, and influence(Berge, 2013).

Research on the perceptions of adolescents in Indonesia regarding online learning needs to be done because there could be conditions that prevent face-to-face learning in the future. In other countries similar studies were conducted. In India, a study conducted shows that online teaching is feasible, cheap and must be made a part of the postgraduate training in India beyond the prevailing lockdown (Agarwal and Kaushik, 2020).However, another research state that in the move to online learning, managing the learners and educators is one of the most challenging and critical aspects(Sandars et al., 2020). Another study found that in underdeveloped country, online learning for higher education cannot produce desired results. Majority of students are unable to access the internet due to technical and economic issues. Other problems are the lack of interaction with the instructor and friends, also delayed response time (Adnan and Anwar, 2020).

In Indonesia, research conducted by Wargadinata et al has succeeded in identifying the media used in online learning in universities (Wargadinata *et al.*, 2020). He suggested conducting further research to find out the obstacles faced by students. Therefore, this study aims to determine how students perceive online learning during the Covid-19 pandemic, including the barriers.

2. METHOD

The research was carried out during the Covid-19 pandemic in Indonesia,two weeks after the enactment of the Covid-19 emergency response, from April to August 2020. The data collection technique used in this study was online survey. The survey measuring tool is a questionnaire. Survey is a data collection technique which is done by giving a set of written questions to the respondent. The form of the questionnaire is a rateing scale (graded scale), which is a question followed by columns levels, for example, from strongly agree to strongly disagree. In addition, there are also checklists for multiple-choice questions, and free form answers for open-ended questions.

The online survey was conducted in collaboration with Instagram @sobatmudotcom, an online adolescent consultation service managed by lecturers and students of Communication Sciences Faculty, Padjadjaran University. The target of the survey is Indonesian adolescents aged 15 to 22. Online questionnaires were distributed through Instragram Promotion in order to reach a wide area, and thereby the respondents would be evenly distributed from various cities in Indonesia. There were 315 teenagers who participated in the online questionnaires.

3. RESULT AND DISCUSSION

The results of this study are expected to be inputs for various parties to enable teenagers to go through the #dirumahaja period well, since the cessation of the Covid-19 emergency response period is still unclear, where it has even been extended several times.The results showed that

84.31% of adolescents, both high school and university students, did home learning in their parents' homes during their study period, 9.8% in boarding houses, 5.88% in dormitories. In fact, it is nothing new to them. As many as 53.93% admitted that they have done it before. They have used online tutoring applications like Ruang Guru, Zenius, and Quipper. Some of them have also used learning management systems (LMS) like Google Classroom and Edmodo, and some others have even used the LMS of their schools or universities. Thus, these teenagers are not technically shocked about the online learning system. On the other hand, it turns out that even though some of their teachers or lecturers have used LMS (43.33%) and video conferencing (19.44%), some others still conduct online learning thorugh WhatsApp groups and email only (37.22%). In Indonesia, many personal factors are still perceived as barriers to online learning, personal factors do not have an effect, the obstacles they usually mean are LMS features. they are trying to find an LMS that can facilitate all online learning needs(Chen *et al.*, 2020).

The teenagers attend the home learning in their own rooms (72.55%), in the family room (14.71%), and in the living room (8.82%). Surprisingly, some of them do it on the terrace of the house (3.92%) due to signal problems. These conditions should be considered by teachers and schools in preparing the curriculum. conditions concerning students' backgrounds, economic conditions, and their learning environment(Rasmitadila *et al.*, 2020).

In addition to studying, students generally spend their time by using cellphones in bed (67.64%), chatting with family (17.65), doing hobbies like cooking, reading novels, watching Korean dramas (9.8%), and watching TV (4.9%).These results indicate that many students only spend time lying down. In fact, any activity carried out by students outside of learning activities is to make them unsaturated and stressful in facing learning. Teachers do not need to curb them about these things(Gunawan, Suranti and Fathoroni, 2020).It needs to be realized, however, in this pandemic era, smartphones are an important medium that can connect students with the outside world. what needs to be done is that the parents agree on the rules for its use but not restrain them(Goldschmidt, 2020).

