

# Students' Perception of Distance Learning: A Case Study on the Students of Politeknik Negeri Jember

*by Renata Kenanga Rinda*

---

**Submission date:** 11-Apr-2023 03:07PM (UTC+0700)

**Submission ID:** 2061397220

**File name:** Distance\_Learning\_SELL\_-\_Renata\_Kenanga\_Rinda.pdf (457.73K)

**Word count:** 2339

**Character count:** 13341

## Students' Perception of Distance Learning: A Case Study on the Students of Politeknik Negeri Jember

Vigo Dewangga<sup>1</sup>, Renata Kenanga Rinda<sup>2</sup>  
vigo\_dewangga@polije.ac.id<sup>1</sup>, renata@polije.ac.id<sup>2</sup>  
Politeknik Negeri Jember<sup>1</sup>, Politeknik Negeri Jember<sup>2</sup>

### Abstract

Nowadays, the Corona virus outbreak has made a huge change in education, especially for the teaching-learning process. Lecturers should do teaching from home and the students should do learning from home. Both the students and the lecturer just stay at home, they could not go to campus and office to do offline teaching-learning process to keep away from the spread of corona virus. Whether one likes it or not, all the lecturers should create an fascinating and innovative distance learning class. Some online learning platforms have been available on the internet that can help teacher in delivering their materials, for examples Google Classroom, Edmodo, Kahoot, and many others. In addition, there are some video conference applications for doing video call on the distance learning, for example Zoom, skype, Cisco WebEx, Google Meet and many others. As a lecturer, we could choose which online learning platforms we are going to apply in our distance learning class. This study focuses on students' perceptions of distance learning quality during the outbreak of covid 19. The research involved 70 participants consist of students of the cultivation of plantation crops Department in the fourth semester in the Agricultural Production, Politeknik Negeri Jember. The data collection techniques used in this research consisted of questionnaire, and interviews and were analyzed using the qualitative methods approach. The results of the study revealed that the majority of participants considered exciting and enthusiastic the distance learning in Applied English course.

**Keywords:** Students' Perception, Distance Learning, Applied English

### Introduction

The use of technology in education is very significant at this time. Many highest level institutions or universities have adopted online learning as another method to substitute conventional classroom instruction (Yang & Cornelius, 2004). Nowadays, the Corona virus outbreak has made a huge change in education, especially for the teaching-learning process. Lecturers should do teaching from home and the students should do learning from home. Both the students and the lecturer just stay at home, they could not go

to campus and office to do offline teaching- learning process to keep away from the spread of corona virus. Whether one likes it or not, all the lecturers should create an fascinating and innovative distance learning class.

Some online learning platforms have been available on the internet that can help teacher in delivering their materials, for examples Google Classroom, Edmodo, Kahoot, and many others. In addition, there are some video conference applications for doing video call on the distance learning, for example Zoom, skype, Cisco WebEx, Google Meet and many others. As a lecturer, we could choose which online learning platforms we are going to apply in our distance learning class. The lecturers should be more creative and innovative to make the distance learning more interesting. In addition, Wahidiyati (2020) stated that teachers from basic level to the highest level should have interesting method and strategy for challenging their students in order to relieve their boredom during online learning, for example quizzes, competitions, and live assignments.

## **Review of Literature**

### **Online Education**

In general, online education is form of education where teachers or students use their home digital technologies through the internet. Office of sustainable development in (Yang & Cornelius, 2004) online education is correlated with virtual edu, internet edu, cyber-learning and asynchron learning.

### **Online Education Features**

Paulsen (2002) stated that there are four features of online education as follows:

1. The segregation of teachers and learners.
2. The influence of an education institution.
3. Computer network utilization to deliver online learning material.
4. Two ways communication (techers and students) through computer network.

Moreover, Ascough (2002) explained that online education has some features, as follows first, learning experience is different between online learning and offline learning, second communication in online education delivered by computer and web, third, learners' participation in classroom are different, fourth the learners' behaviour of learning environment is changed, and fifth discrimination and prejudice is reduced.

## Perception

Generally, perception is the ability of someone to become aware of something through senses. Wehmeier et al. (1978) stated that perception is people's idea or belief as the result of what they have seen and understand.

