

**STUDENTS' RESPONSES TO ONLINE CLASS
(A CASE STUDY AT SMAN 1 MEUREUDU)**

THESIS

Submitted by:

ULFA NAZIRA
NIM. 170203023

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN
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THESIS

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The Bachelor Degree of Education in English Language Teaching

by

ULFA NAZIRA
NIM. 170203023

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by

Main Supervisor

جامعة الرانيري

Co- Supervisor

AR - RANIRY

Prof. Dr. T. Zulfikar, M.Ed

NIP. 197804302001121002

Date 15 / 11 / 2021

Dr.phil. Saiful Akmal, M.A.

NIP. 198203012008011006

Date 18 / 11 / 2021

It has been defended in *Sidang Munaqasyah*
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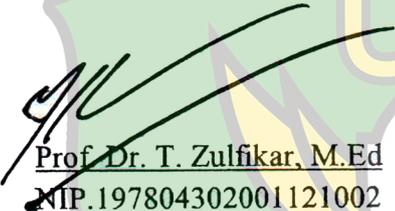
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Wednesday, 1 December 2021 M
26 Rabiul Akhir 1443 H

In Darussalam, Banda Aceh
Board of Examiner,

Chairperson,

Secretary,


Prof. Dr. T. Zulfikar, M.Ed
NIP.197804302001121002


Asma, M.Ed

Member,

Member,


Dr. phil. Saiful Akmal, M.A
NIP.198203012008011006


Habiburrahim, M. Com., M.S., Ph. D
NIP. 197208062003121002



Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh


Dr. Musdra Rizali, S.H., M.Ag.
NIP.198903091989031001

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan di bawah ini :

Nama : Ulfa Nazira

NIM : 170203023

Tempat/ Tanggal Lahir : Meureudu, 28 Februari 2000

Alamat : Gampong Beurawang, Kec. Meureudu, Kab Pidie Jaya

Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul :

STUDENTS' RESPONSES TO ONLINE CLASS (A Case Study at SMAN 1 Meureudu)

Adalah benar-benar karya saya kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 12 November 2021

Saya yang membuat pernyataan,



Ulfa Nazira

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
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On

Wednesday, 1 December 2021 M
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Asma, M.Ed

Member,

Member,

Dr.phil. Saiful Akmal, M.A
NIP.198203012008011006

Habiburrahim, M. Com., M.S., Ph. D
NIP. 197208062003121002

Certified by

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Dr. Muslim Razali, S.H., M.Ag.
NIP. 195903091989031001

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

saya yang bertanda tangan di bawah ini:

Nama : Ulfa Nazira
NIM : 170203023
Tempat/Tanggal Lahir : Meureudu, 28 Februari 2000
Alamat : Gampong Beurawang, Kec Meureudu, Kab Pidie
Jaya.

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Banda Aceh, 12 November 2021

Saya yang membuat pernyataan,

AR-RANIRY



Ulfa Nazira

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In the name of Allah, The Most Gracious and Most Merciful

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Banda Aceh, 12 November 2021

