



## Response of Junior High School Students on Online Learning in Suppressing the Spread of COVID-19

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### ABSTRACTS

The purpose of this study was to determine the response of junior high school students to online learning in suppressing the spread of COVID-19. This study uses a descriptive method with a qualitative approach. Data collection techniques using online questionnaires. The questionnaire consists of several question points regarding online learning. The questionnaire was distributed in the form of a google form link via Whatsapp Group. The target respondents in this study were 52 students. Based on the results of student responses, most students responded well to the implementation of online learning. Students' understanding of the learning material delivered by the teacher during online learning can be understood by most students. A small number of students are supported by their parents in the implementation of online learning. The average duration of students carrying out online learning in a day is 3-4 hours. Most of the students' responses to online learning stated that they could not interact with the teacher directly, which made it difficult for students to carry out online learning. Therefore, in dealing with online learning difficulties faced by students, a more interactive online learning media is needed, so that the level of interaction between teachers and students online can be the same as the level of student interaction offline.

### ARTICLE INFO

#### Article History:

Submitted/Received 18 Jan 2022

First revised 19 Feb 2022

Accepted 12 May 2022

First available online 14 Mar 2022

Publication date 01 Mar 2023

#### Keyword:

Covid-19,

Online Learning,

Student Interaction.

## 1. INTRODUCTION

For almost two years, COVID-19 has become a pandemic. This certainly has an impact on people's daily lives, especially in schools (Baety *et al.*, 2021). In the realm of education, teaching and learning activities must take place remotely, namely through an online learning system. This activity has been going on since the pandemic began at the end of 2019. For some schools that have implemented an online learning system it may have become a habit and easy to follow, but the online learning system is currently required by all educational institutions from elementary school to college level to suppress the spread of COVID-19. Various schools respond to the implementation of the current online learning system because it has various effects and creates new problems in the field of education. Not all communities have the facilities to support the implementation of this online learning system. In addition, many parents and students say that online learning is less effective than offline learning.

Online learning during the COVID-19 pandemic must create effective education. Home learning or online learning is an effective way to prevent the spread of COVID-19 in education (Santoso, 2020). Online learning is carried out as a substitute for offline learning in schools so that learning activities can still be carried out. However, considering the condition that learning must be done online, schools are trying to create effective online learning with the facilities and abilities of the educators they have, now they must have good information technology (IT) skills. The background and abilities of students are things that teachers must pay attention to when determining the most effective learning model (Ulfa *et al.*, 2018).

Suppressing the spread of the COVID-19 virus that continues to increase in Indonesia has made the government continue to issue new regulations and policies that are given to the public. Education is one of the sectors affected by the spread of COVID-19 (Dewi, 2020). Online learning in schools has been implemented since the COVID-19 pandemic. Judging from various aspects, the implementation of online learning in schools is still less effective. Inadequate facilities, student motivation, and encouragement from parents, and lack of direct interaction between teachers and students are the reasons online learning implemented in schools is less effective. So, the implementation of student assistance by students to determine the effectiveness of online learning through Whatsapp Groups.

Several studies related to student responses to online learning have been carried out, including Student Responses to Online Learning in Mathematics Subjects (Andriani *et al.*, 2021), Student Responses to Online Learning During the COVID-19 Pandemic Period at Madrasah Aliyah Al- Amin Tabanan (Arifin, 2020), Analysis of Students' Responses and Activeness to Online Learning Using Zoom (Arlianti *et al.*, 2021), Student Responses at ALUMM Private MTs to Online Learning During the Corona Pandemic (Bella *et al.*, 2021), Student Responses in Learning Online during the Pandemic (Padli & Rusdi, 2021). It can be concluded that various student responses to online learning lead to learning effectiveness caused by several factors, namely economic, social, health, and personality.

Based on the description above, this study aims to see how students respond to online learning in terms of preventing COVID-19, which is studied using a descriptive method combined with a qualitative approach. Online surveys were used to collect data. 5 questions were disseminated through the Whatsapp Group in the form of a google form link to 52 students. The majority of students responded positively to the introduction of online learning, based on the results of students' answers. The majority of students can understand the learning information presented by the teacher during online learning. A small number of students have the support of their parents in using online learning. Students who engage in online learning spend an average of 3-4 hours each day. The majority of students' reactions

to online learning stated that they could not communicate directly with the teacher, making online learning a challenge for them. Therefore, to answer the challenges of students' online learning, a more interactive online learning media is needed, so that the level of interaction between teachers and students online is comparable to that of offline students.

