Student's and Teacher Perceptions in Online Learning and the Interrelation Between Self Efficacy and Student' Concepts Mastery

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Abstract: The transition of the process of teaching and learning activities from face-to-face learning systems to online learning systems certainly provides significant changes. Online learning requires students to be more active in learning activities because teachers cannot monitor their learning process directly. This study aims to determine teacher and student perceptions, self-efficacy, concept mastery, and the interrelation between self-efficacy and conceptual mastery students of class X MIPA in online learning. The design used is descriptive quantitative with a correlational approach. The research sample consisted of 3 biology teachers and 118 students of class X MIPA SMA Negeri 1 Seputih Surabaya which were sampled from the population using total sampling technique. The research was carried out in June of the even semester of 2021. Quantitative data in the form of mastery of class X students' concepts of environmental change were obtained using questions, while qualitative data in the form of teacher perceptions, student perceptions, and student self-efficacy used a questionnaire in the form of google form. Data on perception, self-efficacy and concept mastery were analyzed descriptively, while the correlation between self-efficacy and concept mastery was analyzed inferentially with Product Moment. The results showed that the teacher's perception was categorized as good (67.28%). Students' perceptions are categorized as good (69.71%). Self-efficacy of students in the high category (67.87%). Concepts mastery in the high category (39%). There is a positive relationship between self-efficacy and mastery concept of class X MIPA SMA Negeri 1 Seputih Surabaya with a low degree of relationship.

Keywords: Teacher' Perceptions; Student' Perceptions; Self-Efficacy; Concept Mastery

INTRODUCTION

Online learning is learning that is carried out without face-to-face meetings, but uses information technology platforms or media that are available using internet facilities. With online learning students have more flexibility in study time, can study and access material anytime and anywhere (Komarudin and Prabowo, 2020:57). The Indonesian government issued a policy to implement online learning as an effort to reduce the spread of the *Covid-19* virus which began to enter Indonesia in early 2020.

There is a transition in the process of teaching and learning activities from a face-to-face learning system to an online learning system, of course it provides quite significant changes. This is shown from the results of interviews with Biology teachers at SMA Negeri 1 Seputih Surabaya, Central Lampung Regency. Online learning takes place well and in an orderly manner by using platforms such as Google Classroom and WhatsApp Group. But on the other hand, while online students find it difficult to understand the material provided by the teacher, because learning is only limited to internet platforms. The online teaching and learning process is often constrained by signal and internet quota, so it is sometimes difficult to access learning through these platforms. This condition is exacerbated by students who submit assignments as they are. This makes the value of their learning outcomes low.

The teaching and learning process in online learning cannot be separated from obstacles, especially those experienced by educators and students so that it is suspected of causing perceptions. Perception is a person's judgment or interpretation of the point of view of an object, event, or information received by his sensory organs (Leavitt and Zarkasi, 1992). Perception is the result of one's thoughts from certain situations based on one's life experience (Tarmiji et al., 2018: 43). Someone who has a lot of experience and knowledge, the stronger their perception.

The achievement of learning objectives is very dependent on individual success during the learning process. Individual success in the learning process is supported by several factors, one of which is self-efficacy (Pajares in Mukhid, 2009:115). Self-efficacy is a belief in an individual's ability to be able to organize and carry out a series of actions deemed necessary to achieve a desired result (Bandura in Ishtifa, 2011: 25). Self-efficacy plays an important role as a reference for individuals in thinking about everything related to personal experience and behavior. The self-efficacy of students in Indonesia is still below the international average. This can be shown from the results of the 2015 Program for International Student Assessment (PISA) study that the score achieved by Indonesian students on self-efficacy was -0.51 with an average OECD score of 0.04 (OECD, 2016: 347).

