



Student Preferences on Online Learning Preparation, Implementation and Assessment

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Abstract: Student Preferences on Online Learning Preparation, Implementation and Assessment. Objectives: This study aims to find out students' preferences for preparation, implementation and assessment of the online learning process at the Chemistry Education Study Program, Sriwijaya University, and the Mechanical Engineering Study Program, Ogan Komering Ilir Kayuagung Islamic University. **Methods:** This research is a survey research with an instrument in the form of a questionnaire distributed online through Googleform media. The sampling technique used was purposive sampling and voluntary sampling, so that the subjects of this study were 127 active students in the Chemistry Education Study Program, Sriwijaya University, and the Mechanical Engineering Study Program, Ogan Komering Ilir Kayuagung Islamic University who participated in online learning. Data analysis was carried out using a quantitative descriptive method, where the data was calculated as the percentage of students who chose, and the results were then described. **Findings:** The results of this study indicate that students' preferences in preparation for online learning are preparing tools in the form of laptops and cellphones, and using data quotas on their cellphones. Students' preferences in the implementation of online learning are in the form of using more than 2 media platforms (such as Zoom meetings, Whatsapp, etc.), liking the live online class format that can be recorded, and liking the source of learning materials in the form of learning videos equipped with reading materials, while for the preferred duration of learning as much as 45 minutes where in 1 day it is preferable to study more than 2 courses, with a break between 2 courses of more than 15 minutes. Student preferences in online learning assessments are students like online quizzes or assignments, and consider evaluation necessary to improve learning effectiveness.

Keywords: Online Learning, Student Preferences

Abstrak: Preferensi Siswa tentang Persiapan, Pelaksanaan, dan Penilaian Pembelajaran Online. Tujuan: Penelitian ini bertujuan untuk mengetahui preferensi mahasiswa dalam persiapan, pelaksanaan dan penilaian proses pembelajaran online di Program Studi Pendidikan Kimia Universitas Sriwijaya, dan Program Studi Teknik Mesin Universitas Islam Ogan Komering Ilir Kayuagung. **Metode:** Penelitian ini merupakan penelitian survei dengan instrumen berupa kuesioner yang disebarluaskan secara online melalui media Googleform. Teknik pengambilan sampel yang digunakan adalah purposive sampling dan volunteer sampling, sehingga subjek penelitian ini adalah 127 mahasiswa aktif Program Studi Pendidikan Kimia Universitas Sriwijaya, dan Program Studi Teknik Mesin Universitas Islam Ogan Komering Ilir Kayuagung yang mengikuti online sedang belajar. Analisis data dilakukan dengan menggunakan metode deskriptif kuantitatif, dimana data dihitung sebagai persentase siswa yang memilih, kemudian dideskripsikan hasilnya. **Temuan:** Hasil penelitian ini menunjukkan bahwa preferensi siswa

dalam persiapan pembelajaran online adalah menyiapkan alat berupa laptop dan handphone, serta menggunakan kuota data pada handphonenya. Preferensi siswa dalam pelaksanaan pembelajaran online berupa penggunaan lebih dari 2 platform media (seperti Zoom meeting, Whatsapp, dll), menyukai format kelas online live yang dapat direkam, dan menyukai sumber materi pembelajaran berupa video pembelajaran yang dilengkapi dengan bahan bacaan, sedangkan durasi pembelajaran yang diutamakan adalah 45 menit dimana dalam 1 hari sebaiknya belajar lebih dari 2 mata kuliah, dengan istirahat antar 2 mata kuliah lebih dari 15 menit. Preferensi siswa dalam penilaian pembelajaran online adalah siswa menyukai kuis atau tugas online, dan menganggap evaluasi diperlukan untuk meningkatkan efektivitas pembelajaran.

Kata kunci: Pembelajaran Online, Preferensi Siswa

• INTRODUCTION

A lot of research has been done in the field of education, one of the interesting researches to discuss is research on a conducive learning environment. Ahmad, et al (2015) explained that a conducive learning environment shows a dominant role in the successful delivery of subject matter in a lesson. The same thing is also explained by Ihekoronye (2020) which states that a conducive learning environment in the learning process plays an important role that cannot be ignored to increase the effectiveness of more optimal learning. Therefore, a conducive learning environment must also be created in the teaching and learning process so that learning objectives can be achieved.

This conducive learning environment becomes a big question when COVID-19 strikes the whole world. In a short time, all the world order changed, so did Indonesia. Susilawati (2020) stated that the increase in Covid-19 cases affected the Indonesian economy, where in more detail Covid-19 affected various sectors such as health, tourism, transportation and others. Furthermore, with the "Lock Down" policy, activities in these various sectors have stopped, causing the situation to worsen.

