Teacher's Perceptions of Online Learning Activities During the Covid-19 Pandemic

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A B S T R A K

Pandemi covid-19 berdampak pada seluruh kegiatan termasuk kegiatan pembelajaran yang awalnya dilakukan melalui interaksi langsung antara guru dan peserta didik, menjadi kegiatan belajar dalam jaringan (daring). Kegiatan belajar daring yang merupakan hal baru dikalangan guru utamanya guru SD, mengakibatkan perbedaan persepsi guru tentang kegiatan belajar daring ini. Penelitian ini bertujuan untuk mengetahui perspesi guru tentang perencanaan, pelaksanaan dan evalasi kegiatan belajar daring. Penelitian ini menggunakan rancangan penelitian deskriptif dengan sampel berjumlah 64 orang dari total populasi sebanyak 80 orang guru. Pengumpulan data mempergunakan metode non tes dengan instrumen berupa angket tertutup. Tahapan analisis data menggunakan persentase dan mean (rata-rata). Hasil yang diperoleh pada perencanaan kegiatan belajar daring adalah sebesar 77,46% dengan kriteria positif, pada pelaksanaan kegiatan belajar daring diperoleh hasil sebesar 66,48% dengan kategori kurang positif dan pada evaluasi kegiatan belajar daring diperoleh hasil 73,34% dengan kriteria positif. Jadi dapat disimpulkan bahwa persepsi guru positif tentang perencanaan kegiatan belajar daring, persepsi guru kurang positif tentang perencanaan kegiatan belajar daring dan persepsi guru positif tentang evaluasi kegiatan belajar daring

A B S T R A C T

The Covid-19 pandemic has an impact on all activities including learning activities that were initially carried out through direct interaction between teachers and students, becoming online learning activities. Online learning activities, which are new among elementary school teachers, have resulted in differences in teacher perceptions of online learning activities. This study aims to determine the teacher's perspective on planning, implementing and evaluating learning activities in the network (online). This study used a descriptive research design with a sample of 64 people from a total population of 80 teachers. Data collection used non-test methods with instruments in the form of closed questionnaires. Stages of data analysis using percentage and mean (average). The results obtained in planning learning activities in the network (online) amounted to 77.46% with positive criteria, in the implementation of online learning activities, 66.48% were obtained with the less positive category and in the evaluation of learning activities online (online) obtained 73.34% results with positive criteria. So it can be concluded that teachers' perceptions are positive about planning online learning activities, teachers' perceptions are less positive about planning online learning activities, and teachers' perceptions are positive about evaluating online learning activities.

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1. Introduction

The very fast spread of the corona virus has disrupted all human activities. Even though the Covid-19 pandemic has paralyzed daily activities including educational activities, learning activities must still be carried out. The Covid-19 pandemic led to a learning process that should have been through direct interaction without any intermediary media, nodays should be done through video conference-based media / platforms (Dewi, 2020; Handarini & Wulandari, 2020; Oktavian & Aldya, 2020; Wulandari & Purwanta, 2020). Through the use of technology in this era of globalization, the learning process can take place with direct interaction with students even though using media / platforms that bridge the

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interaction between students and teachers as educators. Learning using this media / platform is known as online learning activities. Online learning activities are learning activities that utilize internet networks with accessibility, connectivity, flexibility and the ability to foster various types of learning interactions (Malyana, 2020; Mustakim, 2020; Sadikin & Hamidah, 2020; Satrianingrum & Prasetyo, 2020). In addition, online learning activities are also learning activities that carried out by teachers and students who are assisted by using applications that support the learning process (Kristina et al., 2020; Kusumadewi et al., 2020; Syarifudin, 2020; Yudi Firmansyah & Fani Kardina, 2020). Online learning activities are also distance learning activities that utilize online media, using laptops, PC's (personal computers), and laptops (Pratama & Mulyati, 2020; Sobri et al., 2020; Tauhid et al., 2020; Wiguna et al., 2020). So it can be concluded that learning activities in the network (online) are learning activities in which use technology as an intermediary for exchanging information between teachers and students.

