The Correlation of Students’ Perception About Online Learning and Students’ Grade Point at IAIN Bukittinggi

1 Zulfani Sesmiarni 1, Ridha Ahida 2, Iswantir 3

1, 3 Faculty of Education and Teaching, Institut Agama Islam Negeri (IAIN) Bukittinggi, Indonesia
2 Faculty of Ushuluddin, Adab, and Dakwah, Institut Agama Islam Negeri (IAIN) Bukittinggi, Indonesia

*zulfanisesmiarni@iainbukittinggi.ac.id

Abstract. This research is aimed to find correlation between students’ perception about online learning and students’ grade point average at Tarbiyah and Teacher Training Faculty IAIN Bukittinggi. Research population was all of Tarbiyah and Teacher Training Faculty students who registered active on even semester 2019/2020 that amounted to 3,335 students. Sample was chosen 10 % of the population, 333 students, using accidental sampling technique. Research instrument used questionnaire and distributed via Google form by using media like whatsapp group and email. Based on the finding, it was founded students’ perception about online learning at Tarbiyah and Teacher Training Faculty IAIN Bukittinggi classified into good and score gotten is 64. If it is reviewed from indicators which consisted of infrastructure, education management and human resource, the score of each indicators gotten is infrastructure aspect 63 classified into good, education management aspect 61 categorized into good and human resources aspect 68 classified into good. If it is reviewed from correlation of students’ perception about online learning and students’ grade point average, correlation coefficient (r) is 0,13 which means low or weak correlation. If it is compared between count correlation coefficient and table, it can conclude r count is bigger than r table means there is correlation between students’ perception about online learning and students’ grade point average.

Keywords—Student’s Perception, Grade Point Average

1. Introduction

Spreading of corona virus in the world has made the world community life order forced to be changed. Including in Indonesia where obligate people to adapt with the development affected by corona virus. The effect of this virus spreading is a lot including education field. Education in Indonesia is forced to change drastically and rapidly to adapt with applicable condition. Education is changed from classical learning to online learning.

This policy is also enforced to college. Since March 2020, all of learning form is changed into online learning. Ready or not all of element have to be able to accept the fact that all of learning has changed into online learning with various facilities and features used in learning.

IAIN Bukittinggi is one of state Islamic college, which has applied and adapted with government policy by applying online learning because of covid 19 effects. Since March 2020, students and lecturers have conducted online learning. In the beginning, both lecturer and students feel the readiness because they have felt comfort with common class condition. However, according to covid
19 requirements that obligate to change ready or not, every lecture order must be changed into online learning.

Generally, in infrastructure aspect IAIN Bukittinggi has been ready with information and technology. IAIN Bukittinggi has been supported with adequate internet server for lecturer and students[1]. No less important thing, which must be prepared, is learning content. Finally, it makes both lecturer and students use the available media in learning

Among media used in online learning applied in IAIN Bukittinggi is whatsapp group, Google form, telegram, e-campus and other features, which relevant with the ability of lecturer who teach the courses. Similarly, Nabila said based on his research the most favorite online learning media in Economic Faculty Teuku Umar University is whatsapp and Google Classroom[2]

There are many students’ opinions about the implementation of online learning applied in IAIN Bukittinggi. Some of them said through whatsapp group that online learning is not effective, difficult to comprehend the learning material, unsupported internet signal in their area, internet quota that is quickly exhausted and there are more students’ perceptions about online learning.

Slow but sure, finally online learning is reach a semester count period marked with the even semester mark accepted by students. With all of that condition, writer was interesting to do research about the correlation of students’ perception about online learning and grade point average gotten from even semester 2020.

2. Research Methodology
The kind of research used is quantitative research. Population was students of Tarbiyah and Teacher Training Faculty IAIN Bukittinggi who registered and active in lecturer on even semester 2019/2020 amount to 3.335, sample was chosen 10 % from population, 333 students, and sampling technique was accidental sampling technique. Instrument used was questionnaire and distributed through whatsapp and email. Data was analyzed using descriptive quantitative and correlation.

3. Finding and analysis
Research data about students’ perception about online learning reviewed from three indicators; infrastructure, education management and human resources. The result of questionnaire can be seen in the following table:

| Table 1. Indicator of Online learning Perception |
|-----------------------------------------------|
| **Indicator**                        | **Perception Score** | **Criteria** |
|---------------------------------------|----------------------|--------------|
| Infrastructure Aspect                 | 63                   | Good         |
| Education Management Aspect           | 61                   | Good         |
| Human Resources Aspect                | 68                   | Good         |
Students' Perception about Online Learning

Figure 1. Students Perception about Online Learning

Figure 1 denoted the highest indicator of students’ perception about online learning obtained in the aspect of human resources, which classified into good. Meanwhile students’ perception related to education management in online learning gets the low score 61 categorized into good. Students’ perception related to infrastructure aspect in online learning is on middle position with a score of 63 classified into good.

