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STUDENTS' PERCEPTION ON THE USE OF ONLINE LEARNING PLATFORMS IN THE EFL CLASSROOM

Muhammad Farhan Rafi [1], Siti Naimatus Sholikhah [2]
[1, 2]STKIP PGRI Jombang, Jl. Pattimura III/ 20, Jombang, (0321 861319)
[1]m.farhan@stkipjb.ac.id; [2]sitinaimatussholikhah@gmail.com

Abstract

Indonesia has been shocked by the arrival of a deadly virus. The emergence of the virus has an impact on the field of education. Therefore, with extensive technological developments, utilizing online learning platforms to support learning activities are converted into online learning. The purpose in this study was investigated the students' perception of online learning platforms in EFL classrooms at the Department of English Language Education STKIP PGRI Jombang. This study used quantitative method with specific focus on survey design. The population in this research is the students of the English Language Department of STKIP PGRI Jombang are 200 students that consist of six classes. The samples of this study used three classes that are students of 2018-A, 2019 A, and 2020 A class consists of 104 students. The researcher used questionnaires for collect data. The questionnaire consists of 20 items and the results are students have chosen the top three of online learning platform namely zoom meeting, students are master, students who are feeling easy to use online learning platform, students who are willing to take online lecturers and students who had difficulty understanding the material. The data was analyzed by using frequency percentage. In this study, the percentage score showed (%=68,46%). The results of this study indicate that they have a positive perception on the use of online learning platforms in the EFL classroom at English Language Education Department of STKIP PGRI Jombang.

Key words   *: EFL Classroom, Online Learning Platform, Perception*

Abstrak

I*ndonesia dikejutkan dengan datangnya virus yang mematikan yang dijuluki dengan virus COVID-19. Munculnya virus tersebut membawa dampak pada bidang pendidikan. Oleh karena itu, dengan perkembangan teknologi yang luas dengan pemanfaatan platform pembelajaran online untuk menunjang aktifitas pembelajaran yang diubah menjadi pembelajaran online. Tujuan dalam penelitian ini adalah untuk menyelidiki persepsi siswa terhadap platform pembelajaran online dalam kelas EFL di prodi Pendidikan Bahasa Inggris STKIP PGRI Jombang. Penelitian ini menggunakan metode kuantitatif dengan fokus khusus pada desain survei. Populasi dalam penelitian ini adalah siswa Jurusan Bahasa Inggris STKIP PGRI Jombang yang berjumlah 200 siswa yang terdiri dari enam kelas. Sampel penelitian ini menggunakan tiga kelas yaitu kelas 2018 A, 2019 A, dan 2020 A yang terdiri dari 104 siswa. Peneliti menggunakan kuesioner untuk mengumpulkan data. Data dianalisis dengan menggunakan presentase frekuensi. Di penelitian ini, hasil yang diperoleh menunjukkan prosentase (68.46%). Hasil penelitian ini menunjukkan bahwa mahasiswa memiliki persepsi positif tentang penggunaan*

platform pembelajaran online dalam kelas EFL di Prodi Pendidikan Bahasa Inggris di STKIP PGRI Jombang.