Researcher,

Ulfa Nazira

ABSTRACT

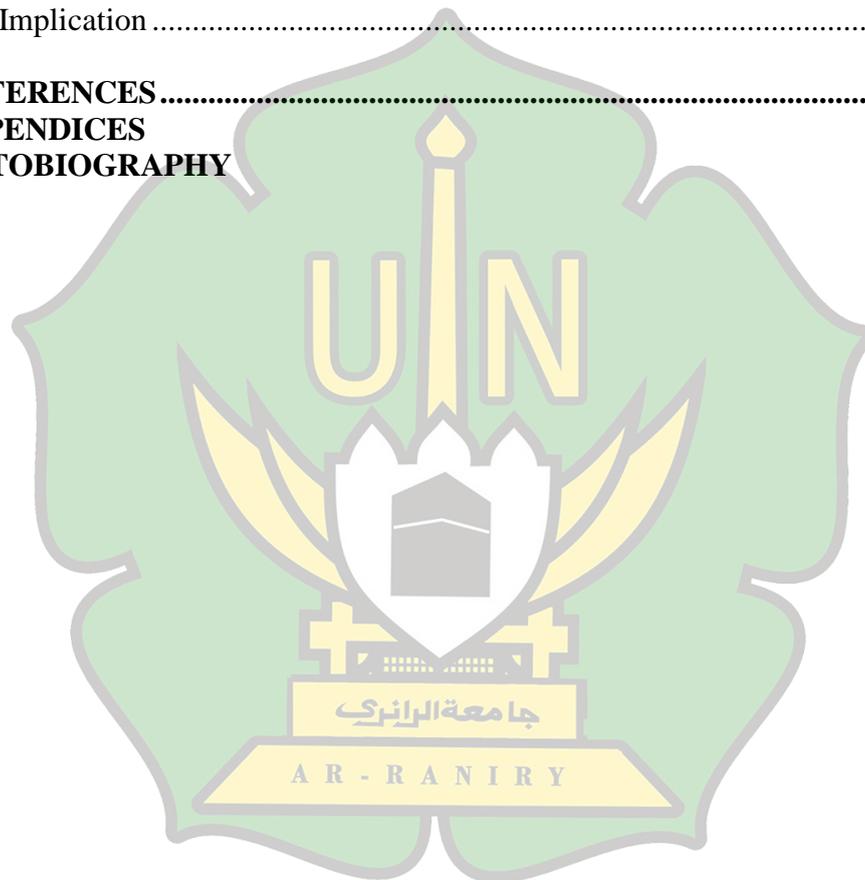
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NIM : 170203023
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
Thesis working title : Students' Responses to Online Class (A Case Study at SMAN 1 Meureudu)
Main Supervisor : Prof. Dr. T. Zulfikar, M.Ed.
Co- Supervisor : Dr. Phil. Saiful Akmal, M.A
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This study aims to investigate the students' responses to online learning at SMAN 1 Meureudu and the obstacles faced during online learning. The participants of this study were seven students of eleventh grade at SMAN 1 Meureudu who have experienced online learning and three teachers who taught online classes during the pandemic. In this study, I used qualitative research by using purposive sampling to recruit the participants. The results show that online learning received negative response from students. It is found that students' responses on online learning are unpleasant because they did not meet directly with teachers and classmates, and students also considered online learning to be ineffective. Moreover, this study found the obstacles faced by students when learning online, such as poor networks and lack of family finance to support their learning.

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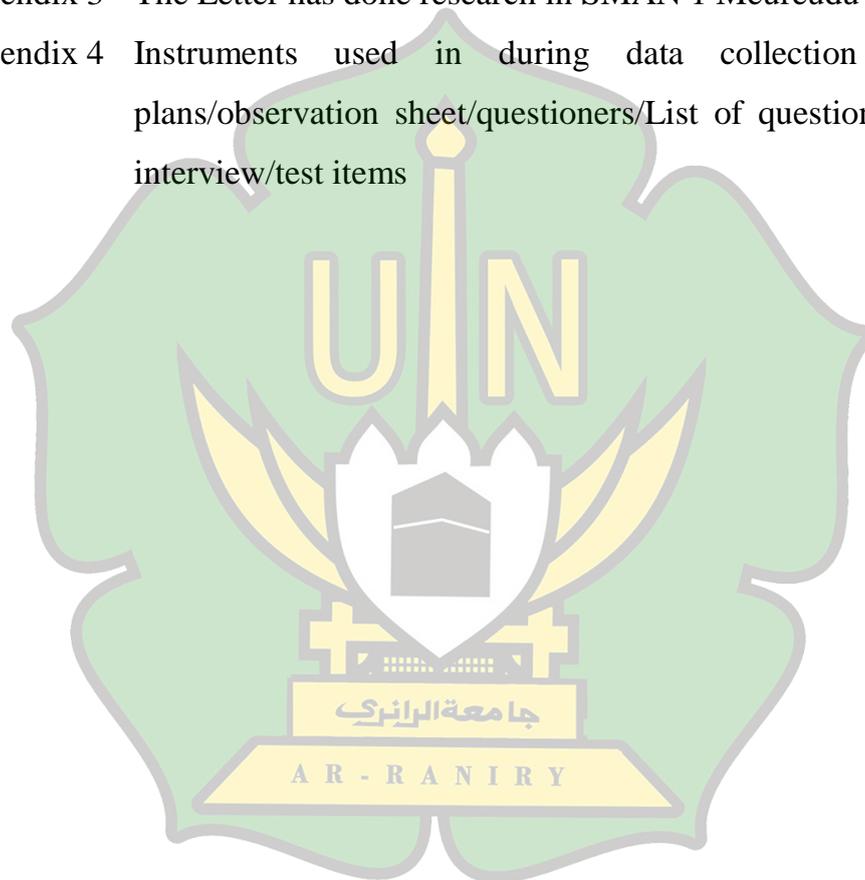
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CHAPTER I