Concept mastery is the student's ability to understand meaning scientifically both in theory and in its application in everyday life (Dahar, 2011). Bloom in Anderson & Krathwohl (2001) suggests that concept mastery is an ability to capture meanings such as being able to express a material presented in a form that is more understandable, able to interpret and able to apply it. Concept mastery is part of knowledge, where knowledge is the first dimension of

educational outcomes and cognitive is the dimension of that knowledge. The cognitive outcome dimensions for measuring mastery of the concept are remember, understand, apply, analyze, evaluate, and create. The facts that occur in the field are the mastery of the concepts of class X students of SMA Negeri 1 Seputih Surabaya in the form of learning outcomes obtained from the Odd Semester Final Assessment (PAS) for the 2020/2021 academic year for biology subjects, which is still below average and not in line with teachers' expectations in schools with defined KKM biology subjects of 70.

Based on the description above, researchers found problems with how online learning is carried out along with the constraints that occur. The purpose of this study was to find out the perceptions of teachers and students, self-efficacy, concepts mastery, and the interrelationships between self-efficacy and concepts mastery by high school students in online learning.

METHOD
Research Design
This research was conducted in the even semester of June 2021 for the 2020/2021 academic year at SMA Negeri 1 Seputih Surabaya which is located at Jl. Pendidikan Gaya Baru VIII, Seputih Surabaya, Central Lampung Regency, Lampung Province. Postal code. 34158. This study uses a quantitative descriptive design. Descriptive research is intended to be able to describe existing phenomena (Sukmadinata, 2012:72). The researcher did not manipulate the treatment or placement of the sample but took the information directly from the school. The descriptive design used is classified as a correlation study design, because in its implementation, correlation statistical analysis techniques are used (Harialdi, 2005: 206). In this study, researchers wanted to know the relationship between self-efficacy and mastery of the concepts of class X MIPA students of SMAN 1 Seputih Surabaya on the subject matter of environmental change in online learning.

Population and Sample
The population used in this study were biology teachers and class X MIPA students for the 2020/2021 academic year at SMA Negeri 1 Seputih Surabaya. Samples were sampled using the total sampling technique (Sugiyono, 2019: 131). Total sampling is a sampling technique in which all members of the population are sampled. By using total sampling, the number of teacher samples was 3 biology teachers and 118 students of class X MIPA.

Research Instrument
Data was collected from the results of the teacher's perception questionnaire, student perception questionnaire, student self-efficacy questionnaire and tests of mastery of the concept of environmental change which were collected via google form (online). Teacher perception questionnaire, student perception and student self-efficacy using a Likert scale. The observation sheet of learning implementation uses the Guttman scale to determine the

implementation of online learning in SMA Negeri 1 Seputih Surabaya in biology subjects. Learning implementation data is used to support perception data. The student concept mastery test contains questions made based on the scope of class X KD 3.11 biology material. To find out the relationship between self-efficacy and students' concepts mastery, it is carried out using the Product Moment correlation test with prerequisite tests, namely the Normality Test (normal data if the significance value is > 0.05), Linearity Test (linear data if the significance value is > 0.05) and Test Correlation (there is a correlation if the significance value is <0.05).

RESULT AND DISCUSSION
Result of Research Procedure

The results of calculating the teacher's perception questionnaire can be seen in Tabel 1 below. Based on the results of the study, it was found that teachers' perceptions in online learning were in the good category with a percentage of 67.28%. The three teachers are in a good perceptual tendency. The per-indicator calculation obtained the highest percentage for the support indicator (71%), which means the teacher agrees that online learning has been carried out well because of support, especially from the school. Meanwhile, for the lowest percentage, namely the interest indicator (63%), it means that the teacher agrees that students' interest tends to be low in online learning.

