

## Elementary School Students' Perception of Online Learning During COVID-19 Pandemic

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### ABSTRACT

This study aimed to investigate the students' perception of online learning in Islamic religious education learning during COVID-19 Pandemic. This research method uses a quantitative. The data were collected through a questionnaire distributed by the researcher using Google Forms. The respondents of this study were 70 students in grade 6 of elementary school. The data were analyzed by using interpretation guidelines. This study found that students' perceptions of online learning by using digital-based applications were categorized as good in terms of material understanding, teaching materials, student competencies, barriers, parental support, and school support. The most frequently used teaching materials were printed books, e-books, PowerPoint, and games. At the same time, the most commonly used applications were WhatsApp, Google Meet, Zoom, and Google Classroom. Thus, using digital-based applications gets a good response from students who can make online learning more effective.

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## 1. INTRODUCTION

Covid-19 is a pandemic, which means it has spread all over the world (Dzulfaroh, 2021). At first, this virus spread to more than 121,000 people in 118 countries in Asia, Europe, the Middle East, and the United States. As of November 2021, there were 256 million Covid-19 cases around the world. Out of those, 231 million got better and 5 million passed away (Hastuti, 2021). This spread affects all areas, such as the economy, government, and society (Suryani, 2021), as well as education (Siahaan, 2020). So, the world has to get used to new habits, like keeping a safe distance from others, wearing masks, and washing hands (Rohmah, 2021). This new habit is very important to stop the spread of Covid-19, which is only going to get worse. Because the government has told people to keep their distance, people are learning online instead of in person.

The emergency conditions forced the government, especially the Ministry of Education, Culture, Research, and Technology to enforce an online learning policy despite the disparity in access to learning technology, internet networks, teacher competence, and the economy of parents (Wahyono et al., 2020;

Yunitasari & Hanifah, 2020). Online learning policies are the right choice when there are social restrictions and for continuity of learning. This policy must be welcomed and prepared by increasing competence, especially mastery of information technology through seminars and training. In addition, parental supervision and the provision of internet services are also necessary.

Learning activities must continue even though a country is facing a disaster. This is done to guarantee the right of the community to get an education and to anticipate the negative impact if students do not study for a long time, known as learning loss. Learning loss will start to occur if there are problems with this learning process (Zhao, 2021). One of the notions known as "learning loss" is the absence of the fullest possible learning process carried out in schools (Huang et al., 2020). If the learning process is not done well, it will affect the information pupils learn and their learning outcomes. As a result, learning loss may affect the calibre of the human resources generated during the COVID-19 pandemic (Cook-Wallace, 2012; Maulyda et al., 2021). For many education and research experts, learning loss can occur due to Covid-19. Of course, this needs to be anticipated to minimise the impact. One of the anticipations that can be done is the application of online learning.

Online learning is one way to solve educational issues, especially after a disaster. An interactive approach based on the Internet and a learning management system is used in online learning (Hasibuan et al., 2019). According to Asmuni (2020), Online learning is a part of distance learning whose learning specifically combines electronic technology and the internet. Meanwhile, Bilfaqih & Qomarudin (2015), Online learning can be done anywhere for free or for a fee because it is education that is delivered through a network to a greater and wider target audience. Online learning is hence distance education that makes use of technology and internet networks to reach targets everywhere.

Teachers use digital-based media, particularly during the learning process, to incorporate online learning. As a backup option to ensure a sense of security in teaching and learning during the COVID-19 epidemic, using online learning resources is an option. There are a plethora of online educational resources available, including Zoom, WhatsApp, Google Classroom, Google Meetings, Edmodo, and more. Thought must be given to the students' readiness and condition when selecting the proper learning tool for the task (Aisyah & Kurniawan, 2021). The Ministry of Education and Culture also provides support by providing 12 learning media, namely Google For Education, Microsoft office 365, Quipper School, Ruangguru, Learning House, Icando, IndonesiaX, Desk Kita, Smart Class, Zenius, Cisco Webex, and Sekolahmu (Adit, 2020). The use of these media can be adjusted to the readiness, condition of students, competencies, and supporting facilities so as to optimize the learning process.