Next will be explained related to sub indicator on the students’ perception indicator in online learning. To make it clear, sub indicator illustrated on the following table 2:

| Indicator                        | Sub Indicator                        | Score | Criteria |
|----------------------------------|--------------------------------------|-------|----------|
| Infrastructure Aspect            | Personal computer                    | 69    | Good     |
|                                  | Computer network                     | 56    | Fair     |
|                                  | Server of Computer Network           | 59    | Fair     |
|                                  | Multimedia equipment                 | 66    | Good     |
|                                  | Access schedule                      | 67    | Good     |
| Aspek Manajemen Pendidikan       | Learning Material Substance          | 54    | Fair     |
|                                  | Display of learning communication    | 60    | Fair     |
|                                  | Learning Design                      | 67    | Good     |
| Human Resources Aspect           | General Knowledge about Computer     | 71    | Good     |
|                                  | Knowledge about internet             | 76    | Good     |
|                                  | Ability to operate                   | 72    | Good     |
|                                  | Development of learning material     | 66    | Good     |
|                                  | Effectiveness and Efficiency         | 59    | Fair     |

The illustration of each online learning aspect can be explained through graph. Graph about infrastructure can be displayed on the following figure 2:
From the figure 2 above, it denotes in the infrastructure aspect the lowest students’ perception is on the component of computer network with score 65 categorized into fair. Meanwhile, students’ perceptions about personal computer with score 69 classified into good.

Furthermore will present graph related to perception about education management. Illustration is on the following graph 3:

The figure 3 above illustrate students’ perception about the substance of learning material placed on low criteria with score 54. However, display of communication is on fair category with score 60. Perception related to the design of learning is on good category with score 67.

Then, students’ perception about human resources aspect in online learning is displayed on the following figure:
STUDENTS' PERCEPTION ABOUT HUMAN RESOURCES ASPECT IN ONLINE LEARNING

Based on figure 4, indicated that perception related to effectiveness and efficiency is on the lowest score with score 59 classified into fair. Meanwhile the highest score is on knowledge about internet aspect with score 76 categorized into good.

Moreover, the calculation of coefficient correlation between perception about online learning and students’ grade point average obtained data that r count is 0.13 meanwhile r table on significance level 0.05 is 0.113. It means r count is bigger than r table so that it can conclude that there is weak correlation between students’ perception about online learning and students’ grade point average. Therefore, there is relationship between students’ perception about online learning and students’ grade point average that happened because there is causality between both of variables.

Based on research finding data, it can be explained in general students’ perception about online learning during covid 19 pandemic in IAIN Bukittinggi is categorized into good. Indicator functioned as benchmark observed from infrastructure aspect, education management, and human resources aspect. Infrastructure is very important in supporting the success of online learning in college. More complete infrastructure more smooth online learning process. However if infrastructure does not support, of course online learning cannot run as expected.

Moreover, education management in online learning is very important. this finding is similar with what has been stated by Supratman the technology and communication advance is very influence toward the development of educational institution especially college in the using of internet in education management[3].

Perception is someone activity in giving response, meaning, illustration or interpretation to what has been seen, listen, or perceived by his sense in the form of attitude, opinion, and behavior or referred to as individual behavior[4]. Students’ perception about online learning is response in the form of attitude given by students in experiencing online learning activity. Response given by students can be a positive response or negative response, both good and bad. If response is good, generally will give positive response and if the response is bad so the response will be negative.

Students’ perception reviewed from infrastructure aspect can be observed through personal computer, network, computer network server, multimedia and access to online learning. From those aspects, the unfavorable part assessed by respondent is found on computer network component and computer network server. It is similar with the Permana’s research finding students and teacher perception on the implementation of E-learning at SMK Negeri 4 Jakarta the implementation of e-
learning has not run well and it is known from internet network which is often slow and unconnected.[5].

Students’ perception about education management aspect involves learning material substance aspect, learning communication display, and learning design. Component assessed by respondent, which is still poor is substance aspect. Respondent perception considers that learning material during online learning cannot accept well by them. It means competence mastery and lecture material content perceived by students is not optimal. It is similar with Gaung opinion online learning failure caused the lack of context understanding in learning material, problem with software accessibility, and the availability of facility[6].

Meanwhile, students’ perception to human resources aspect related to knowledge about computer, internet, organize and develop learning material is generally good. However, respondent perception related to effectiveness and online learning efficiency is still bad. Students’ perception both positive and negative like document has neatly saved in the subconscious mind[7]

If reviewed about relationship between students’ perception about online learning and students’ grade point average, there is weak relationship. It means there is a weak relationship between students’ perception and students’ grade point average. It is similar with Eko’s finding that online learning model has been able to increase the students’ absorption to lecture material[8].