INTRODUCTION

A. Background of the Study

The Covid-19 affects the social orders and students' education. In addition, the teaching and learning process in the classroom is also disrupted and becomes ineffective (Arifa, 2020). In particular, the case affects the whole educational level, starting from elementary, middle, and high school levels, including universities. Students and teachers also experience difficulties in the teaching and learning process. As a result, government educational institutions face obstacles in contributing to the challenges that occur during the pandemic.

The complexity of the handling of this epidemic makes the government implement social distancing to prevent the spread of covid-19. This policy makes all aspects of people's lives significantly changed in a short time, including the education field. There is no face-to-face class and replaced online learning (Hartanto, 2016). The Minister of Education and Culture of Indonesia stated that the online class can be applied permanently after the Covid-19 pandemic. They have also prepared learning modules that can assist teachers in teaching and also help parents to accompany their children to study (Gogot, 2020).

There are three policy points related to online learning. First, online learning provides a meaningful learning experience, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation. Second, it can be focused on life skills education,

including regarding the COVID-19 pandemic. Third, learning activities and tasks may vary for each student, according to their respective interests and conditions, considering the gap in access to learning facilities at home (Pedoman Penyelenggaraan Belajar, 2020). Online learning is one of the efforts made by the government to continue to teaching and learning process between students and teachers. Online-based learning is learning that uses interactive online between teachers and students, as well as the material provided online. Sari (2015) stated that one alternative that can be applied to continue the teaching and learning process is to do online learning. Online learning is very suitable to be applied in the era of technology and communication that is currently developing.

Online learning has advantages that other learning strategies do not have because online learning is not related to space and time. Online learning can be done anytime and anywhere, students can follow the learning process carried out by the teacher. Students do not need to come to school early in the morning and leave in the afternoon after school. Students can also do learning activities while accompanied by their parents at home.

However, the implementation of this policy is highly dependent on a variety of factors. The central government must ensure it provides a good internet connection, quota subsidies, digital device assistance, and increasing digital capacity. It also minimizes inequality in access in various regions, there must be a special budget allocation to support the smooth running of these online learning activities (Penyesuaian Keputusan Bersama, 2020).

Online learning cannot be done if neither the school nor the parents have sufficient capital to access the device. This learning is does not occur when teachers and students do not have computers, smartphone, or quotas and adequate internet networks. Sintema (2020) stated that online learning is an application prepared by a campus or school that is use by utilizing a network for the teaching and learning process through the campus website or online application.

Therefore, the application of online learning requires readiness for both parties, be it from the teacher as an educational service provider or from the students. Online learning requires the support of technology that can be easily accessed, so students must be ready to adapt to the changes in learning arranged by the government. Based on the background above, this study wants to find out about Students' Responses to Online Class (A Case Study at SMAN 1 Meureudu).

There are several studies that study the same field as this study. According to Karl and James (2006) states that participants in an optional course rated the online modules significantly better than those in a required course. Second, according to Wargadinata, Maimunah, Dewi, and Rofiq (2020) in their study found that online learning using the WhatsApp Group to be the most effective in the early Covid-19 pandemic.

Third, according to Hamid, SENTRYO and Hasan (2020) found in their research that internet access power with a good network and the ability of devices to access the internet are the main factors supporting the effectiveness of

online learning during the COVID-19 pandemic. Moreover, Students perceive that the implementation of online learning during the Covid-19 period has not been fully effective.

Those to research found Differences in the value of special and optional subjects during online learning, the use of WhatsApp applications is more effective during online learning and the ineffectiveness of online learning and internet connection are needed while the online learning process takes place. However, those study different from my study in several steps: 1) I used different participants, 2) Different research places, 3) I also investigate students' responses to online learning, 4) I investigate obstacles that students' faced in the online class, and 5) I found the advantages and disadvantages in the online class.