There are several researchers who conduct research on students' perceptions of digital-based applications. First, Lestari's research (2020) discovered that most students see using edutainment media favourably, particularly when it incorporates games into the learning process. Additionally, the instructor responded favourably to the availability of edutainment media, despite the opinion of some respondents that educational video games could not replace a teacher in terms of facilitating math learning. Second, a study by Amri (2022) found that free technology applications that have often been used in online learning include WhatsApp, Google Classroom, Email, and Zoom. WhatsApp is one of the most widely used social media by teachers and students during online learning. More specifically, Harefa (2020) found that students have a good perception of the implementation of google classroom in learning during the Covid-19 pandemic. Thus, the use of information technology-based media gets a positive response from students.

Elementary School in Palembang is also implemented online learning during the Covid-19 pandemic. This implementation is in accordance with the Government's instructions to continue providing education despite the disaster. In practice, the teachers used various digital-based applications while studying, including WhatsApp, Zoom, and others. In contrast to previous research, this study focuses on elementary school students' perception of online learning during COVID-19 pandemic. It was hoped that with this research, schools, especially Islamic Religious Education teachers, can take advantage of digital-based applications in learning by paying attention to various characteristics.

## 2. METHODS

This research is quantitative research. The research population was 70 6th-grade students at State Elementary School 25 Palembang. Because the sample was chosen using the saturated sample technique, every single one of them served as the study sample. The data were collected through a questionnaire. The questionnaire consists of 18 questions about students' perceptions of learning, teaching materials and digital-based applications. All of the questionnaires in this study used a Likert and Guttman scale with content validated by expert judgment. This questionnaire was developed based on the Technology Acceptance Model (TAM). This model will show how the usefulness and ease of use variables, both of which have significant determinants and experimentally validated validity, affect how an information system is used. The survey was made with Google Forms and disseminated via WhatsApp. Data analysis was done utilizing interpretation standards (Musiroh, 2022).

**Table 1. Interpretation guidelines**

No.	Value Range	Criteria
1	0% – 19,99%	Very low
2	20% – 39,99%	Low
3	40% – 59,99%	Enough
4	60% – 79,99%	Well
5	80% – 100%	Very good

## 3. FINDINGS AND DISCUSSION

### *Students' Perception of Online Learning*

**Table 2. student perceptions of online learning**

No	Understanding	Percentage	Interpretation
1	Retention of material	65%	Good
2	Online learning approval	82%	Very good
3	Students' ability to use the application	76%	Good
4	There are obstacles during online learning	53%	Enough
5	Quality of teaching materials	58%	Enough
6	Ease of students getting learning resources	75%	Enough
7	Parental support	78%	Good
8	School support	77%	Good

Based on table 2, it is known that the understanding of Islamic Religious Education material in online learning is in a good category (65%). This indicates that the teacher can provide an understanding of the material even though it is delivered online. Online learning is both a challenge and an opportunity for teachers. The difficulty is that teachers are using technology to offer content that has not been used in traditional classroom instruction. While the opportunity is that teachers can improve their professional competence by utilizing information and communication technology (Jamilah, 2020). This ability needs to be mastered by teachers, namely delivering material using digital-based applications that can be done anywhere and anytime that only needs an internet connection.

Next, despite studying from home, 82% of students strongly think that learning is done online during the COVID-19 Pandemic because there is no other method for them to learn. Based on several types of research done by Nuraini (2021), Hasby (2021), Hidayatullah (2021) found that students feel fun and get a meaningful experience and accept and understand the material well. During the Covid-19 outbreak, teachers should choose online education. In addition to face-to-face instruction in the classroom, teachers can conduct learning activities during online learning.

Furthermore, students' ability to use digital-based applications is in the good category (76%). This result indicates that students are skilled in using digital-based applications. The skills possessed by students are important to support the success of the learning process. Based on the research of Puspaningtyas (2020) that the ability to use online applications can affect the learning process. If you do not have the ability, it will be an obstacle. Student skills related to information technology are a must.

