

Study on 11th Grade SMK Imelda Medan Teachers' and Students' Perceptions of Online Learning

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ABSTRACT (10pt)

Teachers and students alike are feeling the effects of online education during this pandemic. This effect must be investigated in order to identify the difficulties associated with remote education. Students' reactions to course design, learning methods, and learning assessment were examined for their impact on the success of remote learning during the pandemic. Purposive sampling is utilized in conjunction with a descriptive quantitative research design. Students from SMK Imelda Medan's class XI were the subjects of this study. We may infer from the data analysis presented here that the analysis of the implementation of remote learning in SMK Imelda Medan's class XI pupils scored an overall "High" of 76 percent.

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INTRODUCTION

According to the directive Number 4 of 2020 made by the Minister of Education and Culture, all educational institutions, from the elementary level all the way up to universities, are required to execute learning that is only tangentially connected to the pandemic caused by the Covid-19 virus. During the period of emergency caused by the spread of the Covid-19 virus, the implementation of learning at a distance must conform with the criteria for implementing learning from home. In addition, the Ministry of Education and Culture (also known as Kemendikbud) strongly recommends that educators find ways to make learning enjoyable, even if the tasks are completed from home[1][2].

As a means of reacting to this, educators are need to pay attention and think carefully about the sequence of lessons that will be implemented throughout the epidemic. The learning series is the most important component in the whole execution of the learning process, which consists of planning, carrying out the process, and analyzing the results. The learning tools, resources, models, and media that students will use to learn, as well as the amount of time that will be allotted to them

to study, are all connected to planning. Implementation is an activity that takes the shape of a reaction to the plan that has been established, namely the involvement of students in learning, both in the form of practicum and group discussions, as well as the participation of teachers and the implementation of learning by the instructors. While assessment is a standard that is used to identify and measure the planning and execution of learning that has been carried out both in terms of student skills as well as assignments and tests that have been carried out, evaluation is a benchmark[3][4].

Therefore, it is vital to analyze the learning implementation process that has been put into place in conjunction with distant learning to guarantee that the implementation of the learning established by the instructor will be enjoyable. The purpose of the investigation that was carried out was to ascertain how far along the implementation process for distance learning is currently, as well as to evaluate whether or not it conforms with the criteria that the government has established for the implementation process[5].

The purpose of this study is to investigate the effects that students' responses to lesson design, learning procedures, and learning evaluation had on the effectiveness of distance learning while the epidemic was ongoing. Multiple researches on the effects of using distant learning during the pandemic show that students report higher worry and anxiety as a result of using these methods. While students in Indonesia have an average stress level of 55.1 percent while participating in distance lectures, students located outside of Indonesia experience an average stress level of 66.3 percent. The percentage of anxious students who attend distance lectures in Indonesia is on average 40.0 percent, but the percentage of anxious students who attend these lectures from outside of Indonesia is 57.2 percent[6]. Research on students at SMK Muhammadiyah 1 Sukoharjo was conducted using exploratory qualitative research methodologies and a perspective-taking methodology. It was discovered that students did not feel happy with the way of distance learning that they utilized, nor did they feel satisfied with the teacher's capacity to communicate information to pupils[7].

METHOD

Quantitative research with a descriptive approach is the kind of research that was done for this study. The researcher will give the findings of the study in tabular form for each indicator and will do so using a quantitative descriptive design. This will allow the researcher to offer an overview of the analysis of the process of implementing distant learning. This investigation was carried out in the eleventh grade at SMK Imelda Medan. During the process of remote learning, the purposive sampling methodology was utilized as the method of sampling. This methodology involves taking into consideration the class that is being taught by the researcher[8][9][10].

A survey was distributed to instructors of students in the eleventh grade as part of this research project's method of data gathering. In order to gather information on the procedure of putting in place distant learning, questionnaires were sent out to students using google forms. The purpose of the questionnaires was to find out information relevant to the process that has been carried out. In this particular investigation, the methods of data analysis included condensing the data, presenting the data, and drawing conclusions.

The data obtained from the teacher's questionnaire, which was in the form of 26 questions, will be analyzed using qualitative descriptive analysis, which involves describing the data obtained from the informants as a whole. This will be done in order to complete the analysis of the teacher's questionnaire. The distribution of questionnaires using google forms is the first step in the data analysis process. Next, the researcher will undertake data reduction, namely by way of abstraction, which involves collecting data that is relevant to the situation at hand and discarding data that is not relevant. While the questionnaire for students employs descriptive quantitative data analysis, which means that the researcher will describe using numbers that will be divided according to many indicators in order to get to a conclusion, the questionnaire does not include any open-ended questions.