In the implementation of online learning activities, students are like learning as usual, but use media / platforms to interact with teachers. Students still get learning material in the form of power points and learning videos made by the teacher. Online learning activities certainly have their own characteristics such as online, means learning is carried out through web networks, massive, means the number of participants from online learning activities is unlimited and open, means participants from online learning activities open to the public (Bilfaqih & Qomarudin, 2015; Jayul & Irwanto, 2020; Nopiyanto et al., 2020; Wilson, 2020). Other characteristics of online learning activities, such as urging students to build and construct their own knowledge, be able to work together with other students in an effort to build and construct their own knowledge, be able to build a comprehensive students group and use website media, which can be reached by internet (Herlandy & Novalia, 2019; Isman, 2017; Kristiawan et al., 2021; Wahyono et al., 2020) During the Covid-19 pandemic, where learning activities are usually carried out face to face is not be able to conducted, online learning activities are the only solution to continue carrying out teaching and learning activities. However, in practice, there are advantages and disadvantages that are felt during online learning. The advantages of online learning activities are training the independence of students in building their own knowledge, students' access to all learning resources available on the website is unlimited, online learning activities can provide a new learning atmosphere for students who usually learn in class. The drawback of online learning activities is that it is difficult to focus on learning because the majority of students carry out online learning activities at home, limited internet access and electronic devices (cellphones or laptops) which mediate students to access media / platforms of online learning activities and there is a distance between teachers and students (Pangondian, 2019; Putria, 2020; Wuladari et al, 2020; Kristina, 2020).

Since online learning is something new among teachers, especially elementary school teachers, online learning activities also give a lot of impact on learning in the midst of the Covid-19 pandemic (Anugrahana, 2020; Pribowo, 2020). Because it is something new among teachers, differences in perception also occur among elementary school teachers. Based on the research which states that teachers at SDN 4 Teros give a positive perception and agree with online learning activities being used as a solution to break the chain of spreading of Covid-19 (Rizal et al., 2020). Other research which stated that the online learning activities carried out at the Kumantan 013 Public Elementary School were still ineffective because they were constrained by various aspects (Anggianita et al., 2020). Based on these two studies, it still examines teachers' perceptions in general, while this study examines teachers' perceptions in more detail. The strengths of this study are to describe in detail the teachers' perception of online learning activity planning, teachers 'perception about the implementation of online learning activities and teachers' perception about evaluating online learning activities. This study aims to describe teachers' perception about online learning activity planning, to describe teachers' perception about the implementation of online learning activities and to describe teachers' perception about evaluating online learning activities. The results of this study can be used to find out in which dimensions the online learning activities experiences find obstacles or obstacles which will be re-evaluated and can also be used as a benchmark for the development of online learning activities in the future.

2. Method

Seeing from the aspects being studied, this research can be classified into descriptive study. Descriptive research is research that has the aim of gathering information about an existing symptom, which is a symptom that was present at the time the research was conducted (Zellatifanny & Mudjiyanto, 2018). In line with that, descriptive research is research aimed to describe a state or phenomenon as it was when it was carried out (Agung, 2014). So the conclusion is that descriptive research is research that describes events coherently according to conditions in the field. This research was conducted on teachers at SD Gugus I Gusti Ngurah Rai, South Denpasar District with a population of 75 people. Population is the

total object or research subject that can be in the form of humans, animals, plants and objects that have similar characteristics (Musfiqon, 2012). The technique used in sampling is proportional random sampling by taking samples in each population area proportionally and randomly so as to provide equal opportunities to all populations in each population area to become the research sample. Determination of the number of samples can be seen in the table of *Issac and Michael* (Sugiyono, 2017). The table describes the size of the sample taken from the population. Based on the table, with the total population in SD Gugus I Gusti Ngurah Rai, South Denpasar District, as many as 75 people with an error rate of 5%, the number of samples needed is 62 people. From the entire population, the number of samples in this study were 64 people.