Kata Kunci   *: Persepsi, Platform Pembelajaran Online, Kelas EFL*

INTRODUCTION

The COVID-19 pandemic has a devastating impact on economic, social and cultural developments in people's lives, especially in the field of education. As a result of this virus, which was originally carried out face-to-face at the campus had to be done online using various online learning platforms in each home. COVID-19 made a test for the implementation of online education to be carried out and masse (Sun, Tang & Zuo, 2020). In Indonesia and in the world, several accesses will be closed in a crowded and clustered manner, especially education centers or schools. The closures that have occurred in schools and campuses in Indonesia are useful to stop the spread of COVID-19, which is so fast and precise. According to Sun, Tang & Zuo (2020) that UNESCO's response as an institution engaged in education strongly approves of learning using an online platform for distance learning efforts, so that learning can be reached by students wherever they are. Changes from the implementation of classroom learning to the implementation of learning through the network, which plays important roles are teachers and educators because they are the controllers in the learning process. Moreover, with an online learning system is a learning that is done electronically. The use of online learning platforms such as Zoom Application, WhatsApp, Schoology, Google Classroom and others has been implemented by several lecturers. The use of online learning platform is to integrate technology into the teaching and learning process in online classes due to points in their use such as facilitating interaction between lecturers and students even though they are not in the same room. Online learning platforms such as Zoom Application, Whatsapp, Schology, Google Classroom and others provide features that allow students to interact and collaborate between lecturers and students as well as access material, assignments by giving deadlines. Another thing that lecturers can use in this application is that they can monitor students in the teaching and learning process on the online platform. In addition, there are several online platforms that provide monitoring features, especially parents' monitoring of their learning progress. The online platform can be accessed for free on the play store, it's just what when you want to use the online platform you have to use enough internet quotas.

Teaching and learning process on the online platform affect student's performance on their learning. Related to this issue, students have own perception on learning process via online platforms. In human life, there are several important aspects in carrying out daily life, especially cognitive aspects, namely about perception. Perception is an important part of human life which is used as an adaptation between humans and one another. Perception is the associated with a change in a sense-organ and this is caused by the object of perception (Knuutilla, et.al 2008). This connection is through senses of sight, hearing, taste, and smell. The writers revealed that perception changes the sense-organ and this is caused by the object of perception which means that everyone has feelings of

likes or dislikes for the intended object. From the explanation above, the writers have been able to explain that everyone has different perceptions in giving opinions about an object to be given. Student's perception is very important not only for student interests but also for teaching development purpose. Knowing and applying the principles related to perception is very important for teacher, because of some reasons as follow: 1) The better an object, person, event or relationship is known, the better, the object, person, event or relationship can be remembered. 2) In teaching, avoiding misunderstanding is something that must be done by a teacher, because misunderstanding will make students learn something that is wrong or irrelevant. 3) If in teaching something the teacher replaces the actual object with a picture or portrait of the object, then the teacher must know how the image or portrait must be made so that the wrong perception does not occur.

There are two: positive perception and negative perception. Positive perception is a valuable present that prepares the self-confidence and power to catch on the world, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others. Negative perception is disposed to focus on their own desires, trying to acquire and proved their self-worth.

According to Robbins (2002:14) there are two types of perceptions, positive and negative perception. Positive perception comes from the individual satisfaction about certain object that becomes her/his source perception, the individual knowledge, and the individual experience of the object perceived. So, positive perception is a personal judgment about certain object positively. Negative perception comes from the individual dissatisfaction about certain object that becomes her/his source perception, the individual ignorant, and the lack of experience of the object perceived. It can conclude, negative perception is a personal judgment about certain object negatively.

According Bagata, et.al (2020) there are some students' perception on online learning platform that can be divided into three indicators:

1. Ease of used
    Ease of used is how much the use of the platform in the online learning process can be easily understood and used by students.
2. Perceived usefulness and interaction
    Perceived usefulness and interaction is how much the use of platforms in the online learning process can provide benefits for students so it can make easier to operate. Meanwhile, interaction is something that will make the platform a medium for channeling participation and reciprocal interactions between students and lecturers.
3. Student's satisfaction
    Student's satisfaction is a condition where students can be seen from their emotional satisfaction such as feeling comfortable, satisfied, and happy in using the online learning platform.

A study by Cakrawati (2017), There is a similarity between Cakrawati's research and this research, which is that they both examine student perceptions regarding the use of online learning platforms in online learning in the EFL classroom. As for the difference between Cakrawati's research and this research,

the online learning platform used is different. In Cakrawati's research, Edmodo and Quipper are used, while in this study, the online learning platform used is aimed at all online learning platforms.

Another previous study by Surani and Hamidah (2020), There is a similarity between Surani and Hamidah's study with this study, namely both researching student perceptions regarding the use of online learning platforms in online learning during the COVID-19 pandemic. As for the differences between Surani and Hamidah's study and this study, the respondents used are different in Dewi Surani's and Hamidah's research, the respondents used are active students of Bina Bangsa University, while in this study the respondents used were students of the English language department.