In order to bring up positive perception about online learning among students several things need to consider. Among other are online learning have to be adjusted with students’ characteristic in access and connection to internet. Moreover, online learning must be adjusted with students’ learning habit. Then, no less important is internet facility support from education institution and family. Learning use mobile learning causes the change on educator and students about how they think; how to work; technology mastery and ability to adapt and survive in outside environment[9].

In order to facilitate face-to-face learning difficulty for example because of covid 19 pandemic independent learning material is necessary to prepare. Independent learning material is simultaneously able to facilitate heterogeneous students’ learning speed. If education institution apply fully online launch system so it need to prepare thoroughly and maximally. If education institution forces to apply fully online launch system meanwhile students and educators do not have access to internet continuous polemic will emerge in society. The same thing revealed by Rahmi not yet optimal in preparing communicative and inspiring content because not accustomed in utilizing e-learning technology[10].

Learning using e-learning causes the change happen to educators and students about how to think, how to work, level of technology mastery and ability to adapt and survive in outside environment[9]. Therefore, it can conclude that online learning will be able to make the significance change for some aspect on students itself.

The application of online learning requires readiness for both parties, both from the education service provider or from the students themselves. However, online and distance learning requires the help of qualified and easily accessible technology. In addition, students must also be ready to adapt to changes in learning that are governed by schools and universities. Remote learning can be seen more freely and flexibly accessed from home. How online and distance learning can be done effectively.

This certainly makes the teaching and learning process that has been done face-to-face, changed and shifted to a distance process utilizing technology, namely by using online methods (in the network) or online. This change in learning method certainly raises the pros and cons of both teachers, lecturers and students themselves

4. Conclusion
Students’ perception about online learning in IAIN Bukittinggi is classified good and positive. However, if it reviewed from aspect which is constructed there are still lacking such as education management aspect or online learning organization. Very poor part is learning material and content mastery in online learning. Respondent assume learning material and content given for them is less effective and efficient.

Meanwhile, If it reviewed from the relationship between students’ perception about online learning and students’ grade point average found very weak relationship. It means students’ perception not yet clear the related to students’ grade point average. Moreover, it can explain students’ perception about online learning can be the cause the emergence of students’ grade point average.

References

[1] N. H. Zulfani Sesmiarni, Ridha ahida, “Information Technology Services in Preparing for Industrial Era 4.0,” *Int. J. Advenced Sci. Technol.*, vol. 29, no. 5, pp. 845–851, 2020.

[2] C. Nabila Hilmy Zhafira, Yenny Ertika, “Pembelajaran Jarak Jauh di masa Pandemi,” *J. l Bisnis dan Kaji. Strateg. Manaj.*, vol. 4, no. 1, pp. 37–45, 2020.

[3] Supratman, S. Defit, and Vitriani, “Readiness Index of Higher Education in Implementing,” *J. Teknol. Inf. dan Ilmu Komput.*, vol. 6, no. 3, pp. 267–276, 2019.

[4] N. Nuryadi and P. Rahmawati, “Persepsi siswa tentang penerapan model pembelajaran berbasis proyek ditinjau dari kreativitas dan hasil belajar siswa,” *J. Mercumatika J. Penelit. Mat. dan Pendidik. Mat.*, vol. 3, no. 1, pp. 53–62, 2018.

[5] G. K. Permana, D. Daryati, and A. Maulana, “Persepsi Siswa dan Guru Terhadap Pelaksanaan Pembelajaran Berbasis E-Learning di SMK Negeri 4 Jakarta,” *PenSil Jur. Tek. Sipil FT UNJ*, vol. 2, no. 2, pp. 111–117, 2013.

[6] G. P. Yustika, A. Subagyo, and S. Iswati, “Masalah Yang Dihadapi Dunia Pendidikan Dengan Tutorial Online: Sebuah Short Review,” *Tadbir J. Stud. Manaj. Pendidik.*, vol. 3, no. 2, p. 187, 2019.

[7] S. Hermuningsih and K. Wardani, “Persepsi Mahasiswa Terhadap Metode Simulasi Online Trading Di Bursa Efek Indonesia Di Fakultas Ekonomi Yogyakarta,” *Ekobis*, vol. 17, no. 2, pp. 199–207, 2016.

[8] Eko Kuntarto, “Keefektifan Model Pembelajaran Daring dalam Perkuliahan Bahasa Indonesia di Perguruan Tinggi,” *Jurnal Indoensia Lang. Educ. An Lit.*, vol. 3, no. 1, pp. 99–110, 2017.

[9] F. A. Liza Efriyanti, “Aplikasi Mobile Learning sebagai Sarana Pembelajaran Abad 21 Pada Era Revolusi Indukstri 4.0,” *J. Educ.*, vol. 5, no. 1, 2020.

[10] Rahmi Rivalina, “Strategi pemanfaatan E-leraning dalam Mengatasi Keterbatasan Dosen,” *Kwangsan*, vol. 5, no. 2, pp. 129–145, 2017.