THE STUDENTS' PERCEPTION OF ONLINE LEARNING DURING COVID-19 USING MOODLE
(A Descriptive Research in SMK Ma'arif NU Doro)

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Abstract

This research was conducted with the aim of knowing students' perceptions of online learning using Moodle during the pandemic. This research was conducted at SMK Ma'arif NU Doro, Pekalongan Regency. The research used descriptive qualitative method. The instruments of the data collection were in the form of questionnaires and interviews which were used with 40 TKJ 1 and XI AKT 1 students. The results of this study showed that the use of Moodle as a support for online learning at SMK Ma'arif NU Doro was not effective because there were many obstacles found when Moodle was used. The big problem came especially from the internet network. Besides, Moodle also did not make it easier for students to do online learning because students often experienced errors when Moodle was being used.

Keywords : Perception, Online Learning, Covid-19, Moodle

INTRODUCTION

At the end of 2019, a virus that has shocked the world has emerged, namely Covid-19. The virus first appeared in the city of Wuhan, the capital of Hubei province, China. It has been detected that the virus attacks the human respiratory tract. In Indonesia, the first case of a patient with COVID-19 was announced directly by President Joko Widodo on March 2, 2020. The number of patients who have been infected with the corona virus were two Indonesian citizens who lived in Depok (Nuraini, 2020). However, due to the rapid spread of the virus, the government finally issued the lockdown policy. *Lockdown* is a mechanism to close all community activities in an area and its borders with the government's responsibility to meet the basic needs of citizens' lives (Law No. 6 of 2018).

The COVID-19 pandemic has had a huge impact on all sectors of life. One of those sectors was the education sector. In the circular letter of the Minister of Education and Culture, there are several points related to learning patterns in areas affected by COVID-19. Where the level of COVID-19 was high, it is suggested to implement distance learning, work from home. Students, teachers, and lecturers were advised to carry out work activities and teaching from home either via video conferencing, digital documents, or other online means (Kemendikbud, 2020b). With this policy, all schools in all corners of Indonesia, especially those which had many COVID-19 cases were required to conduct distance or online learning activities.

Derek Stockley (2003) in Prawiradilaga (2013) explained the definition of online learning as the delivery of learning programs, training, or education by using electronic suggestions such as computers or other electronic devices in various ways to provide training, education, or teaching materials. The government has provided several accesses in carrying out online learning, namely *Rumah Belajar, Google G Suites for Education, Kelas Pintar, Microsoft Office 365, Quipper School, Ruang Guru, Sekolahmu, and Zenius* (SE Kemendikbud, 2020). One of the schools in Pekalongan Regency, namely SMK Ma'arif NU Doro, has also implemented online learning in accordance with the advice of the

government. *Moodle* is a Learning Management System (LMS) application that is free and can be used and modified by users based on their wishes, especially the teaching and learning process (Siti, 2018). Although the school has maximized to provide online learning facilities, in reality many are lacking in the implementation of the learning. The general problem that occurs in educational institutions in Indonesia was the distribution of internet networks in Indonesia which has not been optimal. In this case, there were various students' perceptions of the implementation of online learning in schools. According to Sarlito (2002) perception is a person's ability to organize an observation, that ability among others: the ability to distinguish, the ability to group, and the ability to focus.

Based on the background that has been described, the researcher was interested in conducting research on "The Students' Perception of Online Learning during Covid-19 using Moodle in SMK Ma'arif NU Doro".

METHODOLOGY

This research used descriptive qualitative method. Qualitative research is also described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences (Creswell, 1994). This research was conducted at SMK Ma'arif NU Doro, Pekalongan Regency. Respondents in this research were 40 students taken from two classes: XI TKJ 1 and XI AKT 1. In collecting data, researchers used questionnaires and interviews.

1. Questionnaire

Questionnaire is a data collection technique which is done by giving a set of questions or a written statement to the respondent (Sugiyono, 2013). The questionnaire used in this study consisted of 15 questions in the form of multiple choice.

2. Interview

Sugiyono (2013) explains that there are 2 types of interviews, namely structured and unstructured interviews. Structured interviews are used as a data collection technique, if the researcher or data collector already knows for sure about what information will be obtained (Sugiyono, 2013: 138). Meanwhile, unstructured interviews are free interviews where researchers do not use interview guidelines that have been systematically and completely arranged for data collection. Interviews in this research were conducted using WhatsApp calls to 3 students who had the highest, middle and lowest scores in the questionnaire.