B. Research Questions

This study is guided by the following research questions:

1. What are the students' responses to online class during the covid-19 pandemic?
2. What are the obstacles faced by students' and evaluatis during the online learning process?

C. Study Objectives

The objectives of this study are as follows:

1. To know students' responses to online learning, especially in the covid-19 pandemic.
2. To identify what obstacles students' encounter during the online learning process.

D. Significance of the Study

This research is expected to be useful for those who still encounter obstacles during online classes, so the students' can overcome various obstacles in online classes during the Covid-19 outbreak and in the future. In addition, the results of this study are also expected to be useful for the teacher to understand student's responses to online classes as well as the obstacles faced by students' when conducting online learning activities and also to recognize the causes of these obstacles, so that teachers can make some evaluation and revisions in their online teaching and learning activities.

It is also expected that both teachers and students have good cooperation to overcome obstacles efficiently during the Covid-19 pandemic and in the future. Besides, this research is expected to become a reference in conducting similar research in the future. Finally, for researchers and other readers who are concerned with this study it is one of the resources and additional information that can increase their knowledge of students' responses to online learning and the obstacles students' face in online learning.

E. Terminology

In order to avoid the readers' misunderstanding, it is important to explain the specific terms according to the valuable references:

1. Online Learning

The learning process is essentially educational communication that can cause a reciprocal relationship between two or more things, to direct itself towards a certain goal to be achieved. Learning is a deliberate effort undertaken

by humans to change their circumstances, such as from not knowing to know and from not having the correct attitude to having the appropriate behavior.

In fact, in the teaching and learning process in school, there are teachers as educators who teach and students as people who are educated who carry out learning face to face. However, because of the pandemic situation, the teaching and learning process has changed to online teaching and learning process.

Online learning that uses the internet network makes it easier for students and teachers to continue to carry out the teaching and learning process. Besides, online learning can be done anytime and anywhere. There are many definitions of online learning that have been proposed by some experts. Dahiya (2016), stated that online learning information and communication technology enable students to learn whenever and wherever.

Online learning can also help students and teachers to find additional information and more teaching materials for teachers. The use of computer network technology, internet, to convey information and instructions to individuals online learning (Hartanto, 2016).

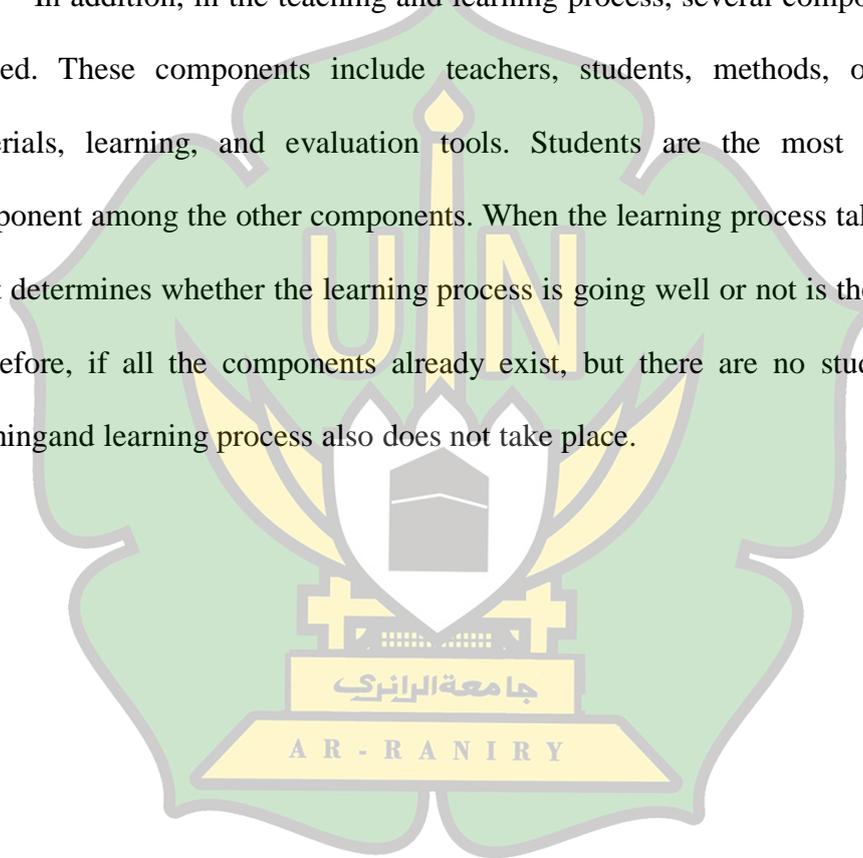
In this study, the researcher aims to find out the students' responses. They are students in the eleventh grade at SMAN 1 Meureudu. Thus, students' responses in this study focus on the students' opinions, attitudes and judgments towards the use of online learning.