Then categorized as below:

Table 1. Criteria for the Percentage of Student Responses

Percentage (%)	Category
81-100%	Very high
61-80%	High
41-60%	Medium
21-40%	Low
0-20%	Very low

The following is a sample of the questionnaire that was utilized for the research:

Table 2. Questionnaire Instruments for Teachers and Students

Indicator	Observed aspects	Definition
Planning	Learning Media	Components of lesson plans prepared by teachers; modifications to accommodate the particular challenges of learning at a distance
	Learning Resources	Materials or situations that are designed or arranged on purpose with the objective of allowing students to learn on their own.
	Learning model	Guidelines for carrying out learning activities in order to accomplish learning objectives, with particular attention paid to the method and syntax utilized.
	Learning Media	Instruments utilized to aid in the process of putting into practice online education
Implementation	The time that is allocated for studying as well as the time that is really put in by the students	When compared to the time that students spend actively learning outside of school, the amount of time that is allocated at school seems inadequate.
	Student engagement in learning	Cognitive, emotional, and psychomotor learning are the three types of actions that students

		demonstrate when they are learning.
	Practice	Participation in educational endeavors taking the form of observations or experiments
	group discussion	The curriculum of educational activities that are carried out via the use of group discussions
	Teacher Participation	Students benefit from having their teachers participate in online learning.
	Implementation of learning by the teacher	The path that was taken through various learning activities; assessment of acquired knowledge
Evaluation	Student ability	Ability shifts brought about by engagement in the learning process on the side of the students
	Assignment	Assignment method
	Evaluation	The mode of evaluation that is carried out by the teacher.

RESULTS AND DISCUSSIONS

Teachers Response

Based on the results of data analysis from the questionnaire on the implementation of distance learning for teachers, it was found that the implementation of the distance learning process (DL) ran smoothly which lasted for 160 minutes for two meetings in one week. In practice the teacher applies the lecture learning model with the question-and-answer method assisted by the media Google Meet, Zoom, YouTube, and Whatsapp group. The learning resources used are textbooks, modules and worksheets, but the learning resources used such as textbooks and modules are only teacher handbooks.

The process of adopting distant learning, which has been assisted by a variety of technology-based learning aids, has, however, left gaps that lead learning to be less successful than it otherwise would have been. When learning is taking place, students tend to be passive, there is a lack of implementation of group discussions, one cannot see the integrity of students when they are doing assignments and exams, and the achievement of student learning outcomes to achieve KKM scores is still in the poor category. Constraints such as time constraints and difficulties with internet networks are experienced.

Students Responses

The findings of the data analysis conducted on the questionnaire about the procedure of putting distant learning into practice in class XI are provided in Figure 1, together with the average of each indicator and a description of what it represents.

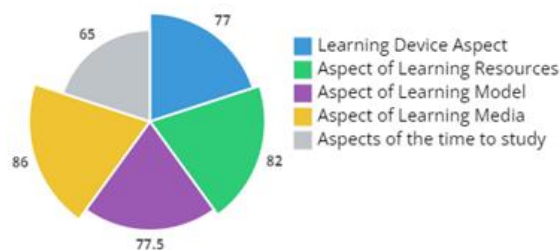


Figure 1. Results of the Percentage of Planning Indicators

According to the information shown in the table located above, the planning indication demonstrates that the average value falls into the "High" category 77.5 percent of the time.



Figure 2. Results of the Percentage of Implementation Indicators

According to the information shown in the figure located above, the implementation indicators demonstrate that the average value falls into the "High" category 76.2 percent of the time.

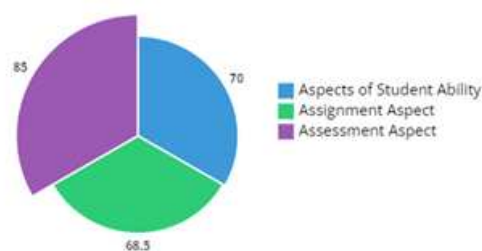


Figure 3. Results of the Percentage of Evaluations Indicators

According to the information shown in the figure that is located above, the assessment indication demonstrates that the average value falls into the "High" category 74.5 percent of the time.

CONCLUSION

Based on the results of the data analysis that has been discussed, it can be concluded that the analysis of the process of implementing distance learning in class XI students of SMK Imelda Medan obtained an average of 76% in the "High" category. This is because the implementation of learning is in accordance with the guidelines set by the Ministry of Education and Culture,

although there are several statement items that get a percentage below 60% and it is possible that there are still large gaps because the learning implementation process is less effective.

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