During online learning, students found several obstacles in the sufficient category (53%). This indicates that the implementation of online learning has obstacles that need to be a concern for teachers. Some of the obstacles faced by students in online learning include an unstable internet network (Cahyanto et al., 2021), some students do not have a smartphone (Laela & Rokhmawanto, 2021), and internet quota (DS et al., 2022). These obstacles can have an impact on decreasing students' motivation, and students will feel bored.

Students considered that the quality of teaching materials provided by the teacher in online learning was sufficient (58%). This result indicates that students can understand the teaching materials provided. According to Amelia (2020), the limited teaching materials used in learning can also be the cause of students' difficulties in learning the material being taught. Teaching materials play a role in developing intellectual abilities, skills, and student achievement. The need for quality teaching materials and in accordance with the needs of students in learning the material, especially during online learning. Quality teaching materials will have an impact on the effectiveness of learning.

Then, most students agree that the ease of obtaining learning resources during the online learning process was good (75%). This result indicates that teachers and students can easily use the internet network to access learning resources. The learning resources used are textbooks, YouTube, learning videos, and other relevant learning resources, and the teacher also involves in online learning (Hidayah et al., 2022). According to Karimatunnisa (2020), Learning resources are everything that can be used as a place of reference where learning materials are obtained.

Finally, the students thought that the support from parents and the school was good. This finding indicates that the school and parents have carried out their functions. In the implementation of online learning during the Covid-19 pandemic, the role of parents at home is to support the learning process so that it can run well, such as the role of educators, mentors, motivators, facilitators, companions, supervisors, and controllers (Puji Asmaul Chusna & Ana Dwi Muji Utami, 2020; Waikelak et al., 2021). Every parent must play a role necessary for their children; for the learning process to proceed as intended, parents must enable their children to participate actively in online learning. With the role of parents, as mentioned above, it will give a positive impact to children so that they will have self-confidence and be able to face learning that they have never encountered before (Subarto, 2020). Parental support will have a good impact on the achievement of learning objectives. Online learning from home needs parental supervision to ensure that their children follow learning instead of focusing on smartphones.

Parental assistance to assist and monitor distance learning through online schools at home is very much needed, at least to help prepare technology media facilities and infrastructure both before and after the online learning process takes place. So that children as students can participate in online learning effectively, on time and have no difficulty accessing learning materials. Thus the support and cooperation of parents for the success of distance learning through online schools is very much needed (Syamsiah et al., 2021). If the pupils have an internet connection, online learning can be done, and parents are expected to help them by giving their kids access to sufficient internet packages so that their kids may participate in learning.

### *Students' Perception of Teaching Materials*

**Table 3. Students' Perception of Teaching Materials**

No.	Media	Percentage
1	Printed book	91%
2	E-Books	2,8%

3	Powerpoint	1,4%
4	Games	1,4%
5	And others	2,8%

Based on table 3, the dominant teaching materials used by teachers in online learning are printed books (91%). Other teaching materials such as e-books (2.8%), PowerPoints (1.4%), games (1.4%), and others (2.8%). This illustrates that teachers still rarely use technology-based teaching materials. The use of textbooks/printed books by teachers because access and availability of books in schools is adequate, by the school all students get books from all subjects. However, teachers need to also use other teaching materials so that learning is not boring with varied teaching materials, especially teaching materials that use technology. In online learning, teachers can distribute e-books provided by the government, which can be easily downloaded on the website. Teachers can also take advantage of video, audio, PowerPoint, games/quizzes, and more. The advantage is that students and teachers can easily access teaching materials anytime and anywhere.