Tabel 1. Teacher' perceptions in online learning

Aspect	Indicator	Persentage (%)	Category
Teacher' Perceptions	Response	67	Good
	Attitude	69	Good
	Motivation	67	Good
	Interest	63	Good
Online Learning	Facilities and Infrastructure	64	Good
	Learning Process	70	Good
	Support	71	Good
Average		67,28	Good

Student' perceptions ini online learning are in the good category with a percentage of 69.71% (Tabel 2). The per-indicator calculation obtained the highest percentage for the support indicator (81%), which means that students agree that online learning has been carried out well because there is support, especially from the school. Meanwhile, for the lowest percentage, namely the facility and infrastructure indicator (60%), which means students agree that the lack of adequate facilities and infrastructure makes them constrained when carrying out online learning.

Tabel 2. Student' perceptions in online learning

Aspect	Indicator	Persentage (%)	Category
Student' Perceptions	Response	70	Good
	Attitude	71	Good
	Motivation	65	Good
	Interest	63	Good
Online Learning	Facilities and Infrastructure	60	Medium
	Learning Process	78	Good
	Support	81	Very Good
Average		69,71	Good

Student' self-efficacy in online learning is in the high category with a percentage of 67.87% (Tabel 3). As for the per-indicator calculations, the highest percentage is obtained on consistent indicators in achieving goals as students of 75%, which means students have clear goals and strive to realize these until their goals are achieved. The lowest percentage is in the indicators of the level of task completion and mastery of learning-related materials by 65%, which means that students have not been able to complete tasks given by the teacher and understand material related to learning biology.

Students' concepts mastery in online learning is in the high category with a percentage of 39% (Tabel 4). The biggest category is in the "high" category with a frequency of 46 people and a percentage of 39% of all students. This means that almost all students have a high tendency to master biology concepts in online learning.

Tabel 3. Student' self-efficacy ini online learning

Aspect	Indicator	Persentage (%)	Category
Level	Optimistic when facing difficulties	67	High
	Task difficulty level	66	High
	Task completion rate	65	High
Aspect	Indicator	Persentage (%)	Category
Strenght	Consistently achieving goals as a student	75	High
	Persistent in studying	67	High
	Persistence in doing the task	72	High
Generalization	Mastering learning-related materials	65	High
	Master the tasks given	66	High
Average		67,87	High

Tabel 4. Student' concept mastery in online learning

Interval	Category	Frequency	Persentage (%)
49 – 60	Very High	15	13%
37 – 48	High	46	39%
25 – 36	Medium	41	34%
13 -24	Low	14	12%
0 – 12	Very Low	2	2%
Total		118	100%

To find out the relationship between self-efficacy and students' concepts mastery, a Product Moment correlation test was carried out (Tabel 5).

Tabel 5. Prerequisite test and correlation test

Variabel	Normality Test	Linearity Test	Product Moment Correlation Test
Self-Efficacy Concepts Mastery	0,20 > 0,05	0,462 > 0,05	Siig. 0,000 < 0,05 r = 0,331
Information: there is a relationship			

The calculation results in Tabel 5 show that the normality test results obtained a significance value of 0.20 which is greater than the value of α (0.05) so that the two variables are normally distributed. The linearity test results obtained a significance value of 0.462 which is greater than the value of α (0.05) so that the two data are linear.

The results of the correlation test obtained a significance value of 0.000 which is smaller than the value of α (0.05) so that it is said that there is a relationship between self-efficacy and concepts mastery. The correlation coefficient obtained from the Product Moment test results is equal to 0.331, which means that the correlation is positive and has a low level of relationship.

Discussion

Based on the results of the data analysis that has been done, it can be seen that the teacher's perception in online learning is in the good category. The teacher enters the material file into Google Classroom so that students can access it at any time. The learning process also takes place in a conducive manner, where the teacher provides opportunities for students to discuss and ask questions. This result is in line with research conducted by Hastuti (2021: 53) which states that the perception of science subject teachers at MI Hayatul Islamiyah Cinangka Depok towards online learning is in the good category. This is because the learning process goes well because the teacher gives assignments and materials by utilizing the WhatsApp application.