FINDINGS AND DISCUSSION

In general, students perceived the use of Moodle as a support for online learning at SMK Ma'arif NU Doro as having many obstacles. This was shown by the following data.

Statement Number 1 in the survey asked the students whether the material provided during online learning using Moodle is easy to understand. The following table summarized the students' answers.

Tabel 1. Students' responses for Statement 1

No.	Answer	Frequency	Presentage
1.	Strongly Agree	0	0%
2.	Agree	14	35%
3.	Less Agree	21	52.5%
4.	Disagree	5	12.5%

Based on the table, it can be concluded that the material provided during online learning using Moodle was not easily understood by most students.

Statement Number 2 asked students whether Using Moodle as an online learning tool makes it easier for them to learn. Their responses were shown in the following table.

Table 2. Students' responses for statement 2

No.	Answer	Frequency	Presentage
1.	Strongly Agree	1	2.5%
2.	Agree	17	42.5%
3.	Less Agree	18	45%
4.	Disagree	4	10%

Based on the table, it can be concluded that the use of Moodle as an online learning tool did not make students feel facilitated in learning.

Statement Number 3 checked whether the internet network is one of the obstacles when learning online using Moodle. The students' answers were in the table 3.

Table 3. Students' responses for statement 3

No.	Answer	Frequency	Presentage
1.	Strongly Agree	22	55%
2.	Agree	13	32.5%
3.	Less Agree	4	10%
4.	Disagree	1	2,5%

Based on the table, it can be concluded that most students had difficulty in learning because the internet network was not supportive.

Next, statement number 4 was "The use of Moodle as an online learning tool requires
a lot of quota". Students' responses were as shown in table 4 below.

Table 4. Students' answers to Statement 4

No.	Answer	Frequency	Presentage
1.	Strongly Agree	7	17.5%
2.	Agree	20	50%
3.	Less Agree	11	27.5%
4.	Disagree	2	5%

Based on the table, it can be concluded that at the time of online learning using Moodle the internet data needed to access it was very large.

Statement Number 5 was to check whether the use of Moodle is easily accessible on any laptop or smartphone. The students' responses were as follows:

Table 5. Students' responses in Statement 5

No.	Answer	Frequency	Presentage
1.	Strongly Agree	5	12.5%
2.	Agree	22	55%
3.	Less Agree	13	32.5%
4.	Disagree	0	0%

Based on the table, it can be concluded that the Moodle application was easily accessible on all laptops and smartphones.

Statement number 6 said "The assignments given by the teacher are in accordance with the material given". The respondents showed their agreement as follows.

Table 6. Students' responses for statement 6

No.	Answer	Frequency	Presentage
1.	Strongly Agree	8	20%
2.	Agree	30	75%
3.	Less Agree	2	5%
4.	Disagree	0	0%

Based on the table, it can be concluded that the teacher gave assignments to students according to the material being studied.

Statement Number 7 was "You are motivated to complete the assigned task". The students' answers were on table 7 below.

Table 7. Students' answers to statement 7

No.	Answer	Frequency	Presentage
1.	Strongly Agree	2	5%
2.	Agree	32	80%
3.	Less Agree	6	15%
4.	Disagree	0	0%

Based on the table, it can be concluded that when the teacher gave assignments to students, the students had motivation to do those assignments and they could complete the tasks.

Statement Number 8 checked whether students were active in learning using Moodle. The statement was "You actively participate in online learning using Moodle". The answers were shown in table 8.

Table 8. Students' answer for statement 8

No.	Answer	Frequency	Presentage
1.	Strongly Agree	1	2.5%
2.	Agree	26	65%
3.	Less Agree	13	32.5%
4.	Disagree	0	0%

Based on the table, it can be concluded that most of the students was active in online learning using Moodle.

Statement Number 9 was "Online learning using Moodle is one way of learning during a pandemic". In this statement, the students showed their perceptions as follows.

Table 9. Students' answers for statement 9

No.	Answer	Frequency	Presentage
1.	Strongly Agree	7	17.5%
2.	Agree	30	75%
3.	Less Agree	3	7.5%
4.	Disagree	0	0%

Based on the table, it can be concluded that Moodle was one of the learning applications that can be used during a pandemic.

Statement Number 10 was "You need training and socialization on the use Moodle on a regular basis". The students' responses to this statement were shown in Table 10.