The data collection method that used in this research is the non-test method. The non-test method is a technique of assessing or evaluating student learning outcomes that is carried out without "testing" students, but it is carried out by making systematic observations, conducting interviews, distributing questionnaires, and checking or examining documents (document analysis) (Sudijono, 2018). The data collection instrument in this study used a questionnaire instrument with a closed questionnaire type. A closed questionnaire is a questionnaire in which the question and alternative answers have been determined by the researcher, the respondent only need to choose (Musfiqon, 2012). In line with that, a closed questionnaire is a questionnaire where the answer has been provided so that respondents just have to choose (Arikunto, 2013). So it can be concluded that a closed questionnaire is a questionnaire in which there are already alternative answers, so that respondents can choose the answer directly according to their wishes. In the questionnaire this study contains 30 items of statements originating from 9 indicators and 3 dimensions.

Table 1. Teachers' Perception Instrument Grid of Online Learning Activities

Teachers' Perseption Dimention	Indicator
Planning	Preparation of Learning Assessment Tools
	Preparation of Media and Learning Resources
Implementation	Preparation of Learning Assessment Tools
	Learning Convenience in a Pandemic Time
	The Level of Student Adaptation in Learning Process
	Adequacy of Devices
Evaluation	Implementation of Activities In Lesson Plan
	Planning of Remedial Program
	Providing Enrichment and Counselling Services

(Source : Rusman, 2017, Hamdani & Priatna, 2020)

In this research questionnaire, there are 4 alternative answers using the Likert scale. The alternative answers to the questionnaire are: (1) strongly agree (SA), (2) agree, (3) disagree, and (4) strongly disagree. The following is the *Likert* scale scoring Table presented in the following Table.

Table 2. *Likert* Scale Scoring

Positive Alternative Options	Score	Negative Alternative Options
SA (Strongly Agree)	4	SD (Strongly Disagree)
A (Agree)	3	D (Disagree)
D (Disagree)	2	A (Agree)
SD (Strongly Disagree)	1	SA (Strongly Agree)

(Source : Sukardi, 2019)

Before the questionnaire is given to the respondent, first the questionnaire is tested for validity using the content validity test developed by *Gregory*. This *Gregory* validity technique uses expert judgment but the results of the assessment have been quantitative (Candidasa, 2020). Based on the *Gregory* content validity test that has been carried out with 2 content experts on 30 statement items, it is stated that 30 statement items are relevant to the indicator with the results of the content validity coefficient of 1.00 and falls into the very high criteria. After validating the content, then the questionnaire is given to the respondent, then the data obtained from the respondent's answer. The data is then analyzed using descriptive statistical data analysis techniques. In this study, the descriptive statistical analysis used was the percentage and the mean (average). From these calculations, the results can be obtained in the form of

a percentage. The result of this percentage is described through the categories contained in the criteria Table. The criteria used in the percentage analysis in this study are.

Tabel 3. Percentage of Criteria

No	Validity Coefficient	Criteria
1	85% ≤ P	Very Positive
2	70% ≤ P < 85 %	Positive
3	50% ≤ P < 70%	Less Positive
4	RS < 50%	Not Positive

(Source : Atiqoh, 2020)

Besides using percentages, the descriptive statistical analysis being used is the mean (average). The mean (average) is obtained by or calculated by adding up all the scores obtained and dividing by the number of subjects (total scores).

3. Result and Discussion

The data obtained from the results of this study are grouped into three, namely: (1) data on teachers' perception about planning online learning activities, (2) data on teachers' perception about the implementation of online learning activities and (3) data on teachers' perception about evaluating online learning activities. Teachers' perception data about online learning activities planning comes from 3 indicators, namely: (1) Preparation of Lesson Plan (RPP), (2) preparation of learning media and resources and (3) preparation of learning assessment tools. The following is a Table of the results of calculating the teachers' perception about planning online learning activities.