## 2. METHODS

This study used the descriptive qualitative method. The data collection technique taken in this research is to use a data collection instrument in the form of a questionnaire or online questionnaire (google form) which is distributed by students to students via Whatsapp Group then the data generated is in the form of student transcripts regarding online learning difficulties, students' understanding of the material presented by teachers, parental support during online learning. The results obtained are then concluded. The research target is 52 students. This research was carried out at the Cimenyan public junior high school, Bandung in July 2021. There are 5 question points in the questionnaire instrument given to students, which can be seen in **Table 1**.

## 3. RESULTS AND DISCUSSION

Based on the results of student responses to the questions that have been given, a small proportion of student's study less than 1 hour per day and more than 4 hours a day. Online learning turns out to have a shorter duration of student learning than when learning is carried out offline. This of course can happen when learning is carried out online. Several factors cause the duration of online learning to be shorter when compared to the duration of offline learning in class. One of them is the facility factor. Students who have a limited internet quota cannot take full online learning if the online learning media they use are based on video conferencing or YouTube video streams. Less regular classroom conditioning is in line with the shorter learning time in the application of the online learning system. Some schools that can manage well can apply two hours per week to each class. History lessons that should be taught for one week for four hours and compulsory history for two hours, the time was changed to one week only taught for one hour. This is still a concern because each meeting must be filled for two hours with an allocation of two x 45 minutes, one meeting is now only allocated 60 minutes with the application of an online learning system ([Kurniawan, 2020](#)). In **Figure 1** it can be seen that 38.5% of students' duration in online learning is for 3 to 4 hours a day.

The use of the type of learning media delivered by the teacher affects the material presented and the level of students' cognitive understanding, such as the use of learning videos that use audio-visual learning methods will make students more interested when learning because audio-visuals are not listed in textbooks ([Nuraeni et al., 2020](#)). A small percentage of students slightly understand the learning material delivered by the teacher with a percentage of 38.5% and there are no students who do not understand all the material presented by the teacher during online learning. It can be seen in **Figure 2** that students' understanding during online learning of the material presented by the teacher is quite good.

Teachers as one component of educators must be able to understand how children learn and create a learning process that allows students to develop their abilities and character types. Teachers must know the nature and basic principles of learning to understand the learning process that occurs in students. Because the main purpose of learning is to help the growth and development of learning in students, teachers who know the nature and basic

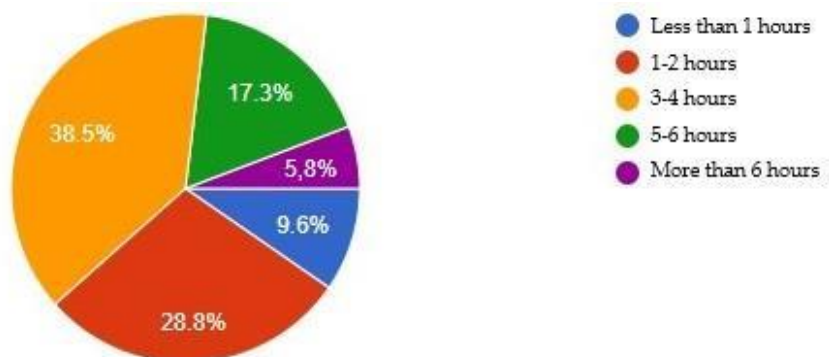
ideas of learning can apply them in learning activities. The learning process is simply an instructive communication that may result in reciprocal interaction between two or more items to achieve certain goals to be achieved. Individuals are involved in learning as a deliberate effort to move from not knowing to know, the teaching and learning process carried out in schools is one of increasing quality and quantity. Teachers as educators who teach and students as educated people carry out learning in schools through two-way communication. Learning is the process of directing students on how to apply educational ideas and theories, which are the main determinants of educational attainment.

Teachers interact with students in the classroom to offer to learn in a variety of ways or approaches, including discussion, question and answer, projects, exploration, and character-building habits. However, due to the emergence of the coronavirus pandemic in early March 2020 in Indonesia, the teaching and learning process in schools was hampered (Andriani *et al.*, 2021). It can be seen in Figure 3 It is known that as many as 51, 9% of students feel normal about online learning responses, 42.3% feel happy and 6.8% feel dissatisfied. Based on observations in the field, the response relates to several factors that affect the online learning process they do. Among them are 1) Unfavorable network conditions, 2) The presence and encouragement of parents in accompanying online learning, 3) Interaction with school friends.

