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Teacher and Elementary School Students Perceptions of Online Learning Methods

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Abstrak

Tujuan penelitian ini adalah untuk menyelidiki dan memahami pandangan guru dan siswa terkait pengalaman pembelajaran daring yang diimplementasikan selama masa Pandemi Covid-19 di kelas VIA SDN 199 Mappa. Penelitian ini menggunakan pendekatan kualitatif dan dengan jenis studi kasus. Responden utama terdiri dari guru, dan siswa kelas tinggi (IV, V, dan VI). Data dikumpulkan melalui metode wawancara sementara validitas data dianalisis melalui teknik triangulasi data. Hasil penelitian menunjukkan bahwa guru dan siswa SDN 199 Mappa menyatakan pemahaman mereka terhadap konsep pembelajaran daring. Beberapa aplikasi yang digunakan mencakup Google Form dan Whatsapp. Namun, keduanya juga mengungkapkan pandangan bahwa pembelajaran daring kurang efektif karena kendala sarana dan prasarana, terutama gangguan jaringan internet selama pelaksanaan pembelajaran daring. Selain itu, proses pembelajaran tersebut juga dianggap dapat mengakibatkan keterbatasan bagi guru dalam mengawasi perkembangan siswa. Oleh karena itu, disarankan adanya evaluasi mendalam terhadap proses pembelajaran daring guna memastikan pencapaian hasil pembelajaran yang optimal pada masa yang akan datang.

Kata Kunci: Pembelajaran Daring, Pandemic covid-19, Persepsi Guru dan Siswa

Abstract

The objective of this research is to investigate and understand the perspectives of teachers and students regarding the experience of online learning implemented during the Covid-19 pandemic in class VIA at SDN 199 Mappa. This study adopts a qualitative approach, specifically utilizing a case study design. The primary respondents include teachers and students from higher classes (IV, V, and VI). Data were collected through interview methods, while data validity was analyzed through triangulation techniques. The research findings indicate that teachers and students at SDN 199 Mappa express their understanding of the concept of online learning. Some applications utilized include Google Form and WhatsApp. However, both parties also express the view that online learning is less effective due to constraints in facilities and infrastructure, especially internet network disruptions during the implementation of online learning. Furthermore, the learning process is considered to impose limitations on teachers in monitoring student progress.

Keywords: Online Learning, Pandemic Covid-19, Teachers and Students perception

Introduction

Learning is a combination of two activities: the learning process and teaching activities designed and planned to create interaction, thereby achieving the intended goals. In learning, there is a multi-directional communication process, such as between teachers and students or students with their peers (Puspaningtyas & Dewi, 2020). A learning experience must be organized, planned, and goal-oriented. Learning is a systematic and planned activity aimed at bringing about positive changes in students using learning principles and theories (Yolandasari, 2020).

As a systematic and planned process, learning has distinctive characteristics. According to Rosarian & Dirgantoro (2020) it has five characteristics, including:

- a. Active student participation in learning
- b. Teachers facilitate learning and teaching activities
- c. Activities to develop reasoning abilities are present
- d. Teachers act as leaders
- e. Learning activities are designed to develop critical thinking skills

Generally, learning at the elementary school level is classified as Direct Learning or face-to-face learning. However, the global spread of the Covid-19 virus has led to new changes, particularly in the field of education in Indonesia. This situation has also impacted the formal education system. Due to the emergency caused by the Covid-19 virus, there has been a shift from face-to-face learning to home-based learning (Puspaningtyas & Dewi, 2020). The policy of learning from home can technically be implemented by following the procedures of distance learning. Technically, distance learning consists of two methods: online (Daring) and offline (Luring). These provisions are derived from Circular Letter Number 4 of 2020. The

explicit goal of PJJ is to provide a meaningful learning experience for students, with a particular focus on life skills education, especially during the Covid-19 pandemic (Malyana, 2020).

The method employed at SDN 199 Mappa is online learning (Daring). The implementation of this method requires internet connectivity and various equipment, including connectivity, accessibility, flexibility, and the ability to generate various forms of learning interactions (Sadikin & Hamidah, 2020). The internet serves as a crucial component in virtually connecting teachers and students, symbolizing direct encounters. According to Ananda et al., (2021) even though they do not physically meet, teachers, students, school principals, and parents continue to collaborate to assist students in optimal learning.

