

A stylized graphic of a person's silhouette composed of white and yellow lines. The person's arms are raised, and their head is formed by a circular shape with a green dot. A yellow leaf-like shape is positioned near the person's chest. The background is dark blue with a network of thin white lines and dots, suggesting a digital or technological theme.

EMBRACING SOCIETY 5.0 WITH HUMANITY

Editor: Diah Karmiyati

 **Bildung**

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Realization of Online Learning in the Perception of Junior High School Student

Rizka Harfiani⁹⁵

Introduction

The pandemic in Indonesia forced face-to-face teaching and learning activities in schools to be stopped[1]. During the pandemic, students, teachers, and parents have a role in carrying out educational activities. Teachers have to rack their brains and try hard to adapt to technology and try to build an atmosphere of maximum engagement with students and parents[2]. Learning online is a challenge for the Indonesian people, not only because of technical problems, but also other problems that are quite energy-consuming[3].

The very fast change in the learning system, from face-to-face at school to online learning, without being accompanied by adequate preparation beforehand, resulted in many stuttering faced[4]. There are four different things in the implementation of learning during the pandemic, namely classroom arrangements based on zones, adhering to health protocols to prevent the transmission of covid-19, prohibition of coming to school for school residents who have comorbidities, and school readiness in accordance with applicable regulations[5]. Teachers have an additional role in implementing pandemic learning, namely ensuring the achievement of educational goals and the fulfillment of academic and non-academic targets, teachers must also ensure the safety of students physically and psychologically, teachers must provide emotional support for students, parents, and families, and be able to develop good cooperation with school principals, parents/families, and students in the education process[6].

During the pandemic, the world relies a lot on digital technology which provides a lot of convenience in providing various information, including also in the implementation of online learning[7]. Distance learning which was carried out during the pandemic, had positive and negative impacts. There are six negative impacts, namely the threat of dropping out of school, decreased learning achievement, children have the potential to become victims of domestic violence, limitations of gadgets and internet quotas,

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children are at risk of learning loss and lack of socialization. While the positive impact of learning distance is that children have a lot of time with their families, varied learning methods, children are sensitive and adapt to changes, children must explore technology, and some children feel comfortable studying at home[8].

The positive responses of students in the implementation of online learning are increased student motivation in learning, high levels of student satisfaction, increased student interest in learning, and high student responses to the implementation of online learning[9]. Online learning can also be accessed flexibly, anywhere and anytime[10]. Online learning is also able to improve student activity in discussions for the better[11]. Increasing the use of technology in learning makes them more independent, inhibits the spread of the corona virus, saves transportation costs and pocket money, is closer to family and can help parents work while studying[12]. The results showed that all aspects contained in the student responses showed good categories, this indicates that online learning is effectively used during the covid-19 pandemic[13].

While students' negative responses to online learning, they consider online learning to be unattractive because some materials are difficult to understand, and they cannot cooperate with their friends. The tasks given are generally in the form of independent tasks (not in groups), so this is considered ineffective. Problems are also encountered when studying at home, such as slow network, blackout, difficulty asking questions, difficulty understanding some lessons, lack of teacher guidance, many assignments, limited quotas, unfavorable home atmosphere, some lessons cannot be practiced[12]. The results of student responses to online learning are also less pleasant, the problems faced are due to limited quotas, application errors and lack of guidance from teachers. In addition, they also rarely meet friends, cannot discuss directly, find it difficult to receive material and the number of assignments given[14].

The implementation of online learning in schools has encountered many problems experienced by students, such as poor internet connection, reduced learning motivation, difficulty concentrating and the many tasks assigned by the teacher. Overall, students prefer traditional learning compared to online learning, but on the positive side students feel that online learning is more structured and they are more confident when discussing[15].

Factors supporting the effectiveness of online learning are the carrying capacity of network access and the ability of devices to access

the internet[16]. In addition, the supporting factors in online learning are government policies, teacher support and learning facilities, such as digital technology, providing free quotas, expanding internet access, and providing learning facilities. While the inhibiting factors include students not understanding the use of learning media used by teachers[17]. The success of online learning really depends on several integrated components, such as students, educators, learning resources, and the technology used. While the weakness of online learning is the decreasing level of student discipline, lack of internet access, lack of social interaction and this is a common challenge for educational organizations and stakeholders[18].

The results of the evaluation of student learning activities that compare the grades and interaction patterns of students before and during the pandemic, show that during the pandemic there was a decline in student achievement, low student participation, and very drastic changes in student behavior, compared to the period before the pandemic[19].

