



STUDENT RESPONSE IN RECEIVING DISTANCE LEARNING: CASE STUDY AT SMAN 1 BAURENO

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Abstract

This study aims to determine the responses of students in receiving distance learning. This type of research is quantitative descriptive. This trial phase of research was conducted at Baureno 1 High School, tested to class X MIA 1, MIA 5, IPS 3 and IPS 4. The type of data obtained is interview and questionnaire data. Interviews were conducted with teachers of Physics, Language, and Sports and questionnaires were given to students. Based result on the analysis and discussion that has been done shows that 76.8% students of MIPA dan 73.6% students of IPS have a positive response to distance learning, but students do not agree on some other situations such as direct contact with the teacher is needed in learning. Supported in the questionnaire statement number 8 which only got a score of 75 for MIPA and 57 for IPS. This value indicates the smallest score compared to the values of other statements. Therefore, it can be concluded that to support distance learning more effectively requires the ability of teachers to use ICT so that innovative and interactive learning can be created, and this can be proven by the results of interviews. In addition, learning methods and teacher skills are needed to increase students' understanding of the material being studied.

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INTRODUCTION

In the emergency situation pandemic of the Covid-19, it is urged to maintain a distance in social interactions, so that vulnerable individuals will not be infected and exposed to the virus. According to records (Pemprof Jatim, 2020) considering the continued increase in the number of patients in June 2020, namely 5835 (confirm), 7681 (Patients in Care), 25476 (People under Monitoring), the East Java regional government determined the existence of large-scale restrictions on several areas in order to suppress increasing patient numbers. The impact of this pandemic has an impact on various sectors, one of which is the education sector. One of the impacts felt on learning is that students undertake distance learning with an indeterminate time span. Distance learning means students work online at home while teachers assign and control assignments online (Stauffer, 2020). The basic principles in distance learning according to (Katane, Kristovska, & Katans, 2015) are: 1) distance, 2) education can be accessed in a more open environment, 3) freedom in learning. Computer assisted learning refers to online technology, multimedia technology, text-based computer technology (Phipps & Merisotis, 1999). Empirically, the realization of distance learning policy is very dependent on various factors. One of these factors includes the government's willingness to support the success of distance learning (by setting up network connections, quotas, technology devices to human resource capacity), school capacity in organizing learning, teacher creativity in designing learning models, local government support, participation of parents in supporting learning activities at home (Afriansyah & Salim, 2020).

To carry out distance learning requires teacher readiness (pedagogic abilities), adequate curriculum, engineering, communication and time management (Martin, Budhrani, & Wang, 2019). As we know that education is transformative for teachers and students in synthesizing learning information and experiences, so that educators are needed who are able to build and develop critical learning spaces when distance learning is taking place (Ozturk, Ozturk, & Ozen, 2018). The reason for building critical learning spaces is to encourage students to increase their capacity for analysis, synthesis, reduce stress levels, solve problems,

critical thinking and creatively (Teach Thought Staff, 2019). This has resulted in schools and teachers being encouraged to provide online creative learning, this learning includes doing independent assignments and projects that can add scientific insight. Based on current experience it cannot be denied that technology greatly affects the educational environment significantly. According to (Radovic-Markovic, 2010) distance learning makes it easy for students to determine discussion topics and exchange ideas so that they can expand knowledge, increase access to education (Nyondo, 2013). Time determined of independently by students makes students more proactive and comfortable in learning (Piminov, Shulga, Trutaiev, & Burian, 2016).

Even though it is considered very influential, the potential weaknesses of distance learning remain such as information dependence (Posey, Burgess, Eason, & Jones, 2016) student isolation, anxiety, student confusion, decreased discipline, self-motivation, the need for a commitment to time spent learning (Fujioka-Ito, 2013). This idea is supported by opinions (Nsiah & Oti-Boadi, 2015) found in curricular subjects such as music, sports, foreign languages are not practical using online learning, have a negative impact on the quality of performance, student involvement and skills. According to (Rahmawati, 2009) states that the skills of using ICT in teachers who carry out distance learning are still lacking, teaching materials are less diverse, assessment methods, initiation is still delayed or not on time when collecting from students. The challenge for distance learning program planners is not to impose the use of the newest and most advanced technology in the subject, but, to select the technology that best meets the needs and interests of students and teachers (Chaney, Chaney, & Eddy, 2010). In order for the implementation of learning to run conducive, it requires readiness between teachers and students. In the distance learning process, face to face learning is also needed to support the learning process optimally.