The highest percentage of indicators is on support indicators. There is support from parties, especially from the school, making online learning work

well. Teachers have been given training especially in using online learning media, material which is always available on the Google Classroom page. This is in line with research conducted by Dwiyanti (2021: 72), during the Covid-19 pandemic, schools and the government also fully support the online learning process in terms of facilities and infrastructure, as well as internet quota to support the implementation of online learning. Students receive support from schools and the government by providing online learning training and motivating students to always remain enthusiastic about learning in conditions that are not conducive due to the pandemic.

The lowest percentage of indicators is in the interest indicator. The teacher stated that students preferred learning that was carried out face-to-face rather than online. This is because students feel bored with the online system which requires them to stay at home and cannot meet their friends. This is also shown by the lack of student participation in terms of discussion or question and answer during learning. This is in line with Amalia's research (2020: 7), students' interest in learning when online learning tends to decrease. This is because students are getting bored and bored at home without interacting with teachers and peers and the learning presented by the teacher is less interesting. Students have difficulty understanding the material presented by the teacher and vice versa the teacher has difficulty knowing the extent of students' understanding and interest in the material because the teacher cannot monitor students directly.

Perception as a process of one's activity in giving impressions, judgments, opinions, feeling and also interpreting things based on information displayed from other sources or what is perceived. Perception is the initial formation of interest (Pratama et al., 2018: 59). Through perception, there will arise something called liking. Information received by a person will give a perception, both positive and negative. If the perception is positive, it will create a feeling of liking which then raises interest. If the perception is negative, then students will respond indifferently or even with rejection.

Student perceptions are in the good category because students can complete assignments given by the teacher by using online media such as Google, YouTube and so on. The material has been conveyed well in the form of multimedia and discussion, but teachers need to increase their creativity in presenting teaching materials. This is in line with Amelia and Darussyamsu's research (2020: 88), students can adapt in the online learning process as shown by the results of the data that the majority of students generally have positive/good answers to online learning.

The highest percentage of indicators is on support indicators. Schools have provided facilities to support online learning such as google classrooms, WhatsApp groups and digital libraries or ebooks to facilitate teachers and students in carrying out online learning. this is in line with Dwiyanti's research (2021: 72), students receive support from schools and the government by providing online learning training and motivating students to always remain enthusiastic about learning in conditions that are not conducive due to the Covid-19 pandemic. Online learning is carried out at each student's home which

requires students to be able to work on and complete their own assignments so that the online learning and teaching process can be completed by students.

The lowest percentage of indicators is in the indicators of facilities and infrastructure. Students experience problems related to internet connection when carrying out biology lessons and experience difficulties in buying internet quota due to different socio-economic conditions. This is in line with Amelia's research (2020: 7), which states that inadequate facilities and infrastructure are an obstacle to conducting online learning because a variety of learning applications consume a large amount of data quota, which impacts the economy of both teachers and students.

The availability of learning support facilities and infrastructure can make it easier for students to understand online-based learning systems while at the same time contributing to student learning progress (Butarbutar & Haryanto, 2017). Lack of facilities and infrastructure can lead to low student participation in participating in online learning (Aminoto & Pathoni, 2014). Different geographical conditions make students feel difficult in terms of internet signal and quota.

The implementation of online learning at SMAN 1 Seputih Surabaya has been carried out well with an average of 64.29. In terms of interaction, the teacher provides opportunities for students to ask questions and discuss, but in reality, no students ask questions or discuss so that the communication between the two does not go well during online learning. The teacher does not give advice/reprimand to students who pay less attention or are less focused during learning because the teacher cannot monitor student activities directly during online learning. In terms of material, the teacher provides material and assignments in Google Classroom, so that students can access the material at a later time. Because it is online, teachers have difficulty knowing the level of students' understanding and interest in learning material. Teachers also carry out learning that is not in accordance with the learning objectives planned in the RPP. The material given is ecosystem, not in accordance with the breadth and depth in KD 3.11. Environmental Change.