Table 10. Students' responses to statement 10

No.	Answer	Frequency	Presentage
1.	Strongly Agree	1	2.5%
2.	Agree	27	67.5%
3.	Less Agree	10	2.5%
4.	Disagree	2	5%

Based on the table, it can be concluded that students still found it difficult to operate Moodle in online learning. In other words they needed training to use it.

Statement Number 11 was "Interaction between students and teachers is well established". The students' answers were in the following table.

Table 11. Students' answer for statement 11

No.	Answer	Frequency	Presentage
1.	Strongly Agree	0	0%
2.	Agree	10	25%
3.	Less Agree	29	72.5%
4.	Disagree	1	2.5%

Based on the table, it can be concluded that during online learning by using Moodle, teachers and students had difficulty in interacting with each other.

Statement Number 12 was "Using Moodle is easy to understand and fun". The students' answers varied as being shown in table 12.

Table 12. Students' answer for statement 12

No.	Answer	Frequency	Presentage
1.	Strongly Agree	2	5%
2.	Agree	16	40%
3.	Less Agree	19	47.5%
4.	Disagree	3	7.5%

Based on the table, it can be concluded many students had difficulty when Moodle was used in online learning.

Statement Number 13 was "Before learning begins, the teacher provides direction regarding the material to be studied". The students' responses also varied. They were shown in table 13.

Table 13. Students' answer for statement 8

No.	Answer	Frequency	Presentage
1.	Strongly Agree	6	15%
2.	Agree	27	67.5%
3.	Less Agree	6	15%
4.	Disagree	1	2.5%

Based on the table, it can be concluded that teachers always provided instructions or directions to students before online learning began.

Statement Number 14 checked whether students agreed on the idea that the features provided in Moodle are very complete. Their responses were as follows.

Table 14. Students' responses for statement 14

No.	Answer	Frequency	Presentage
1.	Strongly Agree	3	7.5%
2.	Agree	29	72.5%
3.	Less Agree	7	17.5%
4.	Disagree	1	2.5%

Based on the table, it can be concluded that the features contained in Moodle was very complete.

Statement Number 15 was to check whether students felt that the use of Moodle requires a very large capacity. Their answers were on table 16.

Table 15. Students' answer for statement 15

No.	Answer	Frequency	Presentage
1.	Strongly Agree	9	22.5%
2.	Agree	15	37.5%
3.	Less Agree	15	37.5%
4.	Disagree	1	2.5%

Based on the table, it can be concluded that there were comparable results between students who disagreed and agreed on the internal memory capacity that Moodle requires. This showed that students' perception varied regarding the capacity needed by Moodle.

Based on the results of the survey that has been conducted, the researcher compared it again with the data from interviews conducted with 3 students via WhatsApp calls. Students who were selected in the interview were based on the scores they got, namely the highest, middle and lowest grades. Based on the results of interviews, there were many obstacles in using Moodle. The student who got the highest score said that there was a problem with his cellphone's internal memory capacity. It was full, so the student could not download the Moodle application. In addition, student who got the middle score also said that the teacher always sent material in the form of softfiles, and that made the internal memory capacity of the cellphone full.

Then the student who got the lowest score said having no internet quota was the main problem. Thus, Moodle could not be accessed. In addition to these obstacles, there were also other obstacles, such as those conveyed by the student who got the highest score, he said that the Moodle application presented an error during the exam, so he had to repeat the exam. This was also conveyed by student who got the middle score. Based on the interview, it can be concluded that the use of Moodle as a support for online learning at the Ma'arif NU Doro Vocational School presented many obstacles.

In addition to obstacles, Moodle also has its own advantages. The student who got the highest score said that learning through Moodle can be done at home. The statement was also conveyed by students who got the middle and lowest grades. Based on the students' answers, it can be concluded that, apart from having many obstacles, Moodle was also advantageous as students' learning can be done anytime and anywhere.

CONLUSIONS

From the explanation above, it can be concluded that the students' perception of using Moodle as an online learning tool at SMK Ma'arif NU Doro were positive. Moodle was less effective due to several obstacles that often occurred. The obstacle felt by students was related to the internal memory capacity on the cellphone which was easily full. Students also had experienced an error during the exam. The main obstacle in online learning using Moodle was the internet network which was sometimes not supportive. In addition, the use of Moodle did not make it easier for students in learning online. The use of Moodle as a learning tool has both advantages and disadvantages. One of the advantages that students mentioned was Moodle enables them to learn from various places and in an unlimited time.

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