

Students' and Parents' Perception on Online English Learning During Pandemic

I Putu Mangku Witanaya¹

Ganesha University of education, Indonesia
putuwitanaya18@gmail.com

Putu Adi Krisna Juniarta²

Ganesha University of education, Indonesia
adi.krisna@undiksha.ac.id

Luh Gd Rahayu Budiarta³

Ganesha University of education, Indonesia
rahayu.budiarta@undiksha.ac.id

ABSTRACT

Covid-19 pandemic is a situation that has impacted people's life and all sectors especially Education. This pandemic situation forced the restrictions to do online learning in the teaching activities, including English learning. It raises pro contra between the implementation of online learning. The study aimed at analyzing the students' and parents' perception on English learning via online during pandemic situation. The study employed quantitative approach with survey design. The instrument was questionnaire. The sample involves 102 eighth graders and 101 parents. The results showed that students had a positive perception toward online learning in general, but parents had the negative perception toward online learning in general. It could be proved by the result of statistics analysis that revealed 63.7% students give positive response with a positive category while 61.4% of parents give negative response which categorized as negative perception based on table qualification. Therefore, it is suggested for the government to use this result as a reference to evaluate the online learning specifically for teaching and learning English for junior high school students.

Keywords: Covid-19, Online Learning, Perception

INTRODUCTION

Covid-19 has a big impact on people's life. During this condition, WHO has suggested that people must stay at home to avoid the virus and it seems to change a lot of people's behavior (Gautami & Santosa, 2021). Biswas et al (2020) and Dewi (2021) have mentioned that the virus affected several fields including the educational fields. Thus, WHO (World Health Organization) chose an initiative way to close educational institution in all countries around the world. This restriction purposed to prevent the spread of Covid-19 pandemic. However, it could not be denied that the decision has impact a lot on students learning. This statement is supported by Biswas et al (2020) who stated that Covid-19 can interfere the effectiveness of learning activities. As the result, the quality of students in learning has decreased slightly.

Moreover, the only way to increase the learning quality is that students must continue to learn in the midst of pandemic (Biswas et al., 2020; Zhang & Berry, 2015). Regarding to this, online learning becomes the alternative way to

keep them learning even in this pandemic situation (Werdiyanti, 2021). Rusmiati et al., (2020) stated online learning is also applied in education in Indonesia since the spread of Covid-19. Liu and Chen (2010) defined that online learning is an activity of sharing knowledge between students and teacher without distance issue. It means, network, smartphone and other devices are the main parts to help them stay to learn during this pandemic (Rasmitadila et al., 2020; Wiguna, 2022). It could be concluded that online learning is an alternative learning process which conducted by network and smartphone during Covid-19 outbreak.

Since students learn from home, students are forced to follow and organize the learning activities independently. According to Saha (2019), students can involve in organizing themselves by several ways, (1) setting their learning goals, (2) increasing seriousness in learning (actively doing the assignments given by the teacher, and having discussions with their friends through online platform such as WhatsApp and Zoom), and (3) reflecting on themselves. Besides, student interactive is important because students' roles as the center of learning. They must be involved to organize themselves and their knowledge while the teacher only acts as a facilitator in online class. According to Moore et al (2016), there are three types of students' interaction that are important to be applied in online learning, they are student-to-content interaction, student-to-instructor interaction, and student-to-student interaction.

In addition, parents also play an important role in online learning during Covid-19 period. They need to control, motivate, and educate their children in learning (Liu et al., 2010). As stated in a research that has been conducted by Hornby (2011), parents are already involved in guiding junior high school children in learning. Parental involvement is important to support and motivate students in academics (Liu et al., 2010), but not all parents in all junior high schools play the role (Hornby 2011). Therefore, this study found that parental involvement also has a relationship with teachers. Based on the data, teachers are not trained enough to build relationships with parents. Because of that, teachers need to have a skill in building relation in order to share with parents about student progress so parents can understand how to involve themselves in controlling, motivating, and educating their children at home.