Based on this explanation, this study aims to investigate student perceptions of English education programs regarding the use of online learning platforms in the EFL Classroom. Aristotle stated about perception is the associated with a change in a sense-organ and this is caused by the object of perception (Knuutilla, et.al 2008). Therefore, with this research, the writers want to convince and conduct similar research. However, this research is expected to help lecturers who use online learning platforms when conducting online lectures as evaluators both in terms of goodness and weakness in using online learning platforms so that online lectures in the EFL Classroom are expected to run as much as possible.

RESEARCH METHOD

This research used a quantitative approach. Quantitative research is type of research which explaining some problem by collecting numerical data which the way to analyze is by using statistics method (Creswell: 2013). This study uses survey design. The writers used the survey design with the reasons namely survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population (Creswell, 2014). Type of survey research design that is Cross-sectional surveys study a cross-section (sample) of a population at a single. Cross-sectional survey design is research design which collects data at one time to sample (Creswell, 2012). In addition, a cross-sectional survey design can measure service needs education-related programs, school facilities, or involvement in school or in society (Cresswell, 2012,). Therefore, this research can be utilized to investigate student's perception from 2018 A class, 2019 A class, and 2020 A class about online learning platform in the EFL classroom at English Language Department of STKIP PGRI Jombang. So, this research used cluster sampling because according to Creswell (2014) cluster sampling is ideal when it is impossible or impractical to compile a list of the elements composing the population. Based on the understanding in above, the samples of this study are three classes, by taking class groups that were already using online learning platform in EFL classroom. The samples of this study are students of 2018A class consist of 36 students, 2019 A class consists of 38 students, 2020 A class consists of 30 students. So, the sample of this study amounted to 104 students.

This study used two questionnaire adapt: The first, adapted from (Saifuddin, 2017), the questionnaire consists of 5 questions (multiple-choices) about kinds of online learning platform, online class access, mastering the online platform, willing to take online lecturers and difficulty taking online lecturers then presented in a descriptive manner based on the response or answer given. The second, adapted from references or article conducted by from Bagata, et al (2020). The questionnaire consists of 15 statements. Form of questionnaire is close-ended questionnaire type shown the levels and produce accurate data if use by a Likert Scale. In this research, from adapted references or article conducted by from Bagata, et al (2020). The researcher used a type of questionnaire instrument with scoring as follows: strongly agree is 4 points, Agree is 3 points, Disagree is 2 points, strongly disagree is 1 point.

FINDING AND DISCUSSION
FINDING

This research was conducted to investigate the students' perception of the use of online platforms in the EFL classroom at STKIP PGRI Jombang. The writers distributed the questionnaire, the questionnaire has twenty statements about students' perception of the use of online platforms in the EFL classroom. There are 104 students gave responses to this questionnaire. Students only give a checklist in the box provided in Google Form. There were three classes who have participated to complete the questionnaire. Students of 2018-A class consist of 36 students with a percentage of 34,6 %, 2019-A class consists of 38 students with a percentage of 36,5% and the last was 2020-A class consists of 30 students with a percentage of 28,8%.