### <sup>1</sup> Students' Perception of Online Learning Quality

The students' perceptions of the online learning have been identified in many studies, first by Yang & Cornelius (2004) entitled Students' Perceptions towards the Quality of Online Education: A Qualitative Approach. In this research, the researcher used qualitative methods to<sup>2</sup> investigate the perceptions of students. The researcher found out the students' positive experiences "flexibility, cost-effectiveness, electronic research availability, ease of connection to the Internet, and well-designed class interface", and the students' negative experiences "delayed feedback from instructors, unavailable technical support from instructors, lack of self-regulation and self-motivation, the sense of isolation, monotonous instructional methods, and poorly-designed course content".

The second by Wahidiyati (2020) entitled students perception of the full online learning quality<sup>3</sup> during the corona pandemic. In this research, the<sup>3</sup> researcher analyzed the students' perception of full online learning quality of students of the English Education program in<sup>1</sup> the second semester of IAIN Purwokerto. In describing and obtaining the students perception of the full online learning quality, the researcher used Qualitative data-collection techniques.<sup>1</sup> In those two researches above are equal in investigating the students perception of online learning quality.

However, this research is different from those two previous researches since this research try to reveal students perception of distance learning

quality in vocational higher education. In describing and obtaining the students' perception of the quality of distance learning, the researcher used qualitative data-collection techniques. The data collection techniques used in this research consisted of questionnaire, and interviews. The questionnaire was designed to gather general information about their perception of receiving distance learning consisting of 5 close-ended questions through the Google forms platform.

## Method

### Participant

This research was conducted on 4th semester students of the cultivation of plantation crops study program in the Agricultural Production department, Politeknik Negeri Jember. The participants in this study were students who took applied English course, consisting of 70 people who were willing to be respondents voluntarily and 6 of them show their readiness to deal with online interview by video call in WhatsApp. This research only focuses on the perceptions of the students who are getting distance learning.

### Data Collection

In this research, the writer used qualitative data-collection techniques to obtain and describe the students' perception of distance learning during the outbreak of covid-19. According to Sharp (2003) the researches that used multiple methods, different types of data provide cross-data validity checks, are avoided to errors than researches that only used one method. The data collection techniques used in this research consisted of questionnaire, and interviews.

The questionnaire was designed and adapted from a previous study conducted by Barnes (2017) in order to gather general information about their perception of receiving distance learning consisting of 5 close-ended questions through the Google forms platform. Then, the interviews were done to strengthen the information on specific experiences of distance learning in applied English course, especially their perception, and factors that have influenced.

## Data Analysis

The data collected automatically from the online results through the Google form. Then the data were analyzed descriptively to reveal the students' perceptions and factors related to getting applied English course in distance learning.

## Results and Discussions

### The Results of Questionnaire

The first question is *I think distance learning of applied English course is as fascinating as offline learning*. Majority of the cultivation of plantation crops students agree and strongly agree that distance learning of applied English course is as fascinating as offline learning. In other words, the students think they enjoy the distance learning process because they feel they could process the material given by the lecturer well and they think it is an effective and interesting learning process.

The second question is *I have more understanding in distance learning than offline learning*. Most of the the cultivation of plantation crops students agree and strongly agree that distance learning of applied English course makes them easier in learning Applied English course. It means that, the students think the atmosphere of distance learning help them to learn Applied English easily. Then, rest of the five students think they still find some difficulties in learning Applied English course.

The third question is *the explanation from the lecturer of applied english course in distance learning is clearer than offline learning*. Majority the students of the cultivation of plantation crops agree that the explanation from the lecturer of applied english course in distance learning is clearer than offline learning since the lecturers provides some completed sources and material such as video taken from you tube, and many others. Then, rest of the three students are disagree.

The fourth question is *I have great confidence in asking the material or sharing the opinion to the lecture of applied english course*. Majority students of cultivation of plantation crops agree and strongly agree that having confidence or brave in asking the material or sharing the opinion to the lecture of applied english

course. It means that, the students think the atmosphere in distance learning is comfortable and enjoyable than offline learning.

The fifth question is *I feel more enjoyable when I have online learning at home than offline learning at campus.* Majority the cultivation of plantation crops students agree and strongly agree that they feel more enjoyable when they have online learning at home than offline learning at campus. Then seven of students think even though they have online learning at home, it could not help them to understand the lesson.

### **The Results of Interview**

The interviews were done voluntarily through video call in Whatsapp. There are six participants of cultivation of plantation crops. There are three open-ended questions given to each participants on their experience of distance learning.

1. How did you feel when learning Applied English in Distance learning?

The interview revealed that Some participants expressed their excitement and enthusiasm in Applied English class. They had the opportunity to learn Applied English in a new atmosphere than offline learning. While, the rest of participants expressed their disagreement *They think full online learning is a good activity but they feel* difficult to find ot good signal when having online learning.