As students and parents are involved in online learning, it is important to look at their perspectives. The study of students and parents' perspective of online learning have been conducted in some studies. As the result from Yang and Cornelius' (2004) study showed that the online learning raise positives and negatives perspective on students side. The positive perspective came due to the feels that online learning provides flexibility, cost-effectiveness, and the availability of information. Whereas the negative side occurred due to several factors such as delayed feedback from instructors, lack of technical support from instructors, lack of self-regulation and motivation to learn during online learning. The other study was conducted by Adnan (2020) who found that in terms of students' perspective, internet connection problem, the lack of active interaction between teachers and students, and the ineffective in using technology are the main problem that they faced during online learning in pandemic situation. Another previous study by Zboun and Farrah (2021) who showed that 82 students are prefer face to face class rather than online class. It is because, online has several negative things that make learning less effective, i.e. (1) students agree that internet connection becomes a problem during online learning. This internet connection problem, (2) less trained in learning and giving instruction via online. The impact is students

have lack of interest in taking online classes so they prefer to learn with face-to-face teacher.

Further, there are several studies in terms of parent's perspective towards online learning. Abdallah (2018b) showed that some parents disagree with online learning system for their children since they are unfamiliar with the function and use of online media as a learning tool. Lubis and Lubis (2020) have revealed that parents disagree if online learning is applied in education as a solution to keep learning during Covid-19. Based on parents' perspective, they believe that although online learning provides benefits for students such as easy to access the information, online learning also has weakness for their children. For instance, the children will be less serious and concentration in learning, and the material presented by the teacher will be not understood by some students because they do multitask during online class like they are learning and playing social media at the same time. As the conclusion, parents suggest that applying blended learning (a combination of traditional learning and E-Learning) during covid-19 is a good way in order to increase the students' knowledge and experience. In the opposite side, Khan (2021) has mentioned that online learning is the best solution for their children to keep learning amid the corona virus. However, they argue that teachers should be more trained in teaching and in choosing teaching materials via online.

Based on the above explanation, it can be implied that online learning still become pro and contra on students and parents' perspective. In one hand, some students might feel the benefit and ease to applied online learning, on the other hand, some might be not because of many factors. Therefore, it is important to conduct the study about students and parents' perspective towards English learning via online during pandemic Covid-19. The population involved students of SMP Negeri 2 Sukasada since the school implement online learning during pandemic Covid-19. Based on the preliminary observation, eight graders of SMP Negeri 2 Sukasada have learned from home through WhatsApp group and Google Classroom during pandemic condition. Hence, the study aims to analyze students and parents' perception of English learning via online during pandemic situation. The implication of the study is that to provide the students and parents' opinion, thought, and view of this online learning.

METHOD

The study was a quantitative method with a descriptive design. The sample were 102 eight graders of SMP Negeri 2 Sukasada and 101 parents of the students which were chosen through a simple random sampling. West (2016) explained that simple random sampling is a technique of taking member from a population and each member has the same opportunity to be included as the sample.

The data was collected through questionnaire. The questionnaire consists of two dimensions (perceive of usefulness and perceive ease of use) which involves 7 indicators for students perception (Venkatesh & Bala, 2008), and 6 indicators for parents perception (Rahayu & Wirza, 2020; Venkatesh & Bala, 2008). Both questionnaires have been proved valid and reliable since the results shows that the validity of students' perception was 1 and the reliability test through Cronbach Alpha was 0.867. It means the questionnaire was valid and reliable. Meanwhile, parents' perception showed that the validity test was 1 and reliability test was 0.865.

The data of questionnaires from each dimension were examined through the qualification of perception by calculating the minimum and maximum score. The data collection was analyzed through the aid of IBM SPSS Statistics 23. Moreover, the guideline of qualification can be seen in Table 1:

Table 1. Qualification of Perception

No	Criteria Formula	Classification
1	$X \geq Mi + 1.5 SDi$	Very positive
2	$Mi + 1.5 SDi \geq X \geq Mi$	Positive
3	$Mi \geq X \geq Mi - 1.5 SDi$	Negative
4	$X \leq Mi - 1.5 Sdi$	Very Negative

FINDINGS & DISCUSSIONS

Result of students' perception on English learning via online in general

Students' perception contains two of variables. First is perceive usefulness that contains 3 indicators, they are benefit item (BI), job relevant item (REL), and output quality item (OUT). Second is perceive ease of use that contains 4 indicators, they are Perceive ease of use (PEOU), Computer self-efficiency (CSE), Perceive external control (PEC), and Enjoyment (ENJ). In order to find out students' perception of online learning in general, the minimum and maximum score of the total of indicators were determined first. The results showed that the minimum score was 22 (**1 x 22**) and the maximum was 110 (**5 x 22**). After gathering the minimum and maximum score, the researcher then calculated the Mean ideal (Mi) and Standard deviation ideal (SDi) on the 7 indicators to determine the average of perception through the four classification criteria. For the further explanation of the four classification criteria can be seen in Table 2 below :