The first analysis is on the statement "The first analysis is on the statement "Choose a good online learning platform to use in online learning class?". Here are the percentages.
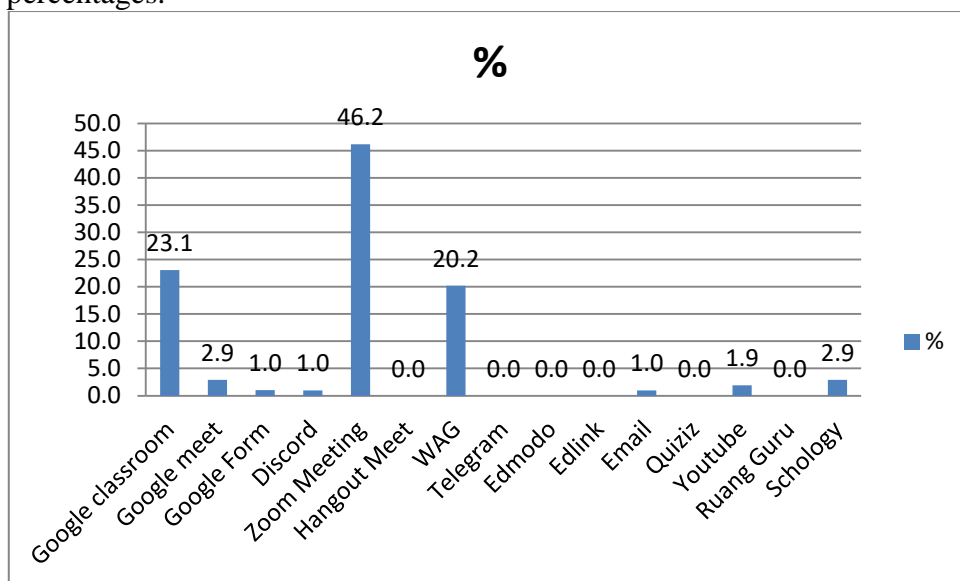

Figure 1. Online platform (application) in the online class

From figure 1, it is known that there are many online leraning platforms that are known and used by students and lecturers in the teaching and learning process in the classroom during Covid-19 pandemic. The top three are Zoom meeting, google clasroom and whatsapp group. The top ranking platform after distributing questionnaire to students is Zoom Meeting. According to students, its platform is a good online learning platform in using English Learning in their classsrooms. The second rank from the results of distributing questionnaire to students is google classroom that it medium to often use. Google classroom is an application that allows the creation of clssrooms in cyberspace. The third rank from the results of distributing questionnaire to students is WhatsApp Group. This platform is a platform that is no less interesting than the two previous platforms because whatsappp basically has superior advantages.

The second analysis is the question "According your opinion, how can the online learning platform accessed in the online class from where you live?". Here are the percentages:
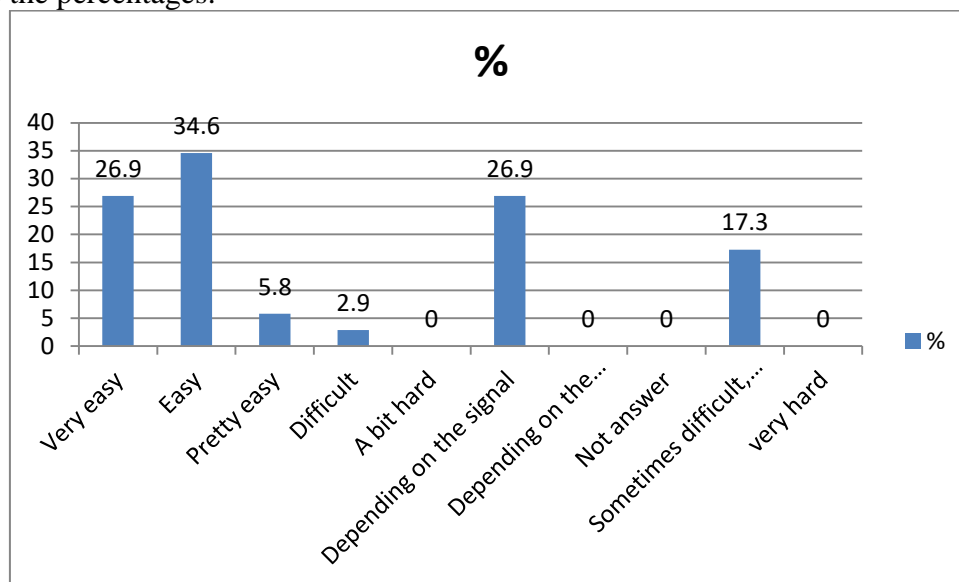

