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## **Uniska Kediri Postgraduate Program Lecturers and Students' Perceptions of Online Learning in the Era of the Covid-19 Pandemic**

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**Abstract:** During the Covid-19 pandemic, educators and students will need a variety of options, including online learning. For teachers and students, the number of applications that can be utilized as a means of online learning, such as Zoom Meeting, Google Meet, and others, is new. This new experience will gradually change how people think about online learning. 1) How do students see learning exchanges between students and students, as well as students and lecturers, in this article? 2) What are lecturers' and students' perspectives on the learning environment in online learning? With the problem's formulation, 1) Describe the perceptions of students about online learning from their interactions between students and students, and interactions between lecturers and students during the online learning process. 2) Describe the perceptions of lecturers and students about the online learning environment. This study uses a quantitative descriptive approach with questionnaires and interviews as a data collection tool and SPSS as a data analysis tool. From the data analysis, it was found that there was a positive perception of online learning in the Postgraduate Program at UNISKA Kediri from the lecturers and students. This can be used as a reference for further research to improve this research.

**Keywords:** Lecturers and Students' Perceptions, Online Learning, Pandemic of Covid-19

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### **1. Introduction**

Learning technology that develops rapidly from year to year provides great opportunities and challenges for education actors; both from the government to students from all lines of education (Shalahuddin et al., 2021; Yaumi, 2007). In its development, educational technology is very useful for the implementation of teaching and learning activities because of an extraordinary event such as a pandemic, which requires students and educators not to meet face-to-face in class, so that new learning media is needed in the form of technology that allows learning activities to take place. and learning objectives are well achieved (Littenberg-Tobias & Reich, 2020).

The COVID-19 outbreak has become a widespread pandemic in various regions in Indonesia (Dewi, 2020; W. Setyawan, 2020). Various policies have been set by the Government, both on a national and regional scale, namely by regional governments throughout Indonesia from the provincial level to the rural level. Several regions (cities

and regencies) in Indonesia have been designated as areas with PSBB (Large-Scale Social Restrictions).

This PSBB has an impact on all sectors of community activity, including the world of education, which is significantly affected. Limitations and changes in methods in providing education for pre-school to tertiary students must ultimately be carried out to inhibit the increase in the number of people affected by the COVID-19 outbreak (Gardner et al., 2008; Purwanto et al., 2020);. One of them is by shifting the implementation of lectures for lecturers and students which before this pandemic period was carried out face-to-face in class to online lectures (Seaman et al., 2018), namely through applications that are connected to the internet/online network such as applications Zoom Meeting, Google Meet, Google Classroom to WhatsApp and so on, which ultimately makes this method a common practice for a few months or even a semester at the end of 2020 (W. Setyawan, 2020; Wahyono et al., 2020; Younesi & Khan, 2020).

According to Marbun (2021) online education services are generally carried out with various applications such as Zoom Meeting, Google Classroom, WebEx meeting, etc. Utilization can be done according to the needs of each. This application aims to distribute teaching materials to students. The advantage of this application is that it still provides opportunities for lecturers and students to connect even though they are online. (Hakim (2016) said that the Google Classroom is a combination learning model that was developed to simplify the distribution of learning, this internet-based service is designed with an e-learning system for lecturers and can share material in a paperless manner. Practically by utilizing technology in learning, it is hoped that the delivery of learning is guaranteed to be effective.

In fact, especially in Indonesia or several universities with similar problems feel that they are not ready to use learning technology with this online learning system (Mulyana et al., 2020; Rifai et al., 2020; Zulhafizh & Permatasari, 2020). This is a new problem that must be solved. Several problems that arise related to the online learning system, both in the form of the readiness of lecturers and students, mastery of technology, other obstacles experienced while using this system, will be answered in this study. So that evaluation can be done to minimize the obstacles and problems faced by lecturers and students while using this learning method.

According to Agus Kusnayat the change in learning methods from classical and face-to-face methods to online methods has received various reactions from lecturers and students. Short time, lots of assignments, number of quotas, signal conditions make lecturers and students work hard to prepare everything well (Wijaya et al., 2020). In addition, it is also known that online learning programs have hidden skills, namely the ability to master technology and use it properly. On the other hand, the policy of temporary closure of educational institutions with various supporting facilities in the short and medium term has affected many lecturers and students, especially those who live in areas with limited infrastructure and other supporting capacities, which further widens the digital divide. This study explores and finds several educational problems triggered by the rapid shift towards online learning (Budiman & Samani, 2021; hifzul Muiz & Sumarni, 2020).

