

New students' perception of Online Learning during COVID-19: A case study at Telkom University

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Abstract

The impact of covid-19 has caused learning methods to change to online learning. The purpose of this study was to measure new students' perceptions of online learning. This study uses survey methods and data collection in the form of an instrument with a Likert scale. The purposive sampling technique was chosen with the criteria of new students from the class of 2020 with a sample of 132 respondents. Analysis of quantitative data using descriptive statistics and qualitative data using summary analysis of the results. Furthermore, the triangulation process method was used to combine quantitative data and qualitative data. The results showed that new students did not experience difficulties in carrying out online learning. The majority of FIK students use CeoLMS. The theory and assistance courses are subjects that are considered difficult by students, but the material presented by the student lecturers is satisfied. The obstacle that often occurs is signal stability, but the effectiveness of online learning can run well, although there must be several aspects that must be improved. The implications of this research can be used as a basis for evaluating learning so that FIK can improve the quality of online learning in the next academic year.

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INTRODUCTION

Still, ongoing covid-19 requires daily activities to implement social distancing, which has an impact on the changes in learning in higher education by using online learning (Agarwal & Kaushik, 2020). Online learning has been implemented by the Indonesian government through the Ministry of Education and Culture so that learning transforms from conventional to online (Ichsan et al., 2020). Online learning is a learning that can bring out classroom technology virtually to allow students to learn anytime and anywhere (Dhawan, 2020). Therefore, online learning can be said that accessible learning that can reach rural and remote areas and is considered to be a relatively cheaper education in terms of cost.

The term online learning is often called e-learning, digital learning, or computer-based learning is defined as instruction delivered on digital devices to support learning (Mayer et al., 2011). This online learning system is also a web-based software for distributing, tracking, and managing to learn over the internet. The emphasis of internet-based learning should be in sync, where synchronous learning is a form of learning with direct interaction between students and teachers while using online forms such as conferences and online chat (R. E. Mayer, 2019).

Online learning, can be classified into three main categories: (1) online supervised learning where full feedback information is always available, (2) learning with limited feedback, and (3) online unattended learning where no feedback is available (Hoi et al., 2018). Online learning can be supervised and can receive feedback such as chat rooms, quizzes, and discussions. While unsupervised online learning is like watching a learning video.

Online learning should be evaluated as a feedback effort from students to produce good quality learning. Various study results can be identified during learning such as (a) difficulty adapting teachers and students in learning changes during the transition from conventional to online, (b) lack of work skills of vocational

education students that are not obtained during online learning, (c) infrastructure problems and uneven network equalization especially in remote areas that have difficulty accessing the internet and unstable networks (Handayani, 2020; Nugraha et al., 2020). In addition, parents need to invest time in accompanying their children so that it takes parental time (Anugrahana, 2020; Bunney et al., 2015). Not to mention the quality of learning that is considered not yet able to stimulate the activeness of online classes compared to conventional classes as usual (Aboagye et al., 2020; Panigrahi et al., 2018).

Online learning has been conducted at the Faculty of Creative Industries Telkom University has started from 2019-2021. Application of online learning in the Faculty of Creative Industries throughout the study program. The Study Program of the Faculty of Creative Industries has 5 Study Programs (S1) namely Visual Communication Design, Interior Design, Product Design, Craft and Fine Arts while 1 Study Program (S-2) Master of Design. During the online learning process, there has been no research on surveys on valid data on student perceptions related to online learning. The urgency of online learning evaluation is important as an effort to improve and improve the quality of learning.

Some research results have been conducted (Habeeb et al., 2018), where research reveals the attitude of higher education students in Pakistan related to distance learning courses. The findings highlight online learning that cannot deliver desirable results in developing countries such as Pakistan, where most students are unable to access the internet due to technical problems. The results of another study are examining the perception of ethnicity and age towards online learning, the result of which there are differences between ethnicity and age of students towards online learning. However, there was no significant influence of ethnic status on the performance of students' online interactions or appropriate time commitments in this study, which seems to indicate that there is equality among students from diverse ethnic

groups in conducting online learning interactions (Ke & Kwak, 2013).

Based on the above studies and background, to answer the need for information on the implementation of online learning during the covid-19 pandemic for two years. The need for this information is important to be an evaluation of learning improvement at the Faculty of Creative Industries Telkom University. This study aims to reveal students' perception of the effectiveness of learning using online systems.