Figure 2. Online Class Access

From Figure 2. It is known that there are many experiential situations that are felt by students when they access the online learning platform which is used as a medium for the online learning process in their residence. From the graph, the total percentage does not reach 50% in the highest situation felt by students namely easy, very easy and depending on the signal so that is shows that students don't find many difficulties in using the online learning platform. Based on the results of the distribution of the questionnaire stated that 26,9% of student's residence is far from where it is difficult to access the internet. On the other hand, from the results of the questionnaire it was known that 17,3% of students or 18 students stated it was "sometimes difficult, sometimes easy" to access the internet. It can be concluded that where students live depends on the signals there. Based on the results of open-ended questions on the first point shows that students prefer the use of zoom meetings which quite a lot of quota and signal convenience.

434

The third analysis is the question "did you master the online platform (application) in the online class that you participated in during the Covid-19 pandemic?" here are the percentages:
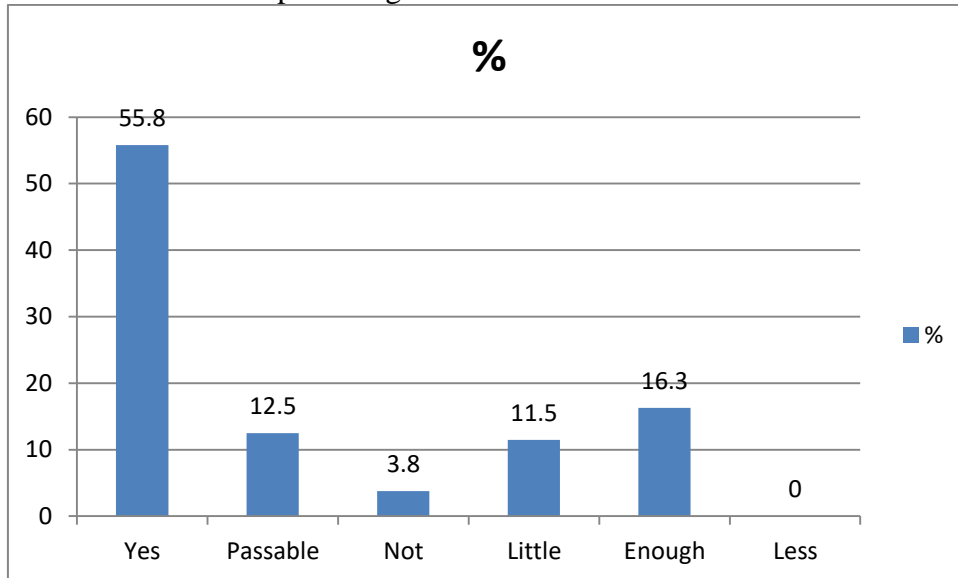

Figure 3. Mastering the online learning platform

From the figure above, it is known that more than 50% of students have mastered the use of online learning platforms. On the other hand, there are still some students who have not mastered the online learning platform, so this is a challenge for lecturers to overcome these problems so that students who will take online learning can follow suit the maximum challenge is teachers must understand the use of the procedures for using technology and understand the procedures for using technology to support onlie learning.

The fourth analysis is the question the fourth analysis is the question "during the Covid-19 pandemic, are you willing to conduct lectures online". Here are the percentages:
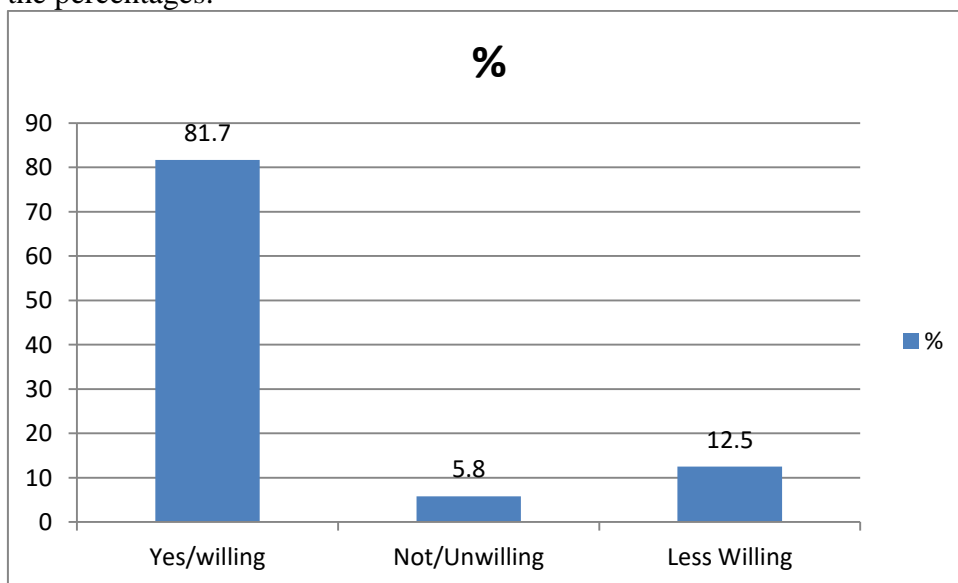