Students' self-efficacy is in the high category because there is confidence in him that he will be able to complete any difficult task while studying, the belief that he is able to complete various kinds of tasks and tries hard to complete all assignments. Students with high self-efficacy have confidence in their ability to carry out their duties properly. They have confidence in facing difficult tasks and feel confident in their ability to solve all the problems they face. This is in line with research conducted by Hasmatang (2018: 298), which states that students with high self-efficacy in learning will have confidence in their abilities so that they can solve all problems in their learning activities, so that their learning outcomes are maximized.

In line with Aprisal's opinion (2020: 36) states that each student has a different level of self-efficacy based on the problems they face. Sometimes there are students who have a high level of self-efficacy when given a challenge to complete a difficult task, and there are also students who have a high level of

self-efficacy when working on an easy problem. Students must be able to realize their abilities and foster high self-confidence so that students will complete the tasks given. This is also in accordance with the opinion of Rachmawati (2012: 8) that individuals and high self-efficacy when facing an unresponsive environmental situation will intensify their efforts to change the environment, whereas individuals with low self-efficacy face unresponsive environmental situations. The individual tends to feel apathetic, resigned, and helpless. Another opinion from Bounchard (in Arsanti, 2009: 10) states that students with a high level of self-efficacy can complete a given task better when compared to students who have low self-efficacy.

Self-efficacy is divided into 3 aspects, namely the level of difficulty (level), the level of strength (strength), and generality. The three aspects are in the high category. This shows that in general self-efficacy is already optimal in its beliefs to carry out and complete a series of learning activities as an effort to achieve learning goals.

In the aspect of difficulty level (level), students are able to perceive themselves that they are able to complete the tasks given by the biology teacher in Google Classroom even though it is difficult so that students do not give up easily so that they can find solutions to the learning difficulties they face. Students will work on assignments according to their abilities. They will try to find a solution to a problem they face. This is in accordance with the opinion of Putrisari et al., (2017: 64) stating that students with high self-efficacy tend to choose tasks whose level of difficulty is in accordance with their abilities, here students will perceive themselves as being able to do the task to the fullest because there is influence from ability himself.

In the aspect of the level of strength, students have high resilience in completing assignments and finding solutions to the problems they face in learning. They believe that they are able to face obstacles and difficulties. Individuals are able to survive when facing difficulties and obstacles that arise and are able to rise from failure. This is in accordance with the opinion of Putrisari et al., (2017: 64) which states that students with a high level of strength means that students feel that they are capable of completing tasks or challenges and feel confident that they are able to face them even though they have had bad experiences.

In the generality aspect, students are confident in their own abilities and able to summarize previous material or assignments. Students are able to do work in a broad field (many jobs). Students are also able to do several jobs at the same time and work on assignments in different fields. This is in accordance with the opinion of Putrisari et al., (2017: 64) which states that students have confidence that they are able to use their abilities in various activities, not only on certain things that according to them they are more proficient in one field and not in other fields.

The highest percentage of self-efficacy is in consistent indicators in achieving goals as students which means students have the knowledge and awareness of development to realize their full potential despite having bad past

experiences. Students tend to keep studying even though they have had bad grades in biology. Obstacles or experiences in the past make students perceive it all as a challenge and will try other ways until their goals are achieved. This is in line with the research of Majidah et al., (2013: 6), even though through experience they get low scores, they perceive it as a challenge and continue to learn in order to get better results in the future.

The lowest percentage of self-efficacy is in indicators of the level of task completion and mastery of learning-related materials. Students find it difficult to learn and master environmental change material. This makes students feel less confident and less sure of their abilities. This is in line with the research of Majidah et al., (2013: 6), students are not confident in completing difficult tasks so they easily give up when they have difficulty understanding the material and cannot find solutions to the difficulties they face. Students who are not confident will hinder collecting assignments and understanding learning-related materials.