Tabel 4. The Calculation Results of Teachers' Perception about Online Learning Activities Planning

No	Indicator	Average percentage	Criteria
1	Lesson Plan Preparation	84,38%	Positive
2	Preparation of Media and Learning Resources	75,78%	Positive
3	Preparation of Learning Assessment Tools	75,68%	Positive
Average Precentage Dimension of Online learning Activities Planning		**77,46%**	**Positive**

Based on the calculation table above, the first results of the calculation of each dimension indicator of online learning activity planning is the preparation of lesson plan (RPP), which the average percentage of these indicators is 84.38% and after the average percentage results are converted into the percentage criteria table to give meaning to the average percentage results, the average percentage results are in the range of 70% ≤ P <85% with positive criteria. The second dimension indicator for online learning activities planning is the preparation of media and learning resources, the average percentage of this indicator is 75.78% and after the average percentage results are converted to a percentage criteria table to give meaning to the average percentage results, the results of the average percentage are in the range of 70% ≤ P <85% with positive criteria. The third dimensional indicator of online learning activity planning is the preparation of learning assessment tools, the average percentage of this indicator is 75.68% and after the average percentage results are converted to the percentage criteria table to give meaning to the average percentage results, the results of the average percentage is in the range of 70% ≤ P <85% with positive criteria. Based on the results of the calculation of all indicators in the dimensions of online learning activities planning, the average percentage of teachers' perception about online learning activities planning is 77.46% and after converting it to the percentage criteria table to give meaning to the average percentage results, these results are in the range of 70% ≤ P <85% with positive criteria. Teachers' perception data about the implementation of online learning activities comes from 4 indicators, namely. (1) the convenience of learning during the pandemic, (2) learning adaptation level, (3) the adequacy of the devices and (4) the implementation of activities in the lesson plan (RPP). The following is a table of the results of calculating teachers' perceptions about the implementation of online learning activities.

Tabel 5. The Calculation Results of Teachers' Perception about the Implementation of Online Learning Activities

No	Indicator	Average Percentage	Criteria
1	Learning Convenience in a Pandemic Time	49,71%	Not Positive
2	Learning Adaptation Level	62,01%	Less Positive
3	Adequacy of Devices	66,80%	Less Positive
4	Implementation of Activities in Lesson Plan	79,39%	Positive
Average Precentage Dimension of Online Learning Activities Implementation		**64,48%**	**Less Positive**

The first calculation result of each dimension indicator of the implementation of online learning activities, namely the convenience of learning during the pandemic, obtained the average percentage of these indicators of 49.71% and after the results of the average percentage are converted in the percentage criteria table to give meaning to the average percentage results, it is in the range RS < 50% with not positive criteria. The second dimension indicator of online learning activities is the level of adaptation to learning, the results of the average percentage of these indicators are 62.01% and after these results are converted to the percentage criteria table to give meaning to the results of the average percentage, the results of the average percentage are in the range of 50% ≤ P <70% with less positive criteria. The third dimension indicator for the implementation of online learning activities is the adequacy of the devices, the results of the average percentage of the indicator are 66.80% and after the results of the average percentage are converted into percentage criteria table to give meaning to the results of the average percentage, the results is in the range of 50% ≤ P <70% with less positive criteria. The fourth dimension indicator of online learning activities is the implementation of activities in lesson plan (RPP), the result is the average percentage of the indicator is 79.39% and after the results of the average percentage are converted into percentage criteria table to give meaning to the results of the average percentage, the result is in the rage of of 70% ≤ P <85% with positive criteria. Based on the calculation of all indicators on the dimensions of the implementation of online learning activities, the proportion of teachers' perception about the implementation of online learning activities is 64.48% and after converting it to the percentage criteria table to give meaning to the results of that average percentage, these results are in the range 50% ≤ P <70% with less positive criteria. Teachers' perception data about the evaluation of online learning activities comes from 2 indicators, namely. (1) planning a learning remedial program and (2) providing enrichment and counseling services. The following is a Table of the results of the assessment of teachers' perception about evaluating online learning activities.