The cause of many students who find it difficult to understand subject matter using the online system is due to the variety of student learning styles, in addition to the problem of slow internet signals and quota fees that must be spent for online learning[20]. Therefore, in online learning, teachers should be more effective in using e-learning which contains more complex material as an optimal learning tool and resource for students[21]. One of the efforts to increase student satisfaction in learning is to further improve the quality of the implementation of the use of e-learning[22]. The three critical success factors in delivering knowledge online are the sophistication of appropriate technology, educators who master digital technology, and the use of technology in the perspective of students. Educators will play a central role in online learning, where their role is as one of the learning catalysts and knowledge navigators[23].

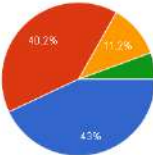
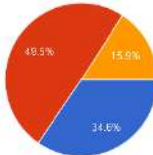
Based on the description of the literature above, it is known that the online learning process has both positive and negative sides. Many aspects affect the implementation of online learning. For this reason, it takes a lot of research from different conditions, so that it can provide an overview of the implementation of online learning in Indonesia. In this study, researchers were interested in observing the realization of online learning in students' perceptions, because students as learning objects directly felt the impact of the online learning system. So it is important for us to know what they experience and feel during the online learning process. The

perception of students who study in a city environment that has more complete facilities and does not experience obstacles in internet access is certainly very different from students in rural areas who still have difficulty accessing the internet, the obstacles they face are more varied, for that in this case the researchers took respondents, namely students who are in rural locations, so they can take pictures of the problems they face in the implementation of online learning during the pandemic.

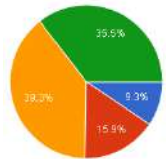
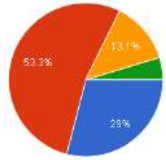
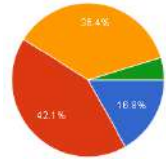
Discussion

The focus of this research is on the implementation of online learning based on student responses regarding its implementation, the understanding gained, skills in using digital media, convenience in online learning from home, and the tasks assigned by the teacher during the online learning process. The following is a description of the research findings based on a statistical-descriptive review, which the researchers present in tabular form:

Table: Results of Student Responses to Online Learning

Questionnaire	Number of Respondents	Percentage (%)	Category (%)	Diagram						
How do you feel about online learning?										
Very unpleasant	46	2,99	83	 <table><caption>Data for 'How do you feel about online learning?' pie chart</caption><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Very unpleasant</td><td>83%</td></tr><tr><td>Pleasant</td><td>17%</td></tr></tbody></table>	Category	Percentage	Very unpleasant	83%	Pleasant	17%
Category	Percentage									
Very unpleasant	83%									
Pleasant	17%									
Unpleasant	43	0,19								
Pleasant	12	1,21	17							
Very pleasant	6	,61								
Amount	107	00	100							
How well do you understand the material presented by the teacher in online learning?										
Really don't understand	37	4,58	84	 <table><caption>Data for 'How well do you understand the material...' pie chart</caption><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Really don't understand</td><td>84%</td></tr><tr><td>Understand</td><td>16%</td></tr></tbody></table>	Category	Percentage	Really don't understand	84%	Understand	16%
Category	Percentage									
Really don't understand	84%									
Understand	16%									
Don't understand	53	9,53								
Understand	17	5,89	16							
Very understanding	0	,00								

Amount	17	10	10
Can you use digital media in online learning?			
Really can't	1	1,82	1
Can not	1	1,06	1
Can	1	1,45	1
Really can	1	57	1
Amount	17	10	10
Do you feel comfortable studying online from home?			
Very uncomfortable	1	1,97	1
Uncomfortable	1	1,27	1
Comfortable	1	1,08	1
Very comfortable	1	57	1
Amount	17	10	10
What about the assignments given in online learning?			
Not very burdensome	1	35	1
Not burdensome	1	1,89	1
Burdensome	1	1,25	1
Very burdensome	1	1,51	1
Amount	17	10	10



Based on the results of observations and interviews, it is known that Muhammadiyah 47 Junior High School organizes an online learning system starting in March 2020, where Indonesia is starting to experience a period of the covid-19 pandemic. In the first semester of the learning system, there were two methods, namely online learning and home visits. Meanwhile, in the next semester, because online learning was deemed less effective, a learning system was carried out in schools with a limited face-to-face method. This means that students study in schools in waves. Wave division based on class division. Each class is limited to only 50% who can enter the class. So

that there is a division of learning time, namely the first week 50% of students can come to school to carry out learning and the rest continue to learn from home. Meanwhile, the following week, there was a change of students who could come to study at school. This was done by the school as a solution to accommodate the aspirations of students, parents, and teachers who wanted the learning process to return to normal conditions, namely the implementation of learning in schools.