METHODS

This research is a type of survey research. Survey research is the collection of data by giving questionnaires to respondents about the actual condition of the condition (Surani & Hamidah, 2020). The survey research was conducted to explore students' perceptions related to the implementation of online learning at the Faculty of Creative Industries, Telkom University. The selection of the survey is to review the situation and the actual picture (Ningsih, 2020). Student perceptions are explored about respondent demographic variables based on the study program, how interactions and adaptations in online learning, media used during online learning, barriers to the online learning process, delivery of materials by lecturers and the overall effectiveness of online learning.

Selection of research samples using purposive sampling techniques. With the sample criteria in the research, namely active students at the Faculty of Creative Industries Telkom University. The sample consists of 132 new students from September 15 to September 23, 2020. The entire sample consists of all undergraduate courses from the Visual Communication Design, Interior Design, Product Design, Craft, and Fine Arts study programs.

The method of data collection used is a questionnaire that is distributed online through a google form. Questionnaires consist of closed questions and open questions. Closed questions

are questions that already have a choice of answers while open questions are questions that have free answers. Open questions are provided in addition to more detailed information about the selection of the reason for the answer..

The data is then processed to be analyzed every leveling according to the questionnaire's answer. Quantitative data are analyzed using descriptive statistics to determine the percentage of each question item variable. Descriptive statistics are statistics used to analyze data by describing or describing the data that has been collected without intending to make generally valid conclusions or generalizations (Sholikhah, 2016). Such as table presentation, diagram, percentage and not using inferential formulas. Qualitative data open questions are analyzed by summarizing the results of answers to get the depth of student perception answers to support quantitative data (Surani & Hamidah, 2020). The triangulation process method is used to collect data from survey results and qualitative results of open questions. So that the two methods can complement each other's analysis so that the answers are combined to confirm each other, extract relationships and deepen the interpretation of the research findings.

RESULTS AND DISCUSSION

Result

In Table 1 below is the demographics of respondents based on the study program. It can be known that the visual communication design study program obtained the most results of 53%, the second-most in the textile craft model of 45.5%. While fine art and product design by 0.75% in third place. However, for the interior design study program, there are no respondents who fill out questionnaires.

Table 1. Demographics of Respondents by Study Program

No	Study Program	Percentage
1	Visual Communication Design	53
2	Product Design	0.75
3	Interior Design	-
4	Fashion Textile Craft	45.5
5	Art	0.75

In table 2 the is a variable adaptation process of new students. Based on the results of questionnaires on the adaptation of courses, most of the 53% of students did not feel the difficult adaptation process while 47% of students considered it difficult to adapt to the course. When compared to the variables of social interaction between students, the results showed that 66.70% of students were able to interact with peers, while the remaining 33.30% of students were not able to adapt well. So it can be concluded, students do not feel difficult, with the ability to adapt to social interaction with other students well.

Table 2. Adaptation news student

Variable adaptation news student	Yes	No
Course adaptation process	47	53
Introductory interactions with colleagues	66.7	33.30

Student perception data on frequently used media is shown in figure 1. The results showed the most used media is CeoLMS by 87.10%, the second most 7.20% is Google Meet, and the last zoom by 5.70%.

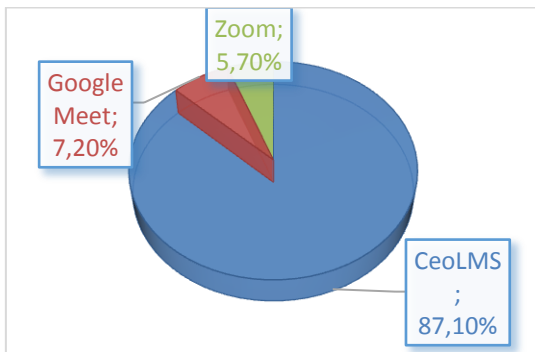


Figure 1. Learning media used

Figure 2 is the result of learning conducted by lecturers. On this chart, the score is sorted from the smallest gradations. In this gradation, the smallest score is 1, 2, 3, 4 to the highest score of 5 in a row. On the results of material satisfaction delivered by lecturers. The results prove students answered the most score 4 with a percentage of 37.10%. The second most

are 34.80% with a score of 3. The maximum score is 5 at 13.60%. The maximum score is 2 11.40%. And the last is 3.10% for a maximum score of 1. While the variables of learning methods conducted by lecturers got the highest score of 3 with a percentage of 40.90%. The second highest score is 4 with a percentage of 39.40%. Followed by a score of 2 with a result of 11.40% in the fourth-highest position and the last is a score of 5 with a percentage yield of 8.30%. However, for a score of 1 percentage result is worth 0 or no one chooses.