Tabel 6. The Calculation Results of Teachers' Perception about the Evaluation of Online Learning Activities

No	Indicator	Average Percentage	Criteria
1	Planning a Learning Remedial Program	77,93%	Positive
2	Providing Enrichment and Counseling Services	68,75%	Less Positive
Average Precentage Dimension of Online Learning Activities Evaluation		**73,34%**	**Positive**

The first results of the calculation of each indicator of the dimensions of the evaluation of online learning activities, namely planning a learning remedial program, the average percentage of these indicators is 77.93% and after the average percentage results are converted to the percentage criteria table to give meaning to the results of the average percentage, the results are in the range of 70% ≤ P <85% with positive criteria. The second dimension indicator for online learning activities is providing enrichment and counseling services, the average percentage of this indicator is 68.75% and after the results are converted to percentage criteria table to give meaning to the average percentage, the results are in the range of 50% ≤ P <70% with less positive criteria. Based on the results of the calculation of all indicators in the dimensions of evaluating online learning activities, the average percentage of teachers' perception about evaluating online learning activities is 73.34%. The results are then converted to a percentage criteria table to give meaning to the average percentage results and these results are in the range of 70% ≤ P <85% with positive criteria.

Planning activities are carried out before the teacher conducts online learning activities. Based on the results of data analysis that has been carried out, the average percentage of teachers' perception about online learning activity planning is 77.46% and after being converted to a percentage criteria table to give meaning to the average percentage results, these results are in the range. 70% ≤ P <85% with positive criteria. So the perception of teachers at SD Gugus I Gusti Ngurah Rai, South Denpasar District was positive about planning learning activities online. This is because the indicators of planning online learning activities do not describe teachers having obstacles or problems in planning online learning activities. The indicator for planning online learning activities is the preparation of a lesson plan (RPP) which gets an average percentage of 84.38% with the result of the conversion to the percentage criteria table showing positive criteria that describe the teacher having no obstacles or problems in the preparation of the lesson plan (RPP). The indicator for the preparation of media and learning resources obtained an average percentage of 75.78% with the conversion results to the percentage criteria table showing positive criteria and indicators for the preparation of learning assessment tools obtained an average percentage of 75.68% with the conversion results to the percentage criteria table showing positive criteria that describe teachers do not get any obstacles or problems in the preparation of media and learning resources. The indicator for the preparation of the learning assessment tool, the average percentage of the indicator was This finding is supported by a research which states that in planning online learning activities, teachers can make full use of technology in planning online learning activities such as in compiling lesson plans, preparing media and learning resources and making evaluation test that attract students' interest in participating in online learning activities and variety, so that students do not get bored (Amalia et al., 2020). By using technology, it is easier for teachers to prepare and make variety in online learning activities.

The activities implementation take place when the teacher is carrying out online learning activities in. Based on the results of the data analysis that has been carried out, the average percentage of teachers' perception about the implementation of online learning activities is 64.48% and after being converted to the percentage criteria table to give meaning to the average percentage results, these results are in the range of 50. % ≤ P <70% with less positive criteria. So it can be concluded that the perception of teachers at SD Gugus I Gusti Ngurah Rai, South Denpasar District are less positive about the implementation of online learning activities. This is due to several indicators of the implementation of online learning activities that describe teachers facing obtacles or problems in implementing online learning activities. The indicator for the implementation of online learning activities is the convenience of learning during the pandemic time which gets an average percentage of 49.71% with the results of the conversion to the percentage criteria table showing non-positive criteria that describe teachers having problems or problems in learning convenice during the pandemic. Obstacles or problems that experienced by teachers such as students seem to be uncomfortable with online learning activities, teachers feel that there are still many obstacles experienced in implementing online learning activities, students' activeness decreases in participating online learning activities and students are less able to master the material in online learning activities. The indicator of the level of adaptation to learning gets an average percentage of 62.01% with the results of the conversion to the percentage criteria table showing less positive criteria which illustrates that teachers still experience obstacles or problems in the level of adaptation to learning. Obstacles or problems experienced by the teacher are students who have not prepared themselves both physically and psychologically, there are students who are hampered by software and hardware for accessing online learning activities and there are teachers who are still not familiar with online learning activities. The adequacy of devices indicator obtained an average percentage of 66.80% with the conversion results to the percentage criteria table showing less positive criteria which shows teachers find any obstacles or problems in the adequacy of the devices. The obstacles or problems that experienced by the teacher are the software and hardware that are used by students to access online learning activities that are also used by their parents. The indicator of the implementation of the lesson plan (RPP) obtained an average percentage of 79.39% with the results of the conversion to the percentage criteria table showing a positive criteria which describes the teachers have no obstacles or problems in the implementation of the lesson plan (RPP). This finding is reinforced by research which states that the implementation of online learning activities is not effective because there are still many obstacles that occur from teachers and students that can hinder the process of implementing online learning activities (Anggianita et al., 2020; Arifin, 2020).