The results of students' perception on English learning via online in general

$$\begin{aligned}
 Mi &= 1/2 (\text{Max score of total item} + \text{Min Score of total items}) \\
 &= 1/2 (110 + 22) \\
 &= 66 \\
 SDi &= 1/6 (\text{Max score of total items} - \text{Min score of total items}) \\
 &= 1/6 (110-22) \\
 &= 15
 \end{aligned}$$

Table 2. Classification of students' perception on English learning via online

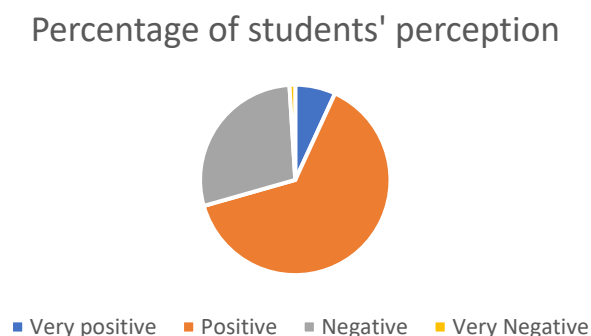
No	Criteria Formula	Criteria score	Classification
1	$X \geq Mi + 1.5 Sdi$	$X \geq 88$	Very positive
2	$Mi + 1.5 SDi \geq X \geq Mi$	$88 \geq X \geq 66$	Positive
3	$Mi \geq X \geq Mi - 1.5 Sdi$	$66 \geq x \geq 43$	Negative
4	$X \leq Mi - 1.5 Sdi$	$X \leq 43$	Very Negative

After calculating the average score of students' perception through the classification criteria, the frequency data was also provided and it can be seen in Table 3 below :

Table 3. The frequency of Students' perception on English learning via online

Classification	Frequency	Percent
Very positive	7	6.9%
Positive	65	63.7%
Negative	29	28.4%
Very Negative	1	1.0%

Figure 1. Percentage of students' perception on English learning via online



Based on the frequency of students' perception in general, the result of frequency percent showed that 7 respondents were 6.9% "very positive", which meant that only 7 students who gave very positive toward usefulness and ease of use of online learning. 65 respondents were 63.7% "positive", which meant that 65 students gave positive toward usefulness and ease of use of online learning. 29 respondents were 28.4% "negative", which meant that 29 students gave negative toward usefulness and ease of use of online learning. And there were only 1 respondent with 1.0% "very negative", which meant there was only 1 student who gave very negative toward usefulness and ease of use of online learning. So, it can be concluded that the average of students' perception on English learning via online was "positive" based on the calculation and range standard of perception.

Result of parents' perception on English learning via online in general

Parent's perception contains two of variables. First is perceive usefulness that contains 3 indicators, they are benefit item (BI), job relevant item (REL), and output quality item (OUT). Second is perceive ease of use that contains 3 indicators, they are Perceive ease of use (PEOU), Computer self-efficiency (CSE), and Enjoyment (ENJ). In order to find out parents' perception of online learning in general, the minimum and maximum score of the total of indicators were determined first. The results showed that the minimum score was 15 (1x15) and the maximum was 75 (5x15). After gathering the minimum and maximum score, the researcher then calculated the Mean ideal (Mi) and Standard deviation ideal (SDi) on the 6 indicators to determine the average of perception through the four classification criteria. For the further explanation of the four classification criteria can be seen in Table 4 below:

$$\begin{aligned} \text{Mi} &= 1/2 (\text{Max score of total item} + \text{Min Score of total item}) \\ &= 1/2 (75 + 15) \end{aligned}$$

$$\begin{aligned}
 &= 45 \\
 \text{SDi} &= 1/6 (\text{Max score of total item} - \text{Min score of total item}) \\
 &= 1/6 (74-15) \\
 &= 10
 \end{aligned}$$

Table 4. Classification of parents' perception on English learning via online

No	Criteria Formula	Criteria score	Classification
1	$X \geq Mi + 1.5 \text{ Sdi}$	$X \geq 60$	Very positive
2	$Mi + 1.5 \text{ SDi} \geq X \geq Mi$	$60 \geq X \geq 45$	Positive
3	$Mi \geq X \geq Mi - 1.5 \text{ Sdi}$	$45 \geq x \geq 30$	Negative
4	$X \leq Mi - 1.5 \text{ Sdi}$	$X \leq 30$	Very Negative