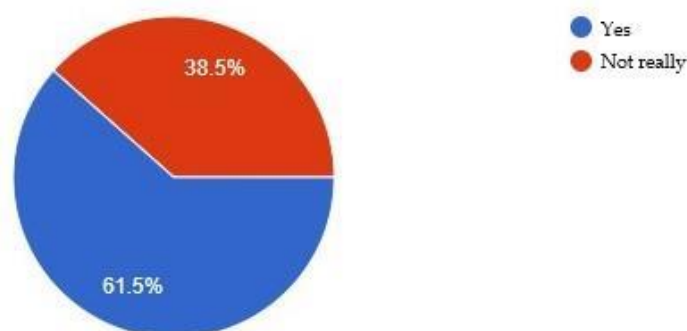
Students who responded positively to online learning during the COVID-19 pandemic, although the results of interviews showed that there were still some obstacles in online learning, such as signals and quota prices that were uncomfortable for students. However, this is not a serious learning obstacle, and everything can be resolved properly so that online learning can be carried out properly (Purniawan *et al.*, 2020).

**Table 1.** Online Questionnaire Instruments.

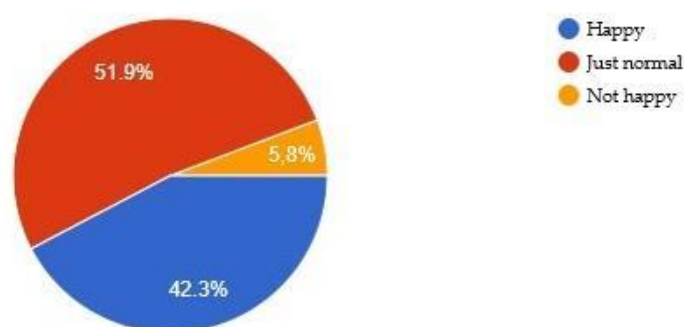
No	Question Points
1	How many hours on average do you study at home each day?
2	Can you understand the material presented by the teacher?
3	How do you respond to online learning?
4	Do you parents help during home learning?
5	What difficulties have you experienced while studying from home?



**Figure 1.** Duration of online learning.



**Figure 2.** Students' understanding of online learning materials.



**Figure 3.** Student responses to online learning.

It can be seen in **Figure 4** that most students get support and encouragement from their parents in the implementation of online learning. 48.1% of parents sometimes support students in online learning, 38.5% of parents fully support students in online learning and a small percentage of students are not supported by parents in online learning with a percentage of 13.5%. It is the responsibility of parents to educate their children. In their research, [Irma et al., \(2019\)](#) found that increasing parental involvement in early childhood education requires a synergy between various program efforts and activities that are adapted to the analysis of parental constraints, such as social status factors, family form factors, family development stage factors, and model factor. As a result, the family can be said to play an important role in the education of children. The role of parents in the online learning system is undeniable as a motivator for their children because parents have a responsibility for the growth and development of students ([Lilawati, 2020](#)).

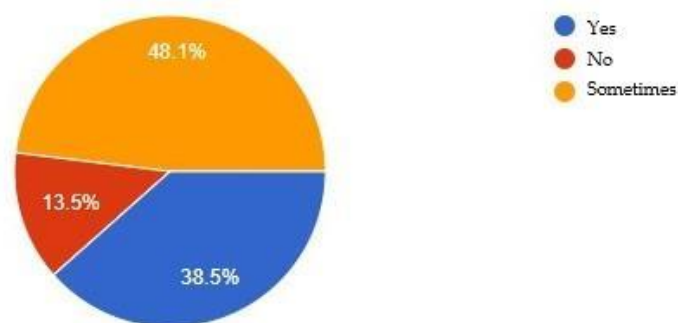
Parents bear the ultimate responsibility for the growth and development of their children. As a result, parents become the main source of learning for children, because children are naturally interested in imitating work, both from their parents and from other people ([Taubah, 2016](#)). Parents who have responsibilities as implementers of learning at home also act as teachers in terms of carrying out learning activities in accordance with the tasks assigned by the teacher at school. The role of parents as teachers substitute teachers, the provision of teaching materials that have been prepared. That parents play an important role in educating children, one of which is to set a good example for their children, in addition to giving warnings and advice. It is also important for parents to live a clean life in front of their children. Efforts to help families fall into various categories, as evidenced by the facilities and infrastructure available to them, as well as the quality of parents in terms of implementation. (learning), such as giving children more freedom to choose their toys.

