
Perception Analysis of Economic Education Students on Online Learning in The Covid-19 Pandemic

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Abstract

The Covid 19 pandemic has changed the way people live, including in the field of education. To avoid overtime, the Minister of Education and Culture has issued a policy regarding the online teaching and learning process. This study aims to determine students' perception of online learning during the Covid19 pandemic. This study uses qualitative method with phenomenological type. The respondents to this study were 9 students from the Economic Education research program at the University of Negeri Malang who participated in e-learning during the Covid19 pandemic. The selection of research subjects by purposeful sampling method. The techniques that will be used to collect data in this study include three techniques, namely: observation technique, interview technique and documentation technique. The data analysis technique in this study includes data analysis steps that include: data reduction, data presentation, and conclusion or verification. Then, to check the validity of the data, the researchers used the triangulation method. The results show that the implementation of e-learning in lectures is less effective, students prefer to study offline in face-to-face classes than e-learning. The Internet, solutions such as the use of fun and soothing learning materials, and the impact of positive and negative impacts perceived by students.

Keywords: *Online Learning, Impact, Constraints, Solutions*

INTRODUCTION

The world is currently facing a *corona virus pandemic*. *Coronavirus* itself is a large family of viruses that cause illnesses ranging from mild to severe symptoms. There are at least two types of coronaviruses that are known to cause illness that can cause severe symptoms. Coronavirus Diseases 2019 (Covid-19) is a new type of disease that has never been previously identified in humans. Common signs and symptoms of Covid-19 infection include symptoms of acute respiratory distress such as fever, cough, and shortness of breath. The average incubation period is 5-6 days with the longest incubation period being 14 days. On January 30, 2020, WHO declared it a public health emergency of concern to the world. On March 2, 2020, Indonesia reported its first confirmed case of Covid-19 as many as 2 cases. In March 2020 the World Health Organization (WHO) declared the event a global pandemic (Khan et al., 2021). This requires us to self-isolate at home to break the chain of the spread of the virus. This situation causes all activities in various sectors to be hampered, one of which is in the education sector.

In order to overcome the rapid spread of Covid 19 virus, the government has issued several policies such as Work from home, Study from home and Large-scale Social Restriction (PSBB). This causes the system of daily activities to change. The spread of this virus of course has an impact on various fields, such as education. Educational institutions do not allowed to carry out their usual activities. Government regulations stipulate that students and college students study from home. This will reduce the interaction of many people to inhibit the spread of the Covid19 virus. Regarding the impact of the spread of the Covid19 virus on the world of education, it is imperative that educators and students be able to adapt quickly to existing

changes. The original classroom-based learning system should be replaced by an integrated learning system via the virtual Internet or commonly known as e-learning. Online learning connects students to learning resources that they cannot meet face to face. Online learning is equated with e-learning, distributed learning, web-based learning, internet learning, and mobile learning or m-learning, which is online learning through mobile communication devices such as smartphones and laptops. (Villanueva, M.D et al., 2020).

According to Tempski et al., (2021). The most important thing aspect in applying e-learning, students need to pay attention to many different aspects to achieve learning goals. Learn through this online network, that online/electronic learning consists of five important things, which are: (a) using learning through examples and exercises to help students learn, (b) growing and developing new knowledge and skills according to personal goals and organizational improvement, (c) use of media such as pictures and words to present content and methods, and (d) content presented related to specific learning objectives to be achieved. Online learning is being implemented by most educational institutions to break the chain of coronavirus spread and keep teachers and students safe and secure. (Susanti, 2017).

Universitas Negeri Malang has set a policy to implement e-learning in March 2020. In its determination, the academic field of the Universitas Negeri Malang provides a policy that learning is still carried out but is carried out using the learning method through virtual classes. Online learning that is carried out can use flexible media according to the benefits, needs, and conveniences of lecturers and students. The implementation of online learning at the Universitas Negeri Malang is carried out for approximately two semesters, during which it is no known valid results regarding online learning itself, readiness, and student obstacles to participating in online learning. Based on Bahruddin & Ramadhanti Febriani (2020) the increase in student roles and activity in using different media and technologies for online courses is strongly influenced by perception.