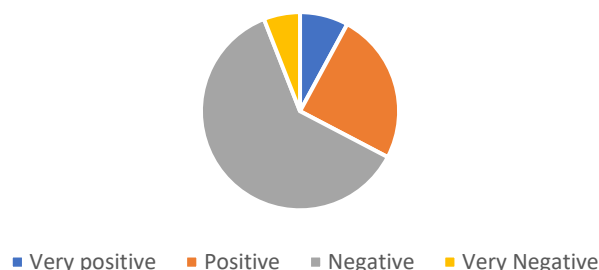
After calculating the average score of parents' perception through the classification criteria, the frequency data was also provided and it can be seen in Table 5 below :

Table 5. The frequency of Parents' perception on English learning via online in general

Classification	Frequency	Percent
Very positive	8	7.9%
Positive	25	24.8%
Negative	62	61.4%
Very Negative	6	5.9%

Figure 2. Percentage of parents' perception on English learning via online

Percentage of parents' perception



Based on the frequency of parents' perception in general, the result of frequency percent showed that 8 respondents were 7.9% "very positive", which meant that only 8 parents who gave very positive toward usefulness and ease of use of online learning. 25 respondents were 24.8% "positive", which meant that 25 parents gave positive toward usefulness and ease of use of online learning. 62 respondents were 61.4% "negative", which meant that 62 parents gave negative toward usefulness and ease of use of online learning. For the last, there were only 6 respondents with 5.9% "very negative", which meant there were only 6 parents who gave very negative toward usefulness and ease of use of online learning. So, it can be concluded that the average of parents' perception on English learning via online was "negative" based on the calculation and range standard of perception.

The results of students' respond on English learning via online during pandemic situation offer the positive perception, while parents offer the negative perception. The results of students' respond in a positive perception may attributed by the advantages of online learning such as gives students more time to explore sources of information related with learning material and makes them more independent in learning. These results are in line with Yang and Cornelius (2004) who showed that students have a positive perception that the using of online learning helps provide flexibility and availability for students in exploring sources of information related to learning material. Lee et al., (2009) also found that dimension of ease of use positively affects to increase students' intention in e-learning because it makes easy for students in understanding the learning content made up by the teacher.

According to students' perception in the current study, most of students in positive perception feel that online learning gives them more enthusiasm and motivation in learning. This is similar to the statement by Gustiani (2020) that in terms of enthusiasm and motivation, some students feel that online learning makes them less enthusiastic and motivated in learning. In terms of independent, Hidayat (2020) and Landrum (2020) claimed that online learning gives positive value to students because it makes them more independent, for example giving them the opportunity to be more active independently in the learning process and independent in finding resources related to learning material. This is similar to the results found by Zuriati & Briando (2020) that students already have technology and can operate it for online learning. Widodo et al (2020) also stated that learning through gadgets is easy to use and makes students become productive, but by proper usage rules. Ali Mooneeb et al (2021) also showed that students have positive perceptions in terms of learning through MALL. Thus, it could be concluded that students give positive perception towards the online learning.

Meanwhile, in terms of parents perception, parents have a negative perception toward online earning especially in terms of benefit and the relevant of online learning for students. However the result was different with Ludji & Marpaung (2021) which the result showed that parents had a positive perception if online learning provided a flexibility for their children because children can access information or learn anywhere and anytime. It was similar with the finding by Abdallah (2018b) that showed that there are some parents who disagree with their children who learn by using online learning system because parents are unfamiliar with the function and use of technology as the learning tool. As mentioned by Stanciu et al (2020) that the application of online learning actually has problems. As stated by Efriana, (2021), parents do not agree with online learning because it added expenses, for example internet cost. Yuzulia (2021) asserted that the result of research showed that since online learning was implemented, students actually faced an obstacle in understanding the material. In addition, parents also claim that their child's performance improved because online learning leads their child to learn independently. Therefore, it could be concluded that students and parents have perceptions that are not in a line, where students perceive positive and parents perceive negative on English learning via online during pandemic Covid-19.

CONCLUSION AND SUGGESTIONS

It could be concluded that students and parents have their own perception towards English learning via online during pandemic. The results found out that 1)

students had a positive perception, and 2) parents had a negative perception on English online learning. It can be implied that both students and parents have a contradiction perception on English learning via online during pandemic situation. Therefore, it is suggested for the government to use this result as a reference to evaluate the online learning specifically for teaching and learning English for junior high school students. It is also recommended for the future researchers to conduct a study which related to the solution of this problem. Thus, online learning can be done effectively and offer positive perception on each aspect for students and parents.

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