Mastery of students' biology concepts is in the high category. This happened because during the learning process it involved students identifying the material in the Google Classroom. The high value of student learning outcomes is because students can more freely seek answers from the assignments given by the teacher. Students can use search engines such as Google to find answers and learn other material that is not understood from books or power points given by the teacher. This is in line with the research of Ibda and Laeli (2021:15) which states that concepts mastery through the learning outcomes of grade 2 students at MI Salafiyah Kranggan is high, because students can more freely seek answers from assignments given by the teacher. In addition, students are also accompanied by their parents when doing assignments, this makes learning outcomes more optimal.

Even though the average value of students' concepts mastery was 61.24, the results of this study were still below the KKM for biology class X SMA Negeri 1 Seputih Surabaya which was set at 70. This happened because the material was condensed and not explained in detail as during face-to-face learning, where teachers and students can interact directly. The availability of facilities and infrastructure as well as student motivation are the factors causing the low grades of student learning outcomes during the Covid-19 pandemic. Students get bored easily when online learning takes place. In line with Purwanto et al., (2020: 5), online learning it takes time for students to adapt and they face new changes that will indirectly affect their absorption of learning.

The teacher has an obligation in the student learning process. In this Covid-19 condition, more understanding and high creativity are needed in managing learning materials so that students will be motivated to receive learning materials which are also supported by selecting approaches to students. Some of the teacher's efforts in increasing students' concepts mastery to get maximum learning results during a pandemic (Asih, 2020: 252) include: (1) improving teacher quality; (2) choosing the right learning method; (3) maximizing learning facilities; (4) managing and utilizing learning media; and (5) carry out regular learning evaluations.

One of the factors that causes students' concepts mastery to be high is because students' self-efficacy is also in the high category. This is in line with the results of previous research conducted by Hardianto et al., (2016) that self-efficacy has a positive influence on student learning outcomes. This means that the higher the level of academic self-efficacy, the higher the learning outcomes obtained by students. With students' confidence in themselves in academic activities, students will be able to choose productive, directed, and planned actions to achieve optimal learning outcomes.

Students who have confidence in their ability to complete assignments will have high motivation and no matter how difficult the task is, they will pass it calmly because students who have high self-efficacy will tend to try to do it until their goal is achieved, which is to get a perfect score. They will not doubt the obstacles or difficulties they receive, instead making these obstacles a challenge. Bad experiences in the past make them make new plans until their goals are achieved. They believe in their own abilities and will try their best to get what they want. Their high self-confidence and self-efficacy will also affect their high concepts mastery through the value of learning outcomes.

Student learning outcomes are directly or indirectly influenced by two factors, namely internal factors and external factors (Slameto, 2010). Internal factors include psychological factors, namely intelligence, attention, talents, motives, interests, maturity and readiness, while external factors include the family environment, peer environment, school environment and community environment. In addition to psychological factors, self-efficacy also has an important role in determining the level of concepts mastery through the value of student learning outcomes. This statement is in line with Schunk in Pajares (2006) that self-efficacy affects academic motivation, learning and achievement. The level of self-efficacy possessed by students will affect learning motivation which will later have an impact on the level of results achieved by students.

The level of self-efficacy possessed by a student influences the learning process in class. Students who have low self-efficacy in learning will avoid assignments more; while students who have high self-confidence will participate more. This difference in the level of self-efficacy will affect students' concepts mastery. Students who have high self-efficacy tend to have better learning outcomes than students who have low self-efficacy.

CONCLUSION

Based on the results of the study, the conclusions obtained were that teacher' perceptions were in the good category, student' perceptions are in the good category. Student' self-efficacy is in the high category, concept' mastery is in the high category. There is a positive relationship between self-efficacy and mastery of the concepts of class X MIPA students of SMA Negeri 1 Seputih Surabaya with a low degree of relationship. The results of this study provide teachers with references and input on performance and are used as an evaluation of their competencies, especially in choosing the right methods and media in the online learning process, as well as material for consideration and evaluation of

schools regarding the implementation of online learning during the Covid-19 pandemic to take advantage of technology and information in the learning process.

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