In a pandemic situation like now, the Postgraduate Program at the Kadiri Islamic University also does not escape the application of online learning methods, to reduce physical contact between students, lecturers, and academics on the UNISKA Kediri campus to reduce the spread and increase in victims due to Covid-19 which is still not yet known. found the vaccine. Online learning that has been implemented on the UNISKA campus has started from the beginning of March 2020 until now. Online learning at the UNISKA Kediri Postgraduate Program needs to be studied more deeply by looking at the responses of lecturers and students to the online learning process, so that it can be seen what form of online learning is desired and in accordance with the abilities of lecturers and students (Graham & Allen, 2005). Based on the background described previously, the problem formulation of this study is as follows: How the students' perceptions of learning interactions between students and students and students and lecturers. The perceptions of lecturers and students about the learning environment in online learning

## **2. Material and Method**

### **2.1. Material**

#### **2.1.1. Perception**

Perception is a process in which individuals organize the stimuli received and interpret, so that a person can realize and understand what is received and this can also be influenced by the experiences of the individual concerned. According to P. Robbins and Timothy (2029), in the book *Organizational Behavior*, the notion of perception is the process by which individuals organize and interpret their sensory impressions to give meaning to their environment. However, what a person perceives can be fundamentally different from objective reality. Therefore, everyone has a different stimulus even though the object is the same. This way of looking at the situation tends to be more important than the situation itself.

Meanwhile, according to Moskowitz and Orgel, perception is an integrated process within the individual to the stimulus he receives. Hamner and Organ stated that perception is a process by which a person organizes in his mind, interprets, experiences and processes signs or in everything that happens around his environment. How everything that affects perception, will be able to influence the behavior that will be chosen (Hamdani & Priatna, 2020; Hasan et al., 2019).

According to (Xiong et al., 2020) perception is a process that is preceded by the sensing process, which is the process of receiving a stimulus by the individual through the senses or also called the sensory process. The process is an understanding of an information conveyed by other people who are communicating with each other or working together. So that everyone cannot be separated from perception.

According to (Mishra et al., 2020), perception is more complex and broader than sensing. Although perception is highly dependent on sensing data, cognitive processes may be able to filter, simplify, or completely transform the data. In other words, the perceptual process can add to, and subtract from, the reality that a person perceives. W.R. Nord (2028) mentions that perception is a cognitive process, in which an individual gives meaning to the environment. Given that each person gives his or her own meaning to

stimuli, it can be said that different individuals "see" the same thing in different ways (Daniel & Sudaryati, 2011; Rifai et al., 2020).

From the explanations of some of these experts, perception is a process of stimulation received by the human senses, then the stimulation organizes, interprets, and interprets the information received to recognize the surrounding environment.

### **2.1.2. Implementation of Online Learning**

According to G. P. Harianto et al., (2020); Rusman & Pd, (2012) internet-based learning is like the atmosphere in a classroom when a "learning process" is taking place. To design and implement internet-based learning, the steps are as follows:

- a. an educational program to improve the quality of learning in a campus environment based on the internet. The program is carried out ideally for 5-10 months and is divided into 5 stages. Stages 1, 3, and 5 were carried out remotely and for that the internet was chosen as a communication tool. While stages 2 and 4 are carried out conventionally with face to face.
- b. determine an elective course in the department. Face-to-face learning is carried out regularly every week for the first seven weeks. After that, face-to-face meetings are held every 2 or 3 weeks.
- c. the two educational programs are delivered through various kinds of group learning activities. Learning and doing assignments collaboratively in groups is very dominant in both programs.

But the implementation of online learning is far from being planned. Its use in the learning process using online learning is wrong by educators who have time and place constraints. Its use is only limited to uploading assignments and there is no feedback to students.

According to (Yaumi, 2018) to be able to produce interesting and interesting online learning, requires three things that must be fulfilled in designing e-Learning, namely: simple, personal, and fast. A simple system will make it easier for students to take advantage of existing technology and menus, with the convenience of the panels provided, it will reduce the introduction of the online learning system itself, so that participants' learning time can be streamlined for the learning process itself and not on learning to use the online learning system (Zhafira & Ertika, 2020). the. Personnel requirements mean that teachers can interact well like a teacher who communicates with students in front of the class.

With a more personal approach and interaction, students' progress is noticed and assisted with all the problems they face. This will make students feel at home in front of the computer screen for a long time. Then this service is supported by speed, quick response to complaints and other student needs. Thus, learning improvements can be made as quickly as possible by the teacher or manager.