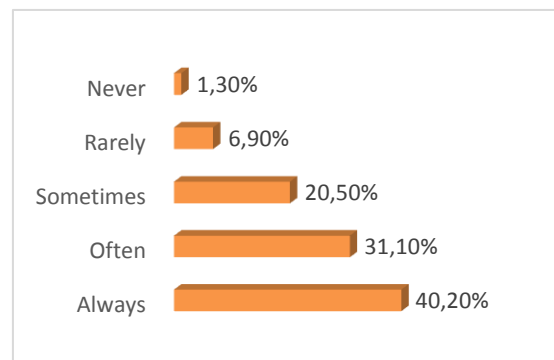


Figure 2. Learning outcomes conducted by lecturers

In figure 3 below is the result of the percentage of college schedules that have problems or not. The results proved that students never experienced problems with the course schedule with a result of 40.20%, followed by rarely experienced problems of 31.10%, sometimes 20.50%, often 6.90% and lastly the rest always only 1.30%.

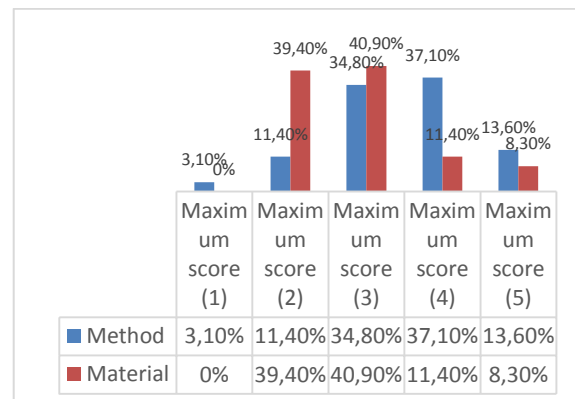


Figure 3. Problems with lecture schedules

Based on the results of questionnaires related to obstacles during the online learning process in figure 4 below. Results prove that students respond sometimes to obstacles during online learning with a percentage of 43%, rarely 19%, often 14%, never 16%, and always 8%.

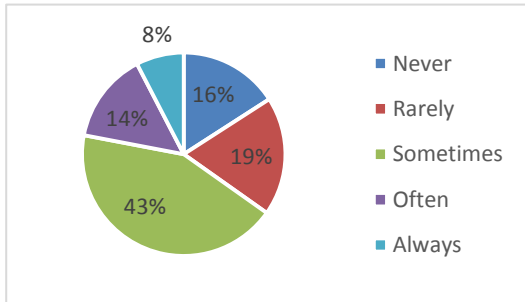


Figure 4. Barriers to the online learning process

The effectiveness of online learning is measured by the overall variables presented in figure 5 below. So the results of the analysis prove that online learning is considered quite effective by 37.10%, effective 34.80%, very effective 13.60%, and the rest ineffective and less effective by 7.25%.

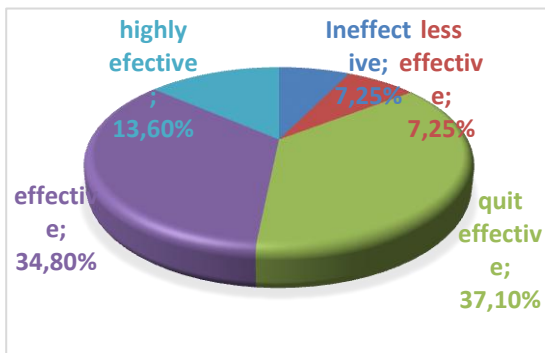


Figure 5. Effectiveness of online learning

Discussion

Based on the results of questionnaire analysis from students of the faculty of creative industries as many as 132 respondents. In this section of the discussion, the questionnaire's quantitative data is triangulated with qualitative results data in a unified manner.

Generally, new students of the class of 2020 have never experienced face-to-face

learning, only feel the learning online so that it affects the adaptation process and interaction between students in the classroom. The survey results showed that 66.70% of students were able to adapt and get to know each other. It is also supported by the finding that students can work together and communicate with colleagues in the need to do tasks. But 33% of students have not been able to adapt to online learning, one of the reasons is not yet understanding the characteristics among other students.

In addition, interactions between students and lecturers are found to be contributors to learning. It was found that there is a positive and significant relationship between the dynamics of interaction of students, students and lecturers so that learning can give meaning in education (Abrami et al., 2011). Teachers must also be able to understand how interactions in order for learning to increase engagement in learning (Murray et al., 2012; Musonef, Wasino Wasino, 2020). So the challenges of online learning need to be designed in order to emphasize the importance of interaction between students and students that has a positive impact on learning (Abrami et al., 2011).