Some previous studies discussed students' perception of online learning during the Covid19 pandemic conducted by several researchers. Research result Tempski et al., (2021) shows that medical students have a positive perception of the activities they do online where medical students believe they must join the fight against the COVID19 pandemic. The results of this study are supported by research results Villanueva, M.D et al., (2020) which show that with the *School of Medicine* (SoM) medical students can express all their opinions regarding learning and new life during the Covid19 pandemic. So that these students do not find it difficult to follow the switch from face-to-face learning to online learning. The results of the research from the two researchers were refuted by the learning outcomes Gupta et al., (2020) which states that these students feel comfortable using smartphones when participating during online learning. Use smartphones, students feel free to access various kinds of information and lecture materials. The results of this study are supported by research findings Shawaqfeh et al., (2020) which states that pharmacy students have a negative awareness of online learning, this is shown that pharmacy students must first adapt to online learning. And students struggle to join online learning, especially when doing practical activities.

The research conducted by researchers who have differences out of four studies above, this is because the four studies are more focused on medical students, while this study is focused on students of economic education. This is because researchers need information from students related to online study for Economic Education Study Program. To get information and answer some questions that have not been answered in the results of previous research such as: (1) What are the obstacles for students of undergraduate Economics Education Class of 2019 and 2020, Universitas Negeri Malang in participating in the online learning process during lectures? (2) Is there a solution that undergraduate and postgraduate students in Economics Education Class 2019 and 2020 can do in overcoming obstacles when participating

in the online learning process during lectures? (3) What is impact online learning for undergraduate and postgraduate students of Economics Education Class of 2019 and 2020, Universitas Negeri Malang? This study aims to determine the perception of students of the Universitas Negeri Malang Economic Educational program towards online learning during the Covid19 pandemic.

RESEARCH METHODS

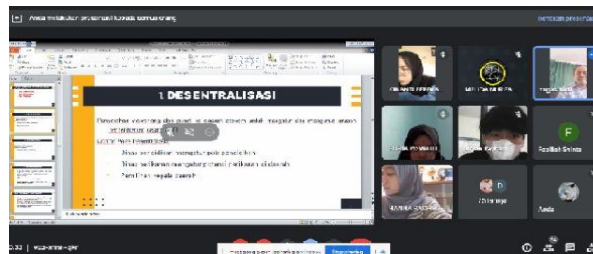
This study uses a qualitative research approach with phenomenological research. The use of this type of research approach aims to find out and get clearer and clearer information and pictures related to students' perception of online learning, obstacles to student participation in e-learning, solutions to overcoming barriers to e-learning, and the impact of students participating in e-learning through data collection. The subjects of this study are undergraduate and graduate students of economic education Class of 2019 and 2020, Universitas Negeri Malang. The selection of research subjects was based on the reason that the student was an active student at the Universitas Negeri Malang, and had participated in an online learning process.

The selection of research subjects used the purposive sampling method, where with previous observations the researcher was able to make observations on the activities of informants during online learning which were taken into consideration to provide the necessary data. This research is considered complete if the researcher has obtained all the necessary data that can explain student perceptions of online learning, obstacles for students to participate in online learning, solutions to overcome obstacles to e-learning and the impact of students participating in e-learning. The techniques used to collect data in this study include three techniques, namely: observation technique, interview technique and documentation technique. The collected data will then be analyzed to become research results. The data analysis technique in this study includes the steps of analyzing research data, including: data reduction, data visualization, verification, and drawing conclusions. In addition, to determine the validity of the data in this study, researchers used triangulation techniques or methods.

RESULTS AND DISCUSSION

Based on the results of data collection through observations, interviews and documents, several conclusions were drawn about the students perceptions of online learning, obstacles for students to participate in online learning, solutions to overcome obstacles to e-learning and the impact of student participation in e-learning. This research was conducted on active students who completed an apprenticeship in even semesters of the 2019/2020 academic year, namely undergraduate and graduate students in the economic education class of 2019 and 2020. All students become informants in this study completed online learning for the 2019/2020 school year. The results show that: Firstly, the transition from face-to-face learning to online learning during the COVID19 pandemic has triggered the emergence of diverse students' responses, feedbacks and opinions about themselves. practice online. Perceptions of online learning for

students of economic education, there are some perceptions, including saying that online learning is learning that is done online or learning that is not face-to-face by the lecturer. In online learning, it can be done with various media, but almost some lecturers use Google Meet and WhatsApp Group media more often. Only some lecturers use other apps.



Picture 1. The transition from face-to-face learning to online learning

This is in line with research Lei & So (2021) who stated that during the implementation of the lockdown, Medical Universities in America used various online media for online learning, one of which was the School of Medicine (SoM) where medical students could express all their opinions regarding online learning. So far, the online learning media that are more often used by lecturers are the Google Meet and WhatsApp Group applications.