Most of the distance learning research focuses on using a media (Harles, 1996), assessment design (Chaudary & Dey, 2013), development of conceptual learning techniques (Bobkova, Korobejnikova, Nelyubina, Birina, & Savina, 2015), identifying the use of e-

learning platforms in learning (Aydin & Tirkes, 2010), interaction between individuals (Ekwunife-Orakwue & Teng, 2014), the relationship between demographic of variables, social presence and learning satisfaction (Jungjoo, Kwon, & Cho, 2011) and the effectiveness of e-learning in distance learning (Gamayunova, Vatin, & Rechinskiy, 2015). Based on these considerations, a supporting learning model and media are needed so that knowledge is conveyed properly to students. This is in line with the results of interviews conducted with several teachers from various subject areas in SMAN 1 Baureno stated that having difficulty accessing the internet due to the location of the school which is far from the city, not all students have adequate computers or HP to receive questions or more innovative learning, they still lack insight with innovative and interactive learning media (audio / video, webinars, skype presentations, etc.), students become lazy to do assignments, communication between students and teachers does not go well. A novelty for further research to be carried out. To determine the level of knowledge and readiness of students before developing the device, analyzed the level of knowledge and readiness of students in facing distance learning Seeing this, a study was conducted on "Student Responses in Receiving Distance Learning: A Case Study at SMAN 1 Baureno"

METHODS

This type of research is quantitative descriptive research. The trial phases was conducted at SMAN 1 Baureno. Tested to 4 classes namely MIA 1, MIA 5, IPS 3 and IPS 4. Samples are selected based on purposive sampling technique. Methods of data collection in this study were interview methods and questionnaire methods. The instruments used in collecting data in this study include questionnaire about distance learning and interview sheet for the teacher. The results of the analysis will be presented in table. The questionnaire consists of 10 questions, and there are 4 alternative answers SS = Strongly Agree, S = Agree, TS = Disagree, STS = Strongly Disagree, the data refers to (Weksi, 2013). Then, the questionnaire data were analyzed and clarified based on the results of interviews with the teacher and based on previous research.

RESULTS AND DISCUSSION

The percentage of the results of the answers to the questionnaire about student responses while doing distance learning during the pandemic of Covid-19 between MIPA and IPS students at SMAN 1 Baureno. Tables 1 and 2 show that as many as 73% of MIPA and 81% of IPS students answered that they could easily access the Internet according to their needs for study. Supported by the statement (Agarwal, 2010) the internet presents a lot of material in many ways and is not easily deleted. Because most students already have laptops or HP with adequate specifications such as 4G communication networks and large enough RAM so that the internet can be accessed easily. 71% of MIPA and 81% of IPS students answered that they were willing to actively communicate with classmates and teachers electronically. In accordance with the statement (Oviatt, Graham, & Davies, 2018) peers are important who play a role in constructing knowledge and teachers function collaboratively to focus groups of students. Each class has a WhatsApp (WA) group chat which contains classmates and teachers who are used to communicate school activities such as assignments and school schedules, so students can easily communicate with each other. 72% of MIPA students and 70% of IPS students answered comfortable with written communication. Both MIPA and IPS students feel more comfortable and efficient when communicating in writing because students are more open in expressing opinions without fear of mistakes. According to (Crawford & Kloepper, 2019) question-and-answer or interview is not the only contributor to improving student learning outcomes because each student has different communication skills. As many as 75% of MIPA and 76% of IPS students answered that they were more disciplined and found it easy to set aside time for reading and doing homework. Because there is no time limitation to do anything, students can study anywhere and anytime according to the students' wishes. This is supported by the statement (Saha, Choudhary, & Chakrabarty, 2020) that distance learning allows students to continue learning according to the time they have. 79% of MIPA and 74%

of IPS students answered that I enjoy working independently. Students find it easier to understand the subject matter when studying independently because there is less distraction to understand it.

As many as 79% of MIPA and 87% of IPS students answered that they liked having lots of interactions with teachers. Because when looking for learning resources students encounter obstacles, so this needs to be confirmed with the respective subject teachers. This was also revealed by (Cabell, Justice, Piasta, & Curenton, 2011) that the role of teachers and parents can lead to reciprocal interactions that cause students to participate more actively. As many as 90% of MIPA and 85% of IPS students answered that direct contact with the teacher was needed for learning. Subjects that require special guidance such as physics, mathematics, chemistry, accounting and economics require example of problem solving and will be difficult to understand if done online. In this case the teacher acts as a supporter of student activities (Pyle & Danniels, 2017). As many as 65% of MIPA and 57% of IPS students answered that they felt the same way when studying in class and at home using the internet. 71% of MIPA and 63% of IPS students answered that learning outside the classroom with the internet is more motivating than learning in class. Because students can review materials lesson any time and anywhere if needed. Both teachers and students can conduct discussions via the internet which can be followed by a large number of participants, thus adding to broader knowledge and insight and changing the role of students from usually passive to being active and more independent. As many as 85% of MIPA and 70% of IPS students answered complete learning and could be searched on the internet without difficulty. If students need additional information related to the material they are learning, they can access the internet with easily. In this case the internet has experienced a shift in benefits and has an impact on the way students learn and views the value of learning (Kolikant, 2010).