Students of the Faculty of Creative Industries Technology prefer the CeoLMS platform in their learning practices with a percentage yield of 87.10%. These results strongly indicate that students are comfortable using this platform. This is also in line with research by (Simanullang, 2020), that LMS with moodle is the most popular application and suitable for online learning. Various features support online activities such as activities are (1) Video; (2) Discussion forum; (3) Chat; (4) Materials; and (5) Quizzes.

The types of learning courses of the Faculty of Creative Industries there are several types of theory, assistance, practice, presentations, and studios. The questionnaire results prove the type of theory and assistance courses to be a type of course that is categorized as difficult based on the results of questionnaires with a percentage of theory 31.10% and assistance 29.5 %. The theory courses that are considered difficult are calculation courses that

must be understood well while the assistance courses are considered difficult because there needs to be direct guidance by the lecturers so that students understand and understand more. This result is supported by a study conducted by (Hikmat et al., 2020) that online learning is only effective for eyes that are not assistant and only for theoretical courses that do not have much calculation.

Most students assess in terms of learning satisfaction conducted by lecturers in the Faculty of Creative Industries, especially the methods or ways taught by lecturers, the highest maximum score is 4 with a grade ranging from (1-5) with a score of 37.10%. Then, the material satisfaction delivered by the most answered score 3 of the grade score (1-5) with a percentage value of 37.10%. This result suggests that the learning conducted by lecturers towards services to students can be categorized as good. As a lecturer, of course, it is an obligation to meet the needs of students. If there are learning obstacles as much as possible make lecturers respond to student difficulties. As done in the study (Sahroni et al., 2020) that students who experience obstacles are given guidance to help in understanding learning materials on the google classroom platform.

In online learning students of the Faculty of Creative Industries do not experience scheduling problems on the CeoLMS platform. The statement was supported by the results of 40.20% of students did not experience schedule problems with the most percentages. The schedule at CeoLMS FIK Universitas Telkom has been prepared with a neat schedule and scheduled starting from absence, reading modules, playing videos, quizzes, and evaluations. So that students do not feel difficult, it's just that students need time to adapt to learning with online learning media such as CeoLMS especially new students who just entered.

In the implementation of online learning that has been carried out, students responded with the category "sometimes" with the largest percentage of 43% experiencing obstacles to online learning. The obstacles that

occur according to qualitative analysis are signal conditions that are not experienced by some students. In addition, the assignment given grace time turns out to have an impact on the work of the original task because students feel rushed in working.

Some studies also prove that the challenge experienced by students is the unstable internet connection plus students who are in the hinterland (Xhelili et al., 2021). Other research perceptions of students in online learning are relatively good but some obstacles are felt by students with limited learning quotas so there needs to be a blended learning effort by combining online learning with face-to-face learning (Surani & Hamidah, 2020).

Finally, the effectiveness of learning is measured for the overall result. The questionnaire results prove that online learning is considered in a fairly effective category with a percentage of 37.10%, effective 34.80%, highly effective at 13.60%, and the rest ineffective and less effective at 7.25%. These fairly effective results indicate that online learning is considered to be good, although there must be some aspects that must be improved and improved. This improvement aims to achieve learning success. The success of online learning can be determined by the accessibility of technological readiness in line with the national humanist curriculum, support, and collaboration from all stakeholders, including governments, schools, teachers, parents, and communities (Rasmitadila et al., 2020). Teachers, lecturers, and instructor students as a learning component must also quickly adapt to the online learning environment in a short time (Syauqi et al., 2020). Support from these various components can support the online learning process to the maximum.

CONCLUSION

Based on the results of research on students of the Faculty of Creative Industries Telkom University. A total of 132 respondents answered to find out the students' concerns about the implementation of online learning. new students do not seem to have difficulty in

carrying out online learning. The majority of FIK students love learning using CeoLMS. However, the type of theory and assistance courses are subjects that are felt difficult by students, but students are quite satisfied with the performance of methods and materials presented by lecturers in online learning. The obstacle that often occurs is the stability of the signal occurs in some areas of the student's home because the learning is carried out online at home. The effectiveness of online learning can go well, although there must be some aspects that must be improved and improved. The implications of this research can be used as a basis for the evaluation of learning so that FIK can improve the quality of online learning in the next academic year.

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