The home-learning period is actually a time for parents to communicate with their children about their education. As many as 58.79% of adolescents stated that their parents often asked them about their education, 34.31 rarely, and 4.9 never. Even though parents pay attention to the education of their young men and women, adolescence is a time when the youth feel the need for being independent and not being frequently interfered. As many as 27.45% of adolescents want their parents to always ask questions and discuss their learning, and 11.76% don't. It is better for parents to pay attention to their children's education but not to interfere them because most teenagers (60.78%)want their parents to only occasionally ask about their learning. Thus, parentsshould not ask them too many questions, but don't ignore them either.whatever the level, schools should indeed coordinate with parents about how the behavior can be done to support the success of learning(Daniel, 2020; Fauzi and Khusuma, 2020).

Teenage is the time when ones actively seek information they need, including about Covid-19. As many as 20.59% of the teenagers got information about Covid-19 from television,

while most of them from various social media platforms (Instagram 22.55%, Twitter 19.61%, Line 9.8%, Facebook 3.9 %, WhatsApp 5.88%, and from Google search16.66%).

After being at home for two weeks, boredom started to hit the teenagers. A total of 39.21% thought that it was uncomfortable, 37.25% normal, and 23.52% comfortable. The discomfort is generally caused by tiring learning activities, i.e. because of doing lots oftasks in spite of incomprehensive materials. One of the reasons for the boredom and stress of students facing online lectures is the lack of knowledge and expertise of teachers in creating and facilitating an engaging, supportive, and positive online environment for their students(Khalili, 2020).If not handled properly, tasks in online learning during the pandemic have been pointed to as a source of stress experienced by students during the pandemic(Ph, Fatkhul Mubin and Basthomi, 2020).

In addition, they feel uncomfortable because they cannot meet their friends and the limited credits to access online learning. Those who remain comfortable feel so because their parents and siblings are at home.Thus, they can get together and have a conversation.This makes them feel safe because their families are away from Covid-19. The comfort is also because of the always available food and relaxing atmosphere of being not bounded by study time.Interactingwith friends is a primary need for the teenagers. Indeed, 22.55% of them are being passive in the chat groups.However, 77.45% claim that they always actively get in touch with each other. As many as 34.31% of the active participants do not even just chat, but also often make video calls with the others.The results of this study indicate that schools should provide learning activities that not only attempt to convey learning material but should also facilitate student interaction. This is in line with what Toquero suggested in his research. According to him, the interaction design should also be included in the learning curriculum(Toquero, 2020).

Even though internet-based technology has been able to present communication as real as possible, face-to-face communication is still irreplaceable. This is reflected in the answers of the teenagers, wherealmost all of them stated that what they missed the most was a normal atmosphere where they could be together with their friends in different contexts. For example, some miss the canteen and hanging out with friends, and some other miss doingthe assignments together with their friends, being in the dormitory, having a shared wifi and internet access, and going to college with friends. Most of the answers include the word 'friends'.

Whatever obstacles the student perceives must be taken into consideration in the preparation of the curriculum. However, after the Covid-19 pandemic, all countries are obliged to make it a lesson to build a curriculum that can be applied in the face of similar conditions in the future(Kapasia *et al.*, 2020).Experts agree that the obstacles found in online learning during the Covid-19 pandemic must be used as learning for the preparation of a future digital era curriculum(Tan *et al.*, 2020).

4. CONCLUSION

It can be concluded that the majority of the students do their learning activities in their parents' homes. Half of the respondents have experienced online learning through online learning applications like Ruang Guru, Zenius, Quipper. Therefore, these teenagers are not technically shocked about the online learning system. In addition to studying, teenagers generally spend their time by using cellphones in beds. More than half of them stated that their parents often asked about their learning conditions.The majority of them felt uncomfortable with their online learning activities. The discomfort is generally caused by tiring learning activities, i.e. because of doing lots of tasks in spite of incomprehensive materials. In addition, they feel uncomfortable because they cannot meet friends and have limited credits to access online learning.

5. LIMITATION AND STUDY FORWARD

This study has several limitations, including the less-specific respondents. In addition, the future research needs to measure how online learning affects student achievements. Thus, some steps can be taken for increasing the effectiveness of online learning.

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