Based on the above opinion, the implementation of online learning is the use of internet technology to deliver a series of solutions, in this case the participant's learning time is streamlined for the learning process that can improve knowledge and skills.

### **2.1.3. Advantages and Disadvantages of E-Learning**

According to (Prawiradilaga, 2016) instructions on the benefits of using the internet, especially in open education and distance learning, include:

- a. The availability of e-moderating facilities where educators and students can communicate easily through internet facilities on a regular basis or whenever the communication activity is carried out without being limited by distance, place, and time.
- b. Educators and students can use structured and scheduled teaching materials or learning instructions via the internet, so that both can assess each other to what extent the teaching materials are studied.
- c. Learners can study or review lesson materials at anytime and anywhere if needed, considering that teaching materials are stored on the computer.
- d. If students need additional information related to the material they are studying, they can access the internet more easily.
- e. Both educators and students can conduct discussions via the internet which can be followed by many participants, thereby adding to knowledge and broader insight.
- f. Changes in the role of students from being passive to being active and more independent.
- g. Relatively more efficient. For example, for those who live far from conventional colleges or schools.

However, the use of the internet for online learning is also inseparable from various shortcomings. Various criticisms as quoted in (Miarso, 2008), among others:

- a. Lack of interaction between educators and students or even among students themselves. This lack of interaction can slow down the formation of values in the learning process
- b. The tendency to ignore academic or social aspects and instead encourage the growth of business/commercial aspects.
- c. The learning process tends towards training rather than education.
- d. Changes in the role of educators from previously mastering conventional learning techniques, now also being required to know learning techniques using ICT/computer media.
- e. Students who do not have high learning motivation tend to fail.
- f. Not all places have internet facilities.
- g. Lack of personnel who know and have the skills to operate the internet.
- h. Lack of personnel in terms of mastery of computer programming languages.

#### **2.1.4. Framework**

During this Covid-19 pandemic, all aspects of community activities are affected, including the world of our education. To reduce the number of victims and their spread, the central and regional governments are working hard to implement Health protocols and new policies to deal with PSBB. In the end, in the world of education, new educational technology has also been developed that allows students and educators to be able to carry out the teaching and learning process without having to meet face-to-face in class as usual (Aguilera-Hermida, 2020; Sari & Setiawan, 2021).

The application of this new internet-based learning is known as Online Learning (Amelia, 2018; Hastuti & Setyawan, 2021). This online learning application is carried out starting from basic education to higher education. In Higher Education, in this case

Universities, there are many perceptions from students and lecturers about its implementation (Adijaya, 2018; Soeprajitno et al., 2019a, 2019b).

Perception is a process of experiencing an object or event by concluding information and interpreting messages captured by the five senses. So, we can perceive an event with our senses or by inferring information from our experience or from other people about a particular object and then we can interpret the object.

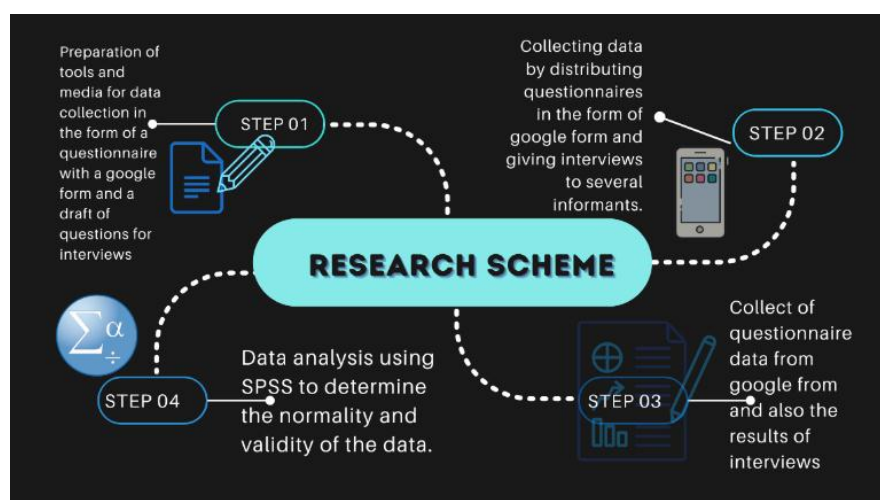
In lectures delivered by lecturers in class, concepts are still abstract or in the order of ideas, for that professional lecturer are required to describe abstract concepts into something more real or concrete. In the process of student lectures from lecturers, so that it raises perceptions from students about the implementation of online learning, the perceptions raised by students are very diverse, which can be in the form of positive, negative perceptions or even not knowing, it is hoped that these student perceptions can increase student confidence in the successful implementation of Online Learning (W. H. Setyawan & Nawangsari, 2021).