Just like other sectors affected by the COVID-19 pandemic, the education sector is also experiencing the same thing. Learning which is usually done face-to-face cannot be carried out due to the policy to lock down for the health of all parties. So that changes that occur so quickly do not give time to prepare things better (Pokhrel & Chhetri, 2021).

To overcome these problems, many agencies use technology to carry out online learning. There are many ICT application platforms that can be used in online learning, both synchronous such as Zoom Meeting, Google Meet, and others, as well as asynchronous nature such as e-learning and others. Abumalloh et al (2021) stated that e-learning is one of the effective platforms for carrying out learning during the lockdown or quarantine period.

This online learning method is a new thing for most students, especially in the chemistry education study program, Sriwijaya University. In addition, according to Al-ansi, Garad, Al-Ansi (2021) explained that the weakness of online learning in developing countries is experiencing problems due to internet accessibility problems, electricity problems, high prices for ICT equipment and the ability to manage online classes that have not been trained for lecturers. So it is necessary to conduct research to find students' perceptions of the preparation, implementation and assessment of online learning in the chemistry education study program, Sriwijaya University.

▪ METHOD

This research is a quantitative research with survey technique to find information data from students directly about online learning. This study focuses on three aspects, namely preparation, implementation and assessment during online learning.

The sampling technique used in this study is non-probability sampling, namely purposive sampling and voluntary sampling, purposive sampling is carried out to recruit students who meet the criteria, namely students of chemistry education at Sriwijaya University who take online learning, while voluntary sampling is done because they want to do a poll. by online. So that the subjects of this research are 105 students of the chemical education study program, Sriwijaya University, and 22 students of the Mechanical Engineering study program, Islamic University of Ogan Komering Ilir Kayuagung who are actively participating in online learning.

The instrument used in the study adapted the research of Muthuprasad, Aiswarya, Aditya & Jha (2021), which was further developed by the researchers into a questionnaire consisting of 3 aspects of questions, namely aspects of preparation, aspects of implementation and aspects of assessment in online learning. All questions are packaged in 1 questionnaire distributed online through the Google Form platform. The data obtained was then analyzed descriptively quantitatively, which began with calculating the percentage of students who answered, then continued with a description of the student's answers.

▪ RESULT AND DISCUSSION

Online learning has actually been carried out in several agencies for a long time, but due to the COVID-19 pandemic, the government has forced the government to make online learning policies carried out thoroughly. This makes educators and students race to adapt to new learning patterns, namely online learning.

The subjects of this study were 127 active students in the chemical education study program, Sriwijaya University, and the Mechanical Engineering study program, Ogan Komering Ilir Kayuagung Islamic University, who actively participated in online learning, consisting of 86.6% female and 13.4% male, and 47.2% live in the city, 11.8% live in the suburbs and 40.9% live in the village.

This study aims to determine student perceptions of the preparation, implementation and assessment of online learning in the chemistry education study program. In the preparation aspect, students stated that 73.2% of students had never participated in online learning and 26.8% of students stated that they had participated in online learning before the COVID-19 pandemic. The tools that will be used in online lectures are in the form of cellphones, laptops and tablets with the percentage of each tool used by students can be seen in Figure 1.

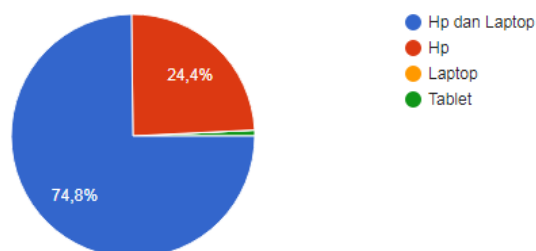


Figure 1. Tools for Online Learning

While the internet sources used by students are in the form of Wi-Fi and Mobile quota packages with the percentage of each internet source used by students can be seen in Figure 2. This is in line with the results of Sadikin & Hamidah (2020) research which states that students already have the basic facilities they need to participate in online learning, such as a laptop or cellphone, as well as internet access from Wi-Fi or cellphone data quota .