Figure 4. Willing to take online lecturers

435

From figure 4, the results of distributing questionnaires to students stated that almost all students were willing to take online learning, from the data, it is stated that 81,7% or there are 85 students who are willing, but there are 12,5% or 13 students who are less willing and there are 5,8% or 6 students who are not willing to take online learning. From these results, it can be concluded that many students are willing to take online courses, but there are some students who are not. From the student's unavailability, there are several reasons, namely inadequate internet quota, weak signal, and one of the important reasons is the delivery of material from the lecturer. Submission of material from the lecturer is considered less effective because only the material is given without an explanation of the material. It can be used as an evaluation material by lecturers by improve the quality of giving teaching materials to students where students are not only from reading but also from the knowledge given by lecturer.

The fifth analysis is the question The Fifth analysis is the question "what difficulties are there when participating in online classes during the Covid-19 pandemic". Here are the percentages:
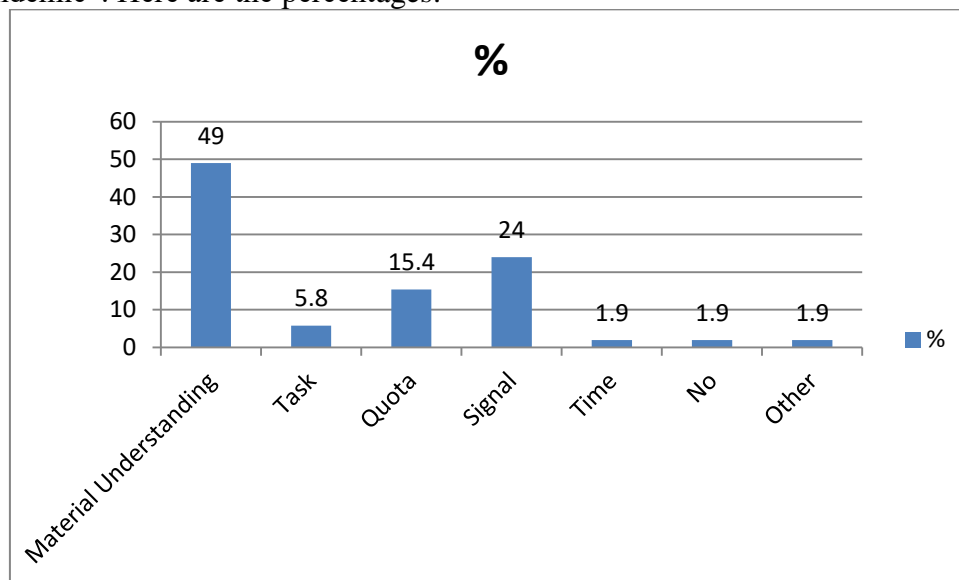

Figure 5. Difficulty taking online lecturers

From figure 5. The reults of the open-ended questions show that as many as 49% of students that having difficulty in understanding material given by the lecturer during the learning process. Another difficulty is the signal, as many as 24% of students or about 24 students stated that it is more difficult to find a signal where they live than internet quota. Although there were 15,4% of students or about 16 students stated that internet quotas were difficult in the learning process became campus policy by providing quota subsidies to ease the burden on students a little. Apart from campuses, internet quotas can be obtained from government subsidies through Kemendikbud (2021) the government again distributes free internet data quota assistance for students and teachers throughout Indonesia. Another solution to overcome difficulties for understanding material for lecturer. So they can explain the learning material as well as possible.