When the lecture process takes place and the lecturer is explaining internet-based learning materials related to the concept and implementation of Online Learning, it will bring up a perception in students, whether the results are positive or not, this is where the role of the lecturer is to motivate students to have a positive attitude in implementation of Online Learning, so that it will foster an optimistic attitude in utilizing internet technology during this Covid-19 Pandemic, so that they can participate fully in efforts to implement government recommendations to reduce the spread of Covid-19.

## 2.2. Method

It is a type of field research because it examines the object being observed directly to obtain relevant research data (Bito et al., 2021). There are two sources of data, namely: 1) primary data; data obtained directly from the object by using data collection tools in the form of a questionnaire (google form) and interviews. 2) secondary data is a source of data obtained from previous research in the form of journals and reference books related to research. The research scheme can be described as follows:

**Picture 1. The Research Scheme.**





### **2.2.1. Method of Collecting Data**

This study uses a questionnaire as a data collection technique in the form of a google form as the instrument. And using interviews which are used as information retrieval and strengthening research data. Also, observation in the online class during the study activities.

The research subjects are all postgraduate students of UNISKA Kediri who carry out online lectures in the odd semester of 2020/2021, with a total of 130 students consisting of: Master of Management and Agribusiness Study Program Class A: 64 students, Master of Management and Agribusiness Study Program Class C: 42 students, Master of Law Study Program: 24 students. With a total number of students 96 students. And there are 14 lecturers who carry out online lectures; 12 lecturers; 12 lecturers from the Master of Management and Agribusiness and Agribusiness study programs, 2 lecturers from the Law study program.

### **2.2.2. Data Analysis Technique**

To analyze the research data using the Pearson's Product Moment Correlation method, using SPSS to calculate the validity and reliability of the research results(Lupi & Nurdin, 2016; Saifuddin, 2018).

The results of this calculation will be compared with the critical value in the R-value table with a significance level of 5% and the number of samples available. If the result of the calculation of the product moment correlation is greater than the critical value, then this instrument is declared valid. On the other hand, if the item score is less than the critical value, then this instrument is declared invalid. Then the results will be known to prove the research hypothesis, namely, there is a positive perception from lecturers and students in online learning in the Covid-19 Pandemic Era at the UNISKA Kediri Postgraduate Program in the even semester of 2020/2021.

## **3. Results**

From the results of data collection in the form of questionnaires distributed simultaneously to postgraduate students for the 2020/2021 academic year as many as 66 students answered or contributed to filling out the questionnaire from the total number of student respondents as many as 130 students. All respondents who answered from each study program were 33 students from the management master's program, 24 students from the agribusiness master's study program, and 9 students from the law master's study program, so the total respondents who answered were 66 students (attached table). This number has met the requirements for data collection because it is more than 30% of the total number of respondents.

Next, the results of calculating the correlation of the data using SPSS 16 can be seen in the following table:

Table. 1. Correlation Data

Correlations												
		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	Sum
X1	Pearson Correlation	1	.360**	-.086	-.125	.176	.407**	.007	.172	.198	.207	.445**
	Sig. (2-tailed)		.001	.465	.284	.132	.000	.950	.140	.089	.075	.000
	N	75	75	75	75	75	75	75	75	75	75	66
X2	Pearson Correlation	.360**	1	-.004	-.306**	-.171	.316**	-.023	.133	.412**	.283	.406**
	Sig. (2-tailed)	.001		.975	.008	.142	.006	.845	.256	.000	.014	.001
	N	75	75	75	75	75	75	75	75	75	75	66
X3	Pearson Correlation	-.086	-.004	1	.124	.078	-.148	-.104	-.077	-.202	-.043	.228
	Sig. (2-tailed)	.465	.975		.291	.505	.205	.372	.511	.082	.711	.066
	N	75	75	75	75	75	75	75	75	75	75	66
X4	Pearson Correlation	-.125	-.306**	.124	1	.247**	-.134	.174	.176	-.245**	-.345**	.303*
	Sig. (2-tailed)	.284	.008	.291		.033	.252	.137	.130	.034	.002	.013
	N	75	75	75	75	75	75	75	75	75	75	66
X5	Pearson Correlation	.176	-.171	.078	.247**	1	.034	.476**	.401**	.060	-.147	.548**
	Sig. (2-tailed)	.132	.142	.505	.033		.770	.000	.000	.609	.207	.000
	N	75	75	75	75	75	75	75	75	75	75	66
X6	Pearson Correlation	.407**	.316**	-.148	-.134	.034	1	-.041	.305**	.014	.141	.377**
	Sig. (2-tailed)	.000	.006	.205	.252	.770		.724	.008	.907	.228	.002
	N	75	75	75	75	75	75	75	75	75	75	66
X7	Pearson Correlation	.007	-.023	-.104	.174	.476**	-.041	1	.173	.205	-.011	.439**
	Sig. (2-tailed)	.950	.845	.372	.137	.000	.724		.139	.078	.923	.000
	N	75	75	75	75	75	75	75	75	75	75	66
X8	Pearson Correlation	.172	.133	-.077	.176	.401**	.305**	.173	1	.158	.016	.624**
	Sig. (2-tailed)	.140	.256	.511	.130	.000	.008	.139		.177	.892	.000
	N	75	75	75	75	75	75	75	75	75	75	66
X9	Pearson Correlation	.198	.412**	-.202	-.245*	.060	.014	.205	.158	1	.308**	.381**
	Sig. (2-tailed)	.089	.000	.082	.034	.609	.907	.078	.177		.007	.002
	N	75	75	75	75	75	75	75	75	75	75	66
X10	Pearson Correlation	.207	.283*	-.043	-.345**	-.147	.141	-.011	.016	.308**	1	.289*
	Sig. (2-tailed)	.075	.014	.711	.002	.207	.228	.923	.892	.007		.018
	N	75	75	75	75	75	75	75	75	75	75	66
Sum	Pearson Correlation	.445**	.406**	.228	.303*	.548**	.377**	.439**	.624**	.381**	.289*	1
	Sig. (2-tailed)	.000	.001	.066	.013	.000	.002	.000	.000	.002	.018	
	N	66	66	66	66	66	66	66	66	66	66	66

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

From the calculation results using SPSS 16 which can be seen in the table above, it is a calculation of the partial Pearson correlation with sig 0.005 ( $\alpha=5\%$ ). X1 to X10 are the statement items of this research questionnaire. From the table it is known that the statement item X1 is online learning requires full concentration, it was found that from the total it has a Pearson's correlation of 0.445, this means that there is a correlation to online learning that requires full concentration so that students' perceptions of online learning require full concentration. Furthermore, X2 = 0.406, X3 = 0.228, X4 = 0.303, X5 = 0.548, X6 = 0.377, X7 = 0.439, X8 = 0.624, X9 = 0.381, and X10 = 0.289. From this analysis, it was found that there was a positive correlation in the perception of online learning organized by the UNISKA Kediri Postgraduate Program for the 2020/2021 academic year.



Furthermore, to analyze the significance value, with reference; if the significance is  $< 0.05$  then the item is valid, but if the significance value is  $> 0.05$  then the item is invalid. From the results of the analysis using SPSS 16 from the table above, the significance value of all items is  $< 0.05$ , so all items X1 to X10 are valid.

In the observation of the study, found that the students and lecturers are relatively did not found the problems during the online class activities. Some students who live and go to campus are relatively far away, outside the city, feel helped by this online class, because they are facilitated by not having to go all the way to campus and it is also easy to access materials and assignments given by lecturers (Kim et al., 2020; Marbun, 2021; Mirza et al., 2020). Even lecturers, they can get to know students better by interacting through social media for assignments and materials that are usually rarely done outside class hours during face-to-face classes, because students communicate more intensely through social media.

#### **4. Discussion and Conclusion**

From the results can be conclude that students of Postgraduate Program UNISKA Kediri have positive perception about the online learning they have gotten during learning activity in academic learning 2020/2021. It can be proof from the analysis by using SPSS16 that was explained above. It also can answer the objectives of the study:

1. The implementation of learning activities by using online media/Zoom meeting relatively in track, and students are enjoying and did not find serious problem in the activities. It related with the results mean students have good or positive perception about the online learning during pandemic of the Covid-19 in Postgraduate Program UNISKA Kediri.
2. By some interviews whit the lecturers, founded that the lecturers in the beginning have some problem during the adjustment of material delivery from face-to-face classes to online classes. But in the end, they found a rhythm that suits the needs of students in delivering lecture material and assignments during online classes in the Covid-19 pandemic. It means the lecturers have positive perception about the online learning during pandemic of the Covid-19 in Postgraduate Program UNISKA Kediri.

From the results of study, the hypothesis also answered that is students and lectures have good or positive in online learning in the Covid-19 Pandemic Era at the UNISKA Kediri Postgraduate Program in the academic year of 2020/2021.

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