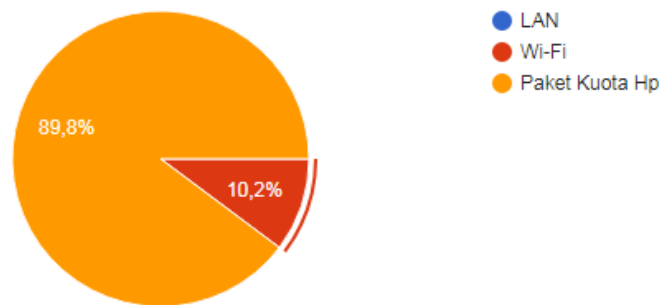


Figure 2. Internet sources

In the implementation aspect, students stated that there were several media platforms used by lecturers such as e-learning, whatsapp, zoom and google classroom with the percentage of use that can be seen in Figure 3

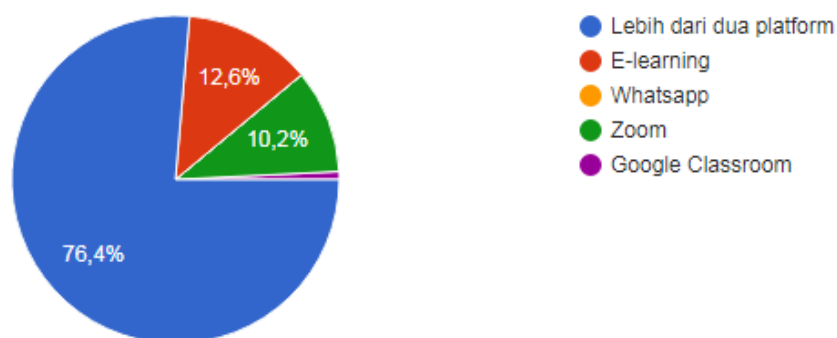


Figure 3. Online Learning Media Platform

This is in line with the statement of W, et al (2021) which states that the media that are often used in online learning are e-learning and Whatsapp Group. Taufan, et al (2022) also stated that ICT products can be used as online learning media such as Whatsapp, Google Classroom, YouTube, Zoom Meeting and other applications.

The format of the online class implementation that is carried out consists of:

- Recordable live online classes (64.6%)
- Learning recordings that can be viewed on YouTube or e-learning (26.8%).

Students stated that in live online classes, the content presented could use powerpoint and whiteboard (21.3%) or could only use powerpoint and/or use whiteboard only, but students were more dominant in stating that they could use anything according to their convenience and needs. The preferred source of learning materials for students during the pandemic is in the form of learning videos equipped with reading materials, which is 94.5%. One of the advantages of online learning is that students can access

teaching materials for 24 hours depending on their convenient time when the learning is carried out asynchronously (Almahasees, Mohsen & Amin, 2021).

70.9% of students stated that online classes can be done more than 2 courses in a day, with each online learning lasting more than 1 hour (66.1%). Various statements were obtained from students regarding the time needed to take a break between two online classes, but the majority of students stated that it took more than 15 minutes to rest between 2 online classes (46.5). This can be seen in full in Figure 4.

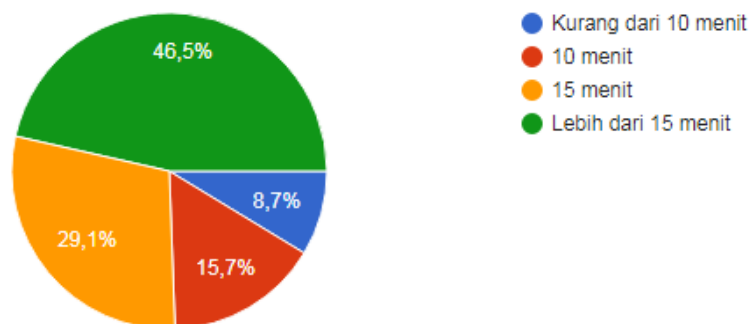


Figure 4. Break Time between 2 Online Classes

In the aspect of assessment, as many as 89% of students stated that they liked quizzes or exams conducted online. This is because students think that online lectures are highly structured with the due date set by the system (50.4%). Students agree that at the end of the lesson there needs to be an assignment or evaluation to increase the effectiveness of learning (78.7%).

Furthermore, students stated that they liked online classes because of the flexible schedule with the best time (75.6%) and found it difficult to study online lectures due to lack of connectivity and limited internet data quota (66.9). This is in line with research by Lubis & Dasopang (2021) which states that online learning improves the ability to use IT and learning resources are more wide open, while the challenges faced in online learning are difficulties in achieving learning objectives, lack of connectivity and high costs.

▪ CONCLUSION

Based on the results and discussion above, it can be concluded that students' preferences in preparation for online learning are preparing tools in the form of laptops and cellphones, and using data quotas on their cellphones. Students' preferences in the implementation of online learning are in the form of using more than 2 media platforms (such as Zoom meetings, Whatsapp, etc.), liking the live online class format that can be recorded, and liking the source of learning materials in the form of learning videos equipped with reading materials, while for the preferred duration of learning as much as 45 minutes where in 1 day it is preferable to study more than 2 courses, with a break between 2 courses of more than 15 minutes. Student preferences in online learning assessments are students like online quizzes or assignments, and consider evaluation necessary to improve learning effectiveness.

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