In general, families do not use the area of the house because they have a limited understanding of their parents and their environment. In practice, low-income parents work and do not contribute to the scarcity of existing facilities. Parents often spoil their children by buying games, and they pay little attention to safety, compatibility, or cleanliness. Unlike parents, these types of workers have poor relationships with their children. Parenting effectiveness is harmed by these poor interactions. On the other hand, parents who do not work always bring their children with them (Rompas, 2018). It can be seen in **Figure 5** comes from the answers to the questionnaire regarding the constraints of online learning carried out by 52 students.

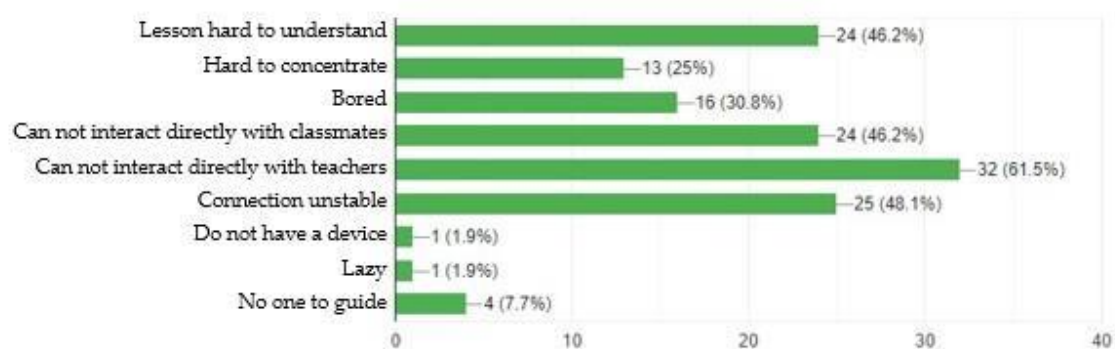
One of the obstacles when learning online is that often the communication process of learning is largely carried out in one direction, namely the teacher who only provides material explanations and students listen only. This may happen because these obstacles affect the ability of students to absorb the material presented. Another perceived difficulty of students is that as many as 25% of students find it difficult to concentrate when learning online. This may happen because students have not been able to have the initiative to do independent learning, so the teacher must always give instructions to students to give assignments and carry out learning. In addition, as many as 30.8% of students feel bored when doing online learning, then as many as 48.1% of students are constrained by a network that is not good, then 7.7% of students are not accompanied by their parents and 1.9% of students feel lazy to do learning online. Not only offline learning can develop students' knowledge, but online learning can also improve students' knowledge development because, with technology and internet networks, students can actively explore and search for various sources of information they want during the learning process (Rohmah, 2016).

Classroom conditions that are different from conditions at home are one of the main factors that make it difficult for students to concentrate when learning online. Therefore, the role of parents in encouraging students so that students can create a comfortable and supportive environment during the implementation of online learning activities. During the coronavirus pandemic, students said that online learning was not fun because subjects were not understood, there were quota limits, application problems, and teachers did not give enough advice. Studying at school is more fun than online learning because it allows students to meet new people, have face-to-face discussions, avoid teacher explanations, and allows students to do it at their own pace. Online learning can shorten the time and be more efficient because it can facilitate student interaction with teaching materials that have been provided by the teacher. This network obstacle is a challenge for students and teachers, not all students can carry out online learning that requires a good internet connection, such as conducting video conferences with various media such as zoom meetings. Therefore, to overcome this, teachers at schools prioritize Whatsapp Group (WA) as an online learning medium, this of course becomes less effective, because after all, online interactions such as video conferencing will be different from Whatsapp Group (WA). Meanwhile, only 1.9% of students who are constrained do not have facilities or devices that do not support online learning. This can be overcome because the school has prepared device facilities and internet connections that students can get if they come directly to the school. However, government regulations prohibit offline activities, if they are held, they must continue to observe health protocols. However, in addition to having benefits, online learning also has drawbacks, namely, the lack of direct interaction between teachers and students. The lack of interaction between teachers and students can hinder assessment and reasoning in the process of teaching and learning activities (Yulia & Putra, 2020).





**Figure 4.** Parental support for students in online learning.



**Figure 5.** Difficulties during online learning.

#### 4. CONCLUSION

From the results of the online questionnaire, most of the junior high school students in Cimenyan Bandung have difficulty in online learning because they cannot interact with the teacher directly. Most of the students live in villages where internet networks are limited, which can hinder and complicate online learning activities. In addition, online learning according to students is less fun, and learning materials are difficult to understand because of the lack of direct interaction between teachers and students. The results of the study concluded that student difficulties during online learning were influenced by several factors, namely student motivation, facilities such as devices owned by students, network and internet quota, lack of direct interaction between teachers and students so that 46.2% of learning was difficult for students to understand.

#### 5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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