Evaluation activities take place when the teacher has carried out a series of online learning activities. Based on the results of data analysis, the average percentage of teachers' perception about the evaluation of online learning activities is 73.34% and after being converted to the percentage criteria table to give meaning to the average percentage results, these results are in the range of 70% ≤ P <85% with positive criteria. So it can be concluded that the perception of teachers at SD Gugus I Gusti Ngurah Rai,

South Denpasar District are positive about evaluating online learning activities. This is because the indicators of evaluating online learning activities show that teachers do not experience problems in evaluating online learning activities. The evaluation indicator for online learning activities is planning a learning remedial program that gets an average percentage of 77.93% with the conversion results to the percentage criteria table showing positive criteria that describe the teachers have no obstacles or problems in planning the learning remedial program. The indicators of providing enrichment and counseling services that get an average percentage of 68.75% with the results of the conversion to the percentage criteria table show less positive criteria which illustrate that teachers still experience a few obstacles or problems in providing enrichment and counseling services. Obstacles or problems experienced by the teacher, such as that the teacher still provides free time for students after students carry out the end-semester exam (PAS). This finding is reinforced by research which states that online learning activities can give teachers freedom in compiling questions both evaluation questions and remedial questions and providing enrichment for students by utilizing technological advances (Marzoan, 2020). By utilizing this technology, the teacher does not need to print out the questions or enrichments and the questions and enrichments made by the teacher can be variative so that students do not feel bored in answering teachers' questions in evaluating online learning activities.

The results of this study are also reinforced by research that has been conducted by several researchers. Several studies that strengthen this research are research who conducted an interview with teachers at SD No. 013 Kumantan (Anggianita et al., 2020). The study states that the process of implementing online learning activities is not very conducive and online learning activities are not yet suitable to use. This is because in practice, the teacher cannot monitor the development of students wholly. In addition, in low classes, these students still need direct examples from the teacher. In practice, the provision of material by the teacher to students in online learning activities is less meaningful for students so that learning activities online seem meaningless. In addition, research states that the level of effectiveness of the implementation of online learning activities carried out by Madrasah Ibtidaiyah / MI teachers in Bantul Regency is considered ineffective (Arifin, 2020). Teachers assume that the implementation of online learning activities still find a lot of obstacles that faced by teachers, so that online learning activities are still ineffective.

4. Conclusion

Based on the results of the calculation of the average percentage that has been carried out, the following conclusions can be made. The results of the calculation of the average percentage of teachers' perception about planning online learning activities which after being converted to the percentage criteria table shows positive criteria, so that teachers' perception are positive about online learning activities. The results of the calculation of the average percentage of teachers' perception about the implementation of online learning activities which after being converted to the percentage criteria table show less positive criteria, so that the teachers' perception is less positive about the implementation of online learning activities. The results of the calculation of the average percentage of teachers' perception about the evaluation of online learning activities which after being converted to the percentage criteria table show positive criteria, so that the teachers' perception is positive about evaluating online learning activities.

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