The implementation of online learning during the Covid-19 pandemic is expected to fill the gaps in students' delayed class hours. The loss of quality time between teachers and students for creating a conducive learning environment has shifted to online learning, aiming to foster independent learning during the Covid-19 pandemic (Andrabi, 2021). The shift in teaching strategies and methods from face-to-face to online or virtual learning has both advantages and disadvantages that directly impact teachers and students, who are the most dominant parties feeling the effects of the change in learning. Evaluation of the learning process should be conducted to provide insights, especially for stakeholders (Ananda et al., 2021).

In reality, despite efforts to ensure quality learning without physical meetings, teachers, students, and various stakeholders still face challenges in implementing online learning (Sawitri, 2020). Additionally, the sudden adoption of

online learning strategies needs evaluation to assess the implementation and perceptions of teachers and students, aiming to optimize the success of the learning process. Various challenges are encountered by teachers and students across Indonesia, including issues related to technology proficiency, difficulty in delivering content to students, preparation of teaching materials, low student motivation, and various situational, environmental, and external factors (Ardiansyah, 2015). Therefore, the perceptions of teachers and students are crucial in revealing insights into online learning at SDN 199 Mappa, North Toraja Regency.

In the context of a transformative initiative, online learning necessitates thorough evaluation. This assessment requires the perspectives or perceptions of users, specifically teachers and students. Perception, as defined by Listiani (2018) is a viewpoint constructed upon the imprints of mental and emotional experiences regarding objects, events, or relationships encountered by the senses. Various types of perception include sensory, telepathy, and clairvoyance. The first type, sensory perception, occurs without employing human senses (Meutiah et al., 2019). Telepathic perception entails the ability to comprehend the mental activities of others, while clairvoyance involves the skill to observe events that are spatially separated.

Perceptions are shaped and generated through stimuli originating from both internal and external causes affecting individuals or groups (Sulistiyawati, 2020). Physiological and psychological factors play pivotal roles in human perception formation. Physiological factors encompass sensory organs, nerve centers, and the

body's nervous system (Meidawati, 2019). Conversely, attention is part of the psychological factors contributing to the organization of perceptions. Attention occurs when an individual concentrates on one sensory organ, sidelining inputs from other sensory organs (Rakhmanina et al., 2021).

In the realm of online learning, the perceptions of both teachers and students are imperative to unearth findings deemed significant for networked education. Teaching is a profession that demands specialized skills to fulfill primary tasks such as educating, providing instruction, guidance, direction, training, assessment, and evaluation within the realm of formal education (Amalia & Sa'adah, 2020). According to the Law Number 14 of 2005 concerning Teachers and Lecturers, Article 20 asserts that professional educators have the primary tasks of educating, teaching, guiding, directing, training, assessing, and evaluating students (Presiden Republik Indonesia, 2005). A teacher serves not only as a teacher but also as a mediator, facilitator, counselor, designer, and assessor of planned learning. According to Kurniasih (2021), a teacher must be able to serve students grounded in awareness, belief, discipline, and responsibility optimally, thereby exerting a positive influence on both physical and psychological student development.

In addition to teachers, those experiencing and participating in networked learning are students. According to the Republic of Indonesia Law Number 20 of 2013, Article 1 Paragraph 4, students are members of society striving to advance through formal education processes in specific paths and levels. Kurniasih (2021), defines students as individuals consciously and intentionally

sent by their parents to engage in learning at school with the goal of becoming individuals possessing knowledge, skills, experience, individuality, character, and independence. Students or participants in primary education (Sekolah Dasar/SD) are typically aged 7-12 years old.

Primary school students exhibit distinct characteristics. Piaget's theory suggests that the cognitive development of primary school students can be categorized into the Concrete Operational stage, representing a phase of concrete thinking (Bujuri, 2018). During this thinking stage, SD students require concrete, tangible, and contextual media and learning resources. Consequently, learning for primary school-aged children necessitates intermediary tools that can visualize abstract concepts from the material (Prastya, 2016).

Perceptions of online learning encompass several components, including:

- 1) Understanding of online learning, covering an overview of concepts, methods, media and applications, and the organization of online learning.
- 2) Responses to online learning, including considerations of strengths, weaknesses, challenges, obstacles, and solutions to address learning issues.
- 3) Evaluation of online learning, including assessment forms, remedial actions, and enrichment.