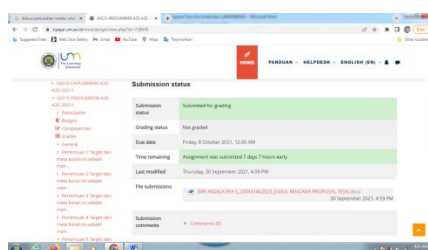
Online learning using Google Meet itself can increase the interactivity in the learning process, being able to access and communicate with classmates and learn is very easy (Sugino 2021). In addition, based on research results Krishnapatria (2020) showed that out of 100 students revealed that the comparative performance of the Google Meet app was much better in the areas of communication, interaction, perceived usefulness and ease of use, in general. In addition to using the Google Meet application, other applications are also used, i.e. the Whatsapp application as an online medium is considered as easy and simple to use. This is following the results of the study Tempski et al., (2021) that the Whatsapp application is easier to use, not complicated as other applications, and has a network that supports, and saves more on internet packages. Instant messaging from the Whatsapp application is a profitable free application. Text messaging from a mobile system allows the user and the recipient of the message to be synchronous or asynchronous. The Whatsapp application has a simple and easy-to-use messaging system. Users of this application have the opportunity to continue with their colleagues. In addition, the Whatsapp application also has other advantages in the form of allowing its users to be able to send document files, photos, videos, phone contacts, and voice messages (voice notes) (Gillis & Krull, 2020).

Second, apart from triggering the emergence of various perceptions, the existence of online learning also triggers the emergence of various obstacles that must be faced by students when participating in online learning during lectures. Of the many obstacles experienced by informants, the obstacles that students often face when participating in online learning such as unstable network connections, lack of understanding of the material students, and the collection of large assignments that cannot be sent. Although online learning that was carried out during the Covid19 pandemic, it is still carried out in the even semester of the 2019/2020 season Academic Year of the Economics Education Study Program, students preferred live

(offline) learning in the classroom. Students stated that e-learning requires students to be active on the internet and buy internet quota more often. This causes expenses to increase. Not to mention if students live in remote areas that are hard to get a smooth internet.

This obstacle is the most common obstacle encountered in online learning. This is in line with the research results (Rina, 2020) who stated that the obstacles in participating in the online learning process during lectures arose due to the availability of internet quota is not always available. The availability of this internet quota is not under support of parents for their children (students) to always participate in online learning. The limited internet quota itself is influenced by the readiness of the resources that parents have for their children (students). It's not just one or two people where students have to be frugal in using the internet quota. They also have to share other needs. One of the reasons for this limitation is that parents and students are not working during the Covid-19 pandemic. In addition, other findings are in line with the high cost of taking online learning, which shows that students outside of China have been affected by the Covid19 pandemic have spent so much money buying internet quotas that are used during online learning. (Parker et al., 2021). In addition, students stated that online learning was full, resulting in the limited teacher-student interaction and suboptimal interpretation of the material causing students to still not understand the material presented. This is supported by the results of a study by Potu et al., (2021) which states that prolonging the study time at home is a difficult thing for students to master and understand the material given by the lecturer. present, either because the lecturer is not clear in the explanation or the lecturer does not explain.

Furthermore, the third finding shows that if in face-to-face learning, students are informed by the teacher about their learning progress during class hours, which is different from online learning.. In With the implementation of e-learning, teachers are forced to change the way they teach e-learning. That is because in the process of e-learning, there are many obstacles in e-learning process. Constraints that are often faced by students when participating in online learning such as unstable network connections, lack of understanding of the material students, and the collection of large assignments that cannot be sent. So we need a solution to minimize these obstacles, which is done through lecturers using learning media that are interesting and easy to understand by students, students keep motivating themselves to be able to focus on following the online learning process and using starter cards with fast connections.