Table 1. MIA students' distance learning response questionnaire

| No | Statement on distance education | Percentage of answers strongly agree |
|----|---|--------------------------------------|
| 1 | I can easily access the Internet as needed for my study | 73 |

| | | |
|---------|--|------|
| 2 | I am willing to actively communicate with my classmate and teacher electronically | 71 |
| 3 | I am comfortable with written communication | 72 |
| 4 | In learning, I am more disciplined and find it an easy way to spend time reading and doing homework | 75 |
| 5 | As a student, I enjoy working independently | 79 |
| 6 | I like a lot of interactions with my teacher | 87 |
| 7 | I feel direct contact with the teacher is needed to learn. | 90 |
| 8 | I feel the same way when studying in class and at home using the internet | 75 |
| 9 | I believe that learning outside the classroom with the internet is more motivating than learning in the classroom. | 61 |
| 10 | I believe that complete learning can be sought online without difficulty | 85 |
| Average | | 76.8 |

Table 2. IPS students' distance learning response questionnaire

| No | Statement on distance education | Percentage of answers strongly agree |
|---------|--|--------------------------------------|
| 1 | I can easily access the Internet as needed for my study | 81 |
| 2 | I am willing to actively communicate with my classmate and teacher electronically | 81 |
| 3 | I am comfortable with written communication | 70 |
| 4 | In learning, I am more disciplined and find it an easy way to spend time reading and doing homework | 76 |
| 5 | As a student, I enjoy working independently | 74 |
| 6 | I like a lot of interactions with my teacher | 79 |
| 7 | I feel direct contact with the teacher is needed to learn. | 85 |
| 8 | I feel the same way when studying in class and at home using the internet | 57 |
| 9 | I believe that learning outside the classroom with the internet is more motivating than learning in the classroom. | 63 |
| 10 | I believe that complete learning can be sought online without difficulty | 70 |
| Average | | 73.6 |

Based on the table 1 and table 2 about students' distance learning response questionnaire above, the average percentage of MIPA student responses was 76.8% and Social Studies 73.6% in the good category. So it can be said that students have no difficulty in doing distance learning during this pandemic. In other words, students are satisfied with the

results in some situations and less or not satisfied in other situations. Like other teaching media, distance learning has advantages and disadvantages, this must be considered in the totality of distance education program planning.

Based on data from interviews with physics teachers, ie subjects that have exact or basic calculations. Students more often communicate with the teacher about the explanation of a formula. Constraints faced in the delivery of material can not be conveyed as a whole, even though students have learned in a bath still find difficulties that can not be solved. Limited learning resources provided, the main learning resources are still in the form of textbooks and the internet has not utilized other interactive media because of the teacher's limited ability to use ICT. Because of this in the collection of tasks to be not on time.

Based on interviews with language teachers who said that students tend to be less active in communicating with teachers. The tendency of student and teacher communication is when giving assignments and when gathering assignments. Possibly caused by the characteristics of the subjects who read a lot of writing, so students can understand by independent learning. Because assignments are given at the last time they enter school for the next few weeks, most students forget when the assignment deadline is.

Based on interviews with Sports teachers, communication between students and teachers is very rarely done. The reason for this is that sports lessons from which physical labor is transformed into theory giving. The form of the assignment is in the form of making a group paper about the types of sports such as soccer, sepak takraw, volleyball etc. Giving tiered tasks that is every 2 weeks. The collection of assignments in each group is only 1 paper, and is coordinated by the class leader before being given to the teacher. This is why not all students are active in communicating with the teacher.

Combining table of data and interviews supports the statement (Nsiah & Oti-Boadi, 2015) and (Rahmawati, 2009) it appears that even though there are no problems with students, there are some aspects that are lacking. The lack of this aspect is due to several factors, both from students, teachers and the system used, such as a decrease in student discipline and a lack of teachers' knowledge of ICT. These three factors should be reciprocal, such as the formation of harmonious social

relationships between teachers and students. Relationships will have an impact on learning strategies and methods that are well accepted and produce results for students in the form of optimal understanding of the subject matter.

CONCLUSION

Based on the results of the analysis and discussion that have been made it is explained that students have positive responses to distance learning. However, students still feel the difference from face to face learning, and this can be proven by the results of the questionnaire that direct contact with the teacher is needed in learning. To support effective distance learning teachers need the ability to use ICT so that innovative and interactive learning can be created, and this can be proven by interview results.

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