Explicitly, indicators of perceptions of online learning include:

- a. Teachers and students have a comprehensive understanding of online learning concepts.
- b. Teachers choose effective online teaching methods such as discussions, Q&A, lectures, assignments, or demonstrations.

- c. Teachers and students are proficient in using online learning media and applications.
- d. Teachers can organize online learning comprehensively, from scheduling and study time management to teaching strategies.
- e. Teachers and students are aware of the strengths and weaknesses of online learning.
- f. Teachers and students can overcome obstacles or issues in online learning.
- g. Teachers can evaluate the success of online learning.
- h. Teachers make efforts to assist students facing learning difficulties by providing remedial support

Method

This research adopts a qualitative approach, specifically the phenomenological research design. This approach was chosen because it enables the presentation of data in the form of words and language, allowing the exploration of experiences perceived by teachers and students in facing the positive and negative impacts of online learning. Data sources in this study are categorized into primary and secondary sources. Primary data is obtained from respondents selected through purposive sampling. The first group of respondents includes three high school teachers from SDN 199 Mappa and six high school students, with two students each from grades IV, V, and VI. The selection criteria for the sample are based on active participation in both online and face-to-face learning, involvement in learning application groups, proficiency in proper Indonesian language communication, and willingness to participate without coercion. Secondary data sources serve as supplementary information that supports the primary data, including journals, books, and articles

that reinforce the concepts presented in the primary articles.

Data for the study is collected through semi-structured interviews using interview guides based on indicators related to the understanding of online learning concepts, online teaching methods, learning media and applications, the strengths and weaknesses of online learning, challenges and obstacles, solutions to overcome challenges, forms of assessment, and remedial/enrichment. Data analysis employs the qualitative data analysis method proposed by Miles and Huberman, involving reduction, data presentation, and conclusion drawing stages. The data reduction stage includes information collection from interviews and documentation, selection of data relevant to the research objectives, coding, and data grouping according to research variables. The reduced data is then presented in the form of brief descriptions, charts, relationships between categories, flowcharts, or other formats. After presenting the data, the next step is drawing conclusions. Initial conclusions are provisional and subject to change with the discovery of strong evidence supporting subsequent data collection. Credible conclusions emerge when supported by valid and consistent evidence during the initial stages as the researcher returns to the field for additional data collection.

Results and Discussion

Interviews Result

After conducting research using interview techniques with informants/participants, the interview results were categorized into indicators and sub-indicators of teacher and student perception about online learning. The findings can be presented as follows.

1. Understanding of Concept of Online Learning

Based on the interview findings, it is evident that teachers and students have an understanding of the meaning of online learning, which is a teaching and learning system through internet or computer network media using various learning applications such as Zoom, Google Meet, Google Forms, etc., accessible anytime and anywhere to deliver instructional materials to students.

In planning their learning activities, teachers and students discuss and determine the teaching schedule. Subsequently, as planners, teachers prepare online lesson plans (RPP) and evaluations for students. This statement is supported by the following interview quote:

"Clearly, we need to coordinate the schedule between students and teachers first, and then we can arrange the schedule and proceed to create online lesson plans and final evaluations for online learning" (Interview with teacher DM, July 22, 2023).

Student statements also reinforce the statement made by teacher informant regarding the implementation of online learning in VIA SDN 199 Mappa class. The following are detailed findings from interviews with students, summarized by the researcher:

"We discuss first and find a suitable time between teachers and students" (Interview with student ELS on July 23, 2023). The others student said "The teacher provides information a day before online learning begins" (Interview with student RS on July 23, 2022).

2. Online learning method

The methods in online learning at SDN 199 Mappa include discussion, assignments, and lectures. In online learning, the communication medium for instructional delivery with varied methods is the internet. This aims to create virtual meetings through learning applications. The interview results reveal that online learning at the school utilizes various educational applications.

"If I'm at school, I use online methods, supported by WhatsApp and Zoom applications. Sometimes I give lectures, have discussions, or assign tasks" (P1, interview with teacher IK, July 22, 2023).

3. Learning Media

Learning media can utilize gadgets or laptops through various portals and applications. Online learning can utilize communication media such as WhatsApp, Zoom, Google Meet, Rumah Belajar, and others.

"Well, the first thing is using a laptop and an Android phone, along with tools used during Zoom, like a mini whiteboard. I also use applications like WhatsApp and Zoom" (P3, interview with teacher YB, July 24, 2023).