Table 1 Table of General Findings of Questionnaire

No	Indicators	Total Frequency of Responses							
		SD (1)	%	D (2)	%	A (3)	%	SA (4)	%
1.	Ease of Used	26	5%	153	29,4%	273	53,5%	68	13.1 %
2.	Perceived Usefulness & Interaction	24	4,62%	144	27,7%	272	52,3%	80	16%
3.	Student's Satisfaction	16	3,0%	129	24,8%	265	51%	110	21,2 %
	TOTAL	66		426		810		258	

Table 2 Table of Percentage Negative and Positive Perception

No	Indicators	Negative Perception (%)	Positive Perception (%)
1	Ease of Used		
2	Perceived Usefulness & Interaction	31.54	68.46
3	Student's Satisfaction		

Previously it has been explained in open-ended questions and in this section will explain about closed-ended questions from several statements regarding the students' perception of the use of online platforms in the EFL classroom at STKIP PGRI Jombang. The questions consist of 3 indicators consisting of 15 statements. The distribution of questionnaires was carried out online by distributing google form link. Questions are distributed in 3 classes at STKIP PGRI Jombang, namely 2018-A, 2019-A and 2020-A. in the table above are the overall findings of the questionnaire on each indicator.

DISCUSSION

Based on the results of research conducted by researchers through distributing questionnaires to students regarding students' perception on the use of online learning platform in the EFL Classroom at English Language Department of STKIP PGRI Jombang in the 2018-A Class, 2019-A class, and 2020-A class. The researcher first asked 5 questions about good online learning platform in the online class, online class access, mastering the online platform, willing to take online lecturers, and difficulty taking online lecturers.

1. **Good online learning platform in the online class**

   Zoom meeting is a good platform to online learning process. According researcher, Zoom meeting is video conferencing platform is used by many people to displaying several features such as audio, chat, video, screen recording, etc.. This results similar with previous study by (Surani and

Hamidah (2020) showed that zoom users suddenly skyrocketed because of the ease with which they could face long distances.

2. **Online class access**
   Based on the results, it is known that there are many students who are feeling easy to use online learning platform. This result similar with (Surani and Hamidah (2020) which stated that the total easy response does not reach 50% it can be not all students feeling easy to access online learning platform.

3. **Mastering the online platform**
   Based on the results, there are many students who are mastering the online platform. This is in accordance with the results of previous study by (Surani and Hamidah (2020) that more than 50% of students master the use of online learning platforms during the learning process.

4. **Willing to take online lecturers**
   Based on the results, there are many students who are willing to take online lecturers, because by carrying out online learning, it is one of the preventions to break the chain of the spread of Covid-19 pandemic. This research similar with Surani and Hamidah (2020) that student willing to take courses online, and although there are students not willing and less willing according Dewi Surani and Hamidah that need to be material for introspection for lecturers, especially lecturers to better prepare teaching materials and deliver teaching materials so that learning objectives can be maximally achieved.

5. **Difficulty taking online lecturers**
   Based on the results, there are many students who are more than 50% who are had difficulty understanding the material when taking online lecturers. This research similar with Surani and Hamidah (2020) that students had difficulty understanding the material. Basically the material given to students will certainly encourage the mental formation of students so that they are trained independently and understand the material of lecturers but can use the internet to increase knowledge.

Next, the researcher explains about the result of student's perception: students have positive perception toward the use of online learning platforms. According students are online learning platform that helps students acquiring new English vocabulary, promotes the effectiveness of EFL intructions at secondary stage, and can students to share their writing with the lecturers and peers. Similarly with previous study Bagata, et al (2020) explained that: moreover, the online learning platform has some advantages for online learning during the pandemic which is the whole learning process full online. Of the overall results of 104 students indicate that students have positive perception toward on the use of online learning platform adalah 68,46%.