Electronic teaching resources provide independent learning for students. Electronic teaching materials serve a variety of purposes, including a) serving as an alternative learning medium; b) being able to present more interesting teaching materials and make learning more enjoyable than printed teaching materials; c) serving as a medium for information sharing; and d) being more easily distributed than printed teaching materials, whether through media or verbally (Yulaika et al., 2020). In addition, electronic teaching materials are also environmentally friendly and support the paperless movement, as stated by Waller (2013) Electronic teaching materials have advantages, including lower costs because they are not printed and are easier to store. Doering et al (2012) added that electronic teaching materials have advantages, namely lower prices, not being limited by space and being practical when carried and used, and the impact is environmentally friendly because they do not use paper materials. The advantages of electronic teaching materials include being able to display information in the form of text or images, being interactive with students, and being adapted according to student needs. Electronic teaching materials are part of the self-development of creative and innovative teachers in the era of the industrial revolution 4.0. These teaching materials can be easily opened and shared through social media applications such as WhatsApp, Facebook, Telegram, and others. Learning that applies technology is part of 21st century learning skills

### *Student Perception of the use of Digital-Based Applications*

**Table 4. Frequently used Digital Based Applications**

No.	Application	Percentage (%)
1	Whatsapp	77%
2	Google Meet	10%
3	Zoom	7,1%
4	Google Classroom	4,2%
5	Others	1,4%

Based on table 4, the most widely used digital-based application by teachers and students in online learning is WhatsApp (77%). This finding shows that this social media application is the main application used by teachers. This social media application has become part of the daily life of teachers and students used to communicate. The Ministry of Communication and Information, with the Katadata Insight Center released the survey results that WhatsApp users (95.9%) of the total population of Indonesia (Sukardi, 2022). These results reinforce previous research that WhatsApp is one of the main applications used in learning (Bhagaskara et al., 2021; Daheri et al., 2020; Khasanah, 2021; Maulida et al., 2021; Prasetyo & Zulela, 2021; Subekti et al., 2022). The use of WhatsApp can make it easier for students to participate in online learning. WhatsApp provides various features to support online

learning, including messages, recording videos, recording audio, sharing files (images, videos, files, links), video calls, groups, and more.

The use of Google Meet, Zoom, and Google Classroom, in addition to WhatsApp, is very common among teachers who employ online learning. Students' perception of Google Meet is 10%. Google Meet is one of the learning media that can be used to foster a sense of teacher creativity in developing learning media using applications. This application is one of the Google applications that can support online learning (Nalurita, 2020). Google Meet is the second most popular application used in online learning (Sumantri & Japar, 2020). Teachers frequently utilize this program for online learning (Deviananda, 2022; Sari & Suwartini, 2022; Yuliana, 2022). When applied to learning, Google Meet affects the implementation of effective learning.

Furthermore, students using Zoom in online learning is 7.1%, Zoom is the first application to introduce video features with many participants. The application has supporting features, such as the share screen feature so that teachers can display their presentation slides through this feature, then the video feature can be used so that teachers can see students while they are studying, then the audio feature is used so that teachers and students can communicate. by providing subject matter with direct instructions to students (Setiani, 2020). This application has been widely used by teachers in online learning (Qolbi et al., 2022; Sandi, 2022; Triwulandari & Prastowo, 2022). Online learning can be done just like offline learning in class through the use of Zoom. All students can attend at one time while the teacher can present the material through slides.

Students' perception of Google Classroom is 4.2%. This shows that Google Classroom is one of the alternative media for online learning. This application is very helpful for teachers in learning management from planning to assessment with its various features. Among its features are forums, assignments, calendars, quizzes, teaching materials, members and more (Padjrin, 2021). Several studies have found that Google Classroom can optimize online learning (Rahim et al., 2022; Talibo et al., 2022).

Thus, the application of online learning and the use of digital-based applications get a good response from students. This study strengthens previous research that the use of technology-based applications gets a good response from students (Amri, 2022; Ma'ruufah et al., 2021; Sulastri et al., 2020) and makes learning more effective when used in online learning (Basri et al., 2020).

#### 4. CONCLUSION

Student perceptions of online learning using digital-based applications with good categories in terms of material understanding, teaching materials, student competencies, barriers, parental support, and school support. The most frequently used teaching materials are printed books, e-books, PowerPoints, and games. At the same time, the most frequently used applications are WhatsApp, Google Meet, Zoom, and Google Classroom. Suggestions for further research is to examine the comparison of the effectiveness of one application with another application so that teachers get many alternatives in the use of digital-based applications.

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