4. Advantages of Online Learning

Based on interviews with students, teachers, and the school principal, there are several advantages of online learning. These advantages include more flexible learning time, fostering students to have independent, creative, and responsible characters in their learning activities, and building self-confidence.

From the teacher's perspective, online learning allows educators and students to develop technology utilization skills. Additionally, teachers can learn

through training on how to use educational applications.

"When talking about advantages, the advantages are clearly in the ability of students and teachers to enhance their technological skills. In addition, students can be more confident because they are more creative, independent, and responsible for their tasks" (P9). "The advantage that I mentioned earlier, as a teacher, I give assignments that involve the application of technology. I also provide training to students on using educational applications" (interview with teacher DM on July 22, 2023).

5. Disadvantages

In addition to advantages, online learning also has many drawbacks. According to information from participants/informants, online learning may not be suitable for implementation because teachers cannot directly monitor the overall progress of students.

"One of the disadvantages is that sometimes the learning material is not delivered maximally due to network issues. For example, when I explain, suddenly the connection is interrupted. Or other reasons, students do not understand how to use the application" (P11, interview with DM on July 22, 2023).

"What are the disadvantages... Well, sometimes not very sensitive to understanding the material, but after a while, the network disappears while my teacher is explaining" (Pinterview with IS student on July 23, 2023).

6. Challenges

There are several challenges or barriers to online learning during the Covid-19 pandemic at SDN 199 Mappa. Based on the findings, the most common challenge is network problems.

"The inhibiting factor lies in inadequate facilities and infrastructure, such as network or the availability of learning tools, and students' technological literacy is still lacking" (Interview with teacher YB on July 24, 2023).

7. Solutions to Overcome Challenges

Efforts to overcome learning issues are taken by teachers and students in their respective ways. For students, they inquire back to the teacher through WhatsApp about material they do not understand. From the teacher's perspective, learning efforts and self-training are undertaken to produce optimal online learning.

"My way to overcome this challenge is by asking back through WhatsApp to the teacher about what I don't understand" (interview with student TP, July 25, 2023).

"To overcome this challenge... well, I certainly learn a lot about designing online learning. When the network is bad, I will try to find a location with reachable network. And many other ways" (interview with teacher IK on July 22, 2023).

8. Evaluation of Online Learning

Teachers use Google Forms and utilize WhatsApp to provide remote assessments to students.

"... followed by creating lesson plans and final evaluations for online learning" . "I also use Google Forms for the learning evaluations" (interview with teacher IK on July 24, 2023) "I provide questions through educational applications, then announce the results via WhatsApp" (interview with teacher DM on July 22, 2023).

9. Remedial/Enrichment programs.

The selection of portfolio assignments becomes one of the methods

of providing remedial and enrichment in online learning at VIA SDN 199 Mappa class. The following are the teacher's statements regarding remedial and enrichment.

"After I announce the evaluation results via WhatsApp, next, I individually guide students who need remedial during visits. And for students who have reached the passing grade, I provide enrichment instruments by promoting self-directed learning with assignments" (interview with teacher YB on July 24, 2023).

Conclusion

⁶Based on the results and discussion, it can be concluded that:

1. The perceptions of teachers and students in grade VI A of SDN 199 Mappa' during online learning in the Covid-19 pandemic consist of three indicators, namely the understanding indicator of online learning, the feedback indicator from teachers and students on online learning, and the evaluation indicator of online learning.
2. Teachers and students of SDN 199 Mappa' express that they understand what online learning is, where online learning is a method that separates teachers and students, and learning is conducted through the internet using various learning applications such as Zoom, WhatsApp, Google Meet, and others.
3. Teachers and students feel that online learning has advantages in the enjoyable experience of using learning technology. This type of learning was unprecedented for them. However, they ²¹prefer face-to-face learning compared to online learning.

4. The perceptions of teachers and students in class VI A of SDN 199 Mappa' towards the online learning process during the Covid-19 pandemic are unsatisfactory, ineffective, and inadequate due to various constraints faced by both teachers and students. The constraints faced by both teachers and students include the limitations of learning facilities and infrastructure, such as internet network disruptions during online learning.
5. Solutions to overcome these issues involve various steps, such as joining or learning together with friends who have data packages, seeking additional time, and contacting parents or the student's family to provide guidance for learning activities at home.

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