In this study, researchers focused on the realization of online learning in students' perceptions. To analyze the research data that has been obtained, the researcher will discuss one by one the indicators of the questions posed by descriptive-analysis.

First, the indicator to be analyzed is student interest in online learning. From the results of the data obtained, it is known that 83% of students stated that online learning was not fun, even most felt that online learning was very unpleasant. This shows the low interest of students in the implementation of online learning. the results of this study were supported who obtained the results of student responses in online learning being less fun, because of the many obstacles and problems encountered in its implementation. In line with the results research which states that students' motivation in learning is reduced by the online learning system. However, unlike the research conducted, the results of his research actually show that there is an increase in student interest and motivation in online learning, and the level of student satisfaction in online learning also increases. The difference in the results of this study may occur due to the different characteristics of students, the different carrying capacity of the facilities, the level of teacher's ability to innovate learning strategies, and the conditions of the implementation of learning experienced by students are also different.

Second, the indicator analyzed is the level of understanding of students in online learning. The results of the data show that 84% of students are unable to understand the learning material delivered by the teacher through online learning, this condition is of course concerning, because if students do not have understanding, it means that the learning objectives will not be achieved. This research is reinforced by the results which shows students' negative responses to online learning because some subject matter is difficult for students to understand. Also states that the lack of guidance from teachers makes it difficult for students to accept subject matter. explained that students find it difficult to understand subject matter with an online

system due to the variety of student learning styles, besides that internet signals also greatly affect students' ability to capture lessons.

Third, the indicators observed were students' skills in using digital media in online learning. The research data obtained that 59% of students are not able to use digital media as the main learning media in the online learning system. This is supported by the results of research which states that one of the inhibiting factors of online learning is the inability of students to use learning media used by teachers. Whereas stated that online learning is highly dependent on digital technology. Also states that the use of digital media in online learning is very flexible, it can be used anywhere and anytime states that three main factors in the success of online learning are the sophistication of appropriate technology, teachers who master digital technology, and students who have the ability to use technology appropriately. Based on the discussion above, it can be analyzed that if teachers and students do not have skills in using digital technology, then online learning cannot run effectively.

Fourth, the observed indicator is the comfort of students in learning. From the results of the study, it was found that 82% of students did not feel comfortable studying at home. This is in line with research conducted who found problems when studying at home, such as slow networks, blackouts, difficulty asking questions, and an unfavorable home atmosphere. Whereas stated that in the implementation of online learning, students, teachers, and parents have a very important role in learning activities. Teachers also have an additional role in providing emotional support for students, parents, and families, as well as being able to establish good cooperation with parents/families according to. Stated that the positive impact of online learning is that children have a lot of time with their families, and some children should feel more comfortable studying at home. From the discussion above, it was found that the problem is that children or students do not feel comfortable studying at home, this is of course many factors that influence it as stated.

Fifth, indicators of the workload received by students. Based on the survey results, it was found that 75% of students felt that the tasks given by the teacher were very burdensome. The number of assignments given to students actually has no effect on increasing student achievement or learning outcomes. Conducted a study comparing student achievement during the pandemic with before the pandemic, and he found that there was a decline in student achievement during the pandemic. States that the problems faced in

online learning, one of which is the number of tasks that teachers assign to students. Also states that the tasks given are generally independent tasks and not group assignments, so students cannot actively interact with students friends, and this causes less effective learning.

In an effort to strengthen the validity of the data, the researchers extended the research time, and based on the results of observations and interviews it was found that the problems that arise in the implementation of online learning at Muhammadiyah 47 Junior High School, are: 1) there are still many students who do not have gadgets; 2) the limited use of learning media, only in the form of chat and voicenotes, so that they cannot replace the presence of the teacher; 3) the increasing need for internet quota, which is directly proportional to the increase in the budget for learning; 4) the emergence of boredom of parents on the behavior of children who are more often struggling with cellphones than to interact and communicate with people in the surrounding environment; 5) the emotional readiness of students in receiving lessons is not recorded; 6) the tasks given by the teacher are rarely done by children, this can happen because students do not understand in understanding the questions and subject matter; 7) the learning process is not optimal, because everything is limited, and 8) decreasing level of student discipline and student learning outcomes.

Conclusion

Based on the results of research and discussion, it can be concluded that the online learning system in the perceptions of students of Muhammadiyah 47 Junior High School, gives negative results. Of the five observation indicators, all of them show a high percentage of the ineffectiveness of the online learning process. The findings of this study can certainly be input for the government and educational institutions in determining more appropriate education system policies. And for teachers, they are also more innovative in finding learning strategies that can increase students' interest and motivation in learning, both offline and online.

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