S1: *"I am happy because I learned new things for example upload and submit my work through LMS in distance learning. Its more effective and flexible."*

S5: *To be honest, I'm afraid to speak in English and do the assignment. Now, I feel confidence to expressed my opinion when my teacher teach by using zoom."*

S6: *"I feel that offline learning is better than online learning since it's very difficult to get the signal. Even, I try to get a good position or place."*

2. What do you think of improvement in learning Applied English in distance learning?

All interview participants showed positive experience in distance learning. Some participants confidently expressed that learning in distance learning encourage them to be actively participated in applied English course in distance learning.

S2: *“My lecturer explained one of the topic that related with my field by using youtube videos. I like it and I can learn by myself whenever I want. And I feel that I can listen and understand much better than before.”*

S4: *“I like distance learning because I can explore the information related the assignment through many sources and my lecture provide with the video from YouTube. Now I can enjoy it and relieved my boredom.”*

3. What are your expectation from your lecturers when teaching applied English in distance learning?

The participants also expressed their expectations related to the quality of distance learning. The findings revealed the participants’ expectations related to the quality of distance learning such as teaching preparation, relevant material, and teaching method.

S1: *“Hopefully my lecturere always deliver the lesson interestingly , so I don’t fall asllep when joining zoom meeting.”*

S3: *“I feel that my lecture have prepared the online lesson better but the way when he explained, I a little bit don’t understand.”*

### **Conclusion**

Based on the above discussions, it can be concluded related to the students’ perception of distance learning. The students of the cultivation of plantation crops study program in the Agricultural Production department have positive perception about the use of distance learning quality in learning applied English. Most of the students believed that the process of teaching learning in distance learning helped them to be more understanding and exciting towards the applied English lesson.



## References

- Ascough, R. S. (2002). Designing for Online Distance Education: Putting Pedagogy Before Technology. *Teaching Theology and Religion*, 5(1), 17–29. <https://doi.org/10.1111/1467-9647.00114>.
- Barnes, C. (2017). An Analysis of Student Perceptions of the Quality and Course Satisfaction of Online Courses. *Journal of Higher Education Theory and Practice*, Vol. 17 (6), 2017. <https://www.researchgate.net/publication/317138073>.
- Paulsen, M. F. (2002). Online Education Systems: Discussion and Definition of Terms. *Online Journal of Distance Learning Administration*, Vol. 5 (3), pp. 1–8. <http://www.westga.edu/~distance/ojdla/fall53/paulsen53.html>.
- Sharp, C. A. (2003). Qualitative Research and Evaluation Methods (3rd ed.). In *Evaluation Journal of Australasia* (Vol. 3 (2), pp. 60–61). <https://doi.org/10.1177/1035719X0300300213>.
- Wahidiyati, I. (2020). The Students Perception of The Full Online Learning Quality During The Corona Pandemic. *Tarling: Journal of Language Education*, Vol. 4 (1), pp. 37–47. <https://doi.org/10.24090/tarling.v4i1.4166>.
- Wehmeier, S., Sydney, A., Advanced, O., Pdf, D., Oxford, P. D. F., Learner, A., Download, P., Oxford, R., Learner, A., Collection, F., Wehmeier, S., & Sydney, A. (1978). [ Pdf ] *Oxford Advanced Learner 's Dictionary*: Vol. 3 (1).
- Yang, Y., & Cornelius, L. F. (2004). Students' Perceptions towards the Quality of Online Education: A Qualitative Approach. *Association for Educational Communications and Technology*, pp. 861–877.

# Students' Perception of Distance Learning: A Case Study on the Students of Politeknik Negeri Jember

## ORIGINALITY REPORT

**22%**  
SIMILARITY INDEX

**10%**  
INTERNET SOURCES

**19%**  
PUBLICATIONS

**5%**  
STUDENT PAPERS

## PRIMARY SOURCES

**1** **Irra Wahidiyati. "The Students Perception of The Full Online Learning Quality During The Corona Pandemic", Tarling : Journal of Language Education, 2020** **13%**  
Publication

**2** **archive.org** **3%**  
Internet Source

**3** **www.sciencegate.app** **3%**  
Internet Source

**4** **lrd.yahooapis.com** **2%**  
Internet Source

Exclude quotes  On  
Exclude bibliography  On

Exclude matches  < 2%