Picture 2 the use of e-learning (SIPEJAR) in online learning

The above statement is supported by research results Tuma et al., (2021) who stated that applying e-learning is not easy as imagined, where there were many obstacles faced by lecturers and students, such as the limitations of lecturers in using learning media, internet network disturbances due to slow connections. So that a solution is needed to overcome these obstacles, which is done by using technological features that are easy to operate such as Whatsapp, while for students who are constrained by the network, it can be handled using hotspots belonging to family members or using private wifi. In addition, other research results are in line with the statement above which states that related to the many online learning obstacles faced by students, a way to anticipate, for example, a limited quota, must be anticipated by respondents and institutions. Organizations can take several strategic steps such as preparing and delivering low-quota e-learning applications (which do not require large internet quotas) to access it, having services in the form of quotas Free tens of gigabytes (GB) by working with providers to access educational services (Gillis & Krull, 2020). Furthermore, Kang & Duong (2021) states that the presence of respondents those who are far from the city center or far from the provider's coverage of course cannot complete the learning process.

Meanwhile, the biggest obstacle based on the image above, what respondents feel is there is a wide range of tasks. This component is believed to be an obstacle for respondents as learning conditions with the online system have not yet been properly adjusted. However, it will slowly improve with this online learning system is used to being carried out in the lecture process. In addition, the "fluid" communication that is built between lecturers and students is important to reduce these obstacles. and the latest findings show that the implementation of online learning not only triggers the emergence of various perceptions, obstacles, and solutions in overcoming these obstacles but also triggers the emergence of the impact felt by informants as students with the implementation of e-learning in lectures, especially during the Covid-19 pandemic. The impact felt by the informants as students were not the same, some were positive and some were negative. Online learning is said to harm student learning when they get used to learning face to face. This triggered the emergence of responses from most students who thought it was normal and some did not agree that online learning was extended because of the maximum lack of understanding of the material and boredom with online learning itself. If the online learning process must be extended, the lecturers must be more creative and innovative in developing and using online learning media so that they are not boring.

This is in line with the research results Kamble et al., (2021) in the era of industrial revolution 4.0, the era of the millennial generation, where this does not make educators stutter with technology. Technology itself provides expectations of becoming a single unit in learning to create active, creative, and independent students. Teaching staff at this time are required to utilize ICT which is used as a necessity in learning, if this cannot be fulfilled then the teaching staff will be left behind by the times. Learning and learning activities need to be well organized and managed (Susanti, 2017).

The negative response from some of the informants, the majority gave responses related to online learning policies carried out from home, did not make students as informants, and difficulty in answering related to the positive impact that informants got while participating in online learning that was carried out. Online learning carried out because students and teachers can facilitate learning activities anywhere and anytime, especially during the Covid19

pandemic. As it makes students more sensitive to time efficiency, learning technology, students can define their own learning style that suits each character, and students can study in a calm and focused condition. This is following research Saragih et al., (2020) that online learning can expand the learning community and that teachers can easily find and determine the right learning pace for their students. Besides, cost and time efficiency in online learning is also one of its advantages, where educators and students can conduct distance learning anywhere and anytime. Students don't have to spend hours in class. Learning materials have access to modern technology, so students can download and learn at any time without being limited by space and time.

CONCLUSION

Based on the results and discussion, it can be concluded that the perception of economic education students towards e-learning is divided into two, that is: some students support the implementation of e-learning and some are not in favor of implementing e-learning. The limitations in the e-learning process are the interference of the Internet in the e-learning process, the students' lack of understanding of the materials, and the ineffectiveness of e-learning, especially in terms of time. Solutions that can be taken in overcoming obstacles to online learning such as the use of attractive visual media with material that is easily understood by students, lecturers provide tolerance for task collection time, while students themselves motivating themselves to stay enthusiastic about participating in the online learning process during lectures, and use the internet network that has high speed.

The impact felt by students during the online learning process has positive and negative impact, where positive impact of online learning are: collecting assignments in file form and no longer being printed in paper form, being able to feel more flexible in studying material with complete references on the internet, saves more time, when used is quite flexible, and students can take advantage of various kinds of visual media along with the development of technology. As for the negative impacts felt by students, such as students cannot understand the material presented by the lecturer well, being constrained by the internet network, and the methods used during online learning are not following the material explained by the lecturer.

Based on the research that has been done, there are several suggestions that researchers can give, including It is hoped that the importance of assessing readiness for online learning, both by educators and students. Because online courses set up during the Covid19 pandemic are generally still difficult to do for students who don't understand technology. For teachers and students, the importance of motivation in the learning process, teaching materials, implementation, and assessment of problems faced by educators and students in order to increase understanding of oriented learning. It is hoped that other researchers can conduct further research using a more in-depth problem formulation related to the online learning process. Besides that, it is also recommended for further researchers to be able to conduct much more in-depth and complex research related to the perception of online learning with different subjects.

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