The results from the questionnaire indicators from the statement **ease of used** consist of 5 statements, data 63 respondent with percentages (60,6%) from statement number 6 (Online learning platform meets my needs such as mobility and social communication). It means that the respondents felt online learning

platform made it easier for them to meet needs mobility and social communication. This result is similar with previous study of Surani and Hamidah (2020) stated that with online learning students are presented with many platforms that make it easier for students to communicate.

The results from the questionnaire indicators from the **perceived usefulness and interaction** consists of 5 statements, 63 respondent with percentages (60,6%) from statement number 15 (Online learning platform promotes the effectiveness of EFL instruction at secondary stage). It means that the respondents felt when use online learning platform can promotes the effectiveness on the EFL instruction at secondary stage during online learning process. In the opinion of I Putu andre S (2019) explains that with the rapid development of science and technology, the emergence of multimedia technology and its application to teaching, displaying audio, visual, and animation effects brings its own color in teaching English and provides a favorable platform for reform and exploration on the model of teaching English in the new era.

The results from the questionnaire indicators from the statement **student's satisfaction** consists of 5 statements, 64 respondent with percentages (61,5%) from statement number 20 (Online learning platform can me a chance to share my writing with my teacher and peers). It means that the respondents felt when use online learning platform can students chance to share my writing with my teacher and peers because on the online learning platform provides many features such as share text or audio during online learning process. This result is similar with Al-Khatiri (2015) discussed student's perceptions, stated that the online learning platform has a feedback feature, so students can easily give the direct question and get a direct answer from the lecturer.

CONCLUSION AND SUGGESTION
CONCLUSION

The result of the research questions about how are the Students' perceptions on the Use of Online Learning Platforms in The EFL Classroom at English language Education Department of STKIP PGRI Jombang and the researcher conducted survey research by distributing the questionnaire showed that based on the results of the questionnaire, students in English Language Education Department, STKIP PGRI Jombang batch 2018- A, 2018-A, and 2019-A have chosen the top three of online learning platform namely zoom meeting, Google classroom, and Whatsapp group, students who are feeling easy to use online learning platform, more than 50% *(58)* of students master the use of online learning platforms during the learning process, more than 50% *(85)* of students who are willing to take online lecturers and more than 50% *(51)* of students who are had difficulty understanding the material when taking online lecturers. For students' perception that felt online learning platform is easy to meets their needs such as mobility and social communication *(percentage=60,6%)*, online learning in perceived usefulness & interaction that can promotes the effectiveness of EFL instruction at secondary stage *(percentages 60,6%)*, and students felt satisfy use of online learning platform when online learning platform can students a chance to share my writing with my teacher and peers *percentages (61,5%).* In addition,

students have negative perception on the use of online learning platform with *(percentage = 31,54).*

Students felt easy, useful and interaction in the online learning and satisfied on the use of online learning platform. So, it can be concluded the students in English Language Education Department at STKIP PGRI have positive perception on the use of online learning platform with *(percentage 68,46).*

SUGGESTION

a) It is suggested for students of English Department-A to maximize the use of online learning platforms, especially on the top three goo online learning platforms namely zoom meeting, Google classroom and WhatsApp group by making creative learning so when the online learning process takes place it becomes more interesting and don't feel bored of using online learning platform.

b) It is suggested for lecturers majoring in English Language Department that majority of students prefer the top of three good online learning platforms namely zoom meeting, Google classroom and WhatsApp group so it would be better to make it easier for students to use the top three online learning platforms so that students are easy and comfortable in using them and it is also suggested to prioritize the delivery of more creative material when teaching online so that students remain enthusiastic and spirit when lecturers explain the material.

c) It is suggested for further researchers should find out the extent to students' perceptions of the use of online learning platforms are adding an instrument for collecting the data such as interviews so that perception can be analyzed more deeply.

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