2. Students' Responses

According to the Indonesian Dictionary, response means reactions and answers (Hasan, 2005). When the teaching and learning process takes place,

the reaction given by students and teachers is called one response. The response is the opinion, or reaction of a person after seeing, hearing or feeling something. When the stimulus is from the teacher, then there is a response from the students, so that the question and answer process takes place, which shows whether the learning process is going well or not.

In addition, in the teaching and learning process, several components are needed. These components include teachers, students, methods, objectives, materials, learning, and evaluation tools. Students are the most important component among the other components. When the learning process takes place, what determines whether the learning process is going well or not is the student. Therefore, if all the components already exist, but there are no students, the teaching and learning process also does not take place.



CHAPTER II

LITERATURE REVIEW

A. Learning Theory

Learning is a process that is passed by each individual to be a better personal formation. In other words, this private formation later shows behavior change considered as learning outcomes. According to Mulyani (2013), learning is an attempt made by someone to get something new, a new change in behavior as a whole, as a result of an experience in interacting with the environment. Therefore, learning is a process of behavior change as a result of individual interaction with the environment.

Learning is closely related to changes in an organism, especially changes that occur in a person's attitude or behavior. Chalil (2008) states, learning is a process of interaction between students, educators, and the learning environment. Learning is the process of developing the potential that exists in individuals with the help of the environment. There are several learning theories in the teaching and learning process.

1. Behavioristic theory

Behavioristic learning theory is a learning theory that emphasizes human behavior as a result of the interaction of stimulus and response. Furthermore, what is given by the teacher (stimulus) and what is received by students (response) must be observed and rated (Nahar, 2016).

During the learning process, the teacher acts as a stimulus, and the students act as a response. For example, when the learning process takes place, the teacher asks questions or provides learning material to students called stimulus. In addition, students give answers or react to the stimulus given by the teacher called response.

In this behavioristic learning, the most important thing is the input in the form of a stimulus and the output in the form of a response (Dupont, 2015). This behavioristic theory argues that learning is a model of the relationship between stimulus and response from students who learn as passive individuals. Behavioristic learning theory is a learning theory that emphasizes more human behavior. According to behavioristic theory, individuals are viewed as reactive beings that react to their environment. Behavioristic learning theory is a classical learning theory that assumes that a person is considered to learn if there is a change in behavior within the individual.

2. Humanistic learning theory

According to Ismail (2014), humanistic learning theory is changes or developments are only caused by the learning process, such as changes in habits and various abilities in terms of knowledge, attitudes, and skills. In humanistic theory, humans control their lives, their behavior and develop their personality attitudes. Moreover, learning success is marked when students recognize themselves and their surrounding environment right.

The humanistic theory attempts to understand learning behavior from the students' perspective instead of the teacher's (Arbayah, 2013). A student who can

understand his weaknesses, strengths and has developed in his behavior is said to have succeeded in learning according to humanistic theory.

3. Cognitive learning theory

In cognitive theory, learning is not based on results, instead of on how successful students are in organizing the learning experiences they get. The cognitive theory describes learning as an internal activity consisting of several processes, including understanding, processing information, remembering, problem-solving, analysis, prediction, and feelings. The learning process in this theory runs continuously until it is complete. The cognitive flow views learning activities as not just a mechanistic stimulus or response, but more than that, learning activities also involve mental activities within the individual students.

According to Lim (2014) the cognitive theory emphasizes that learning events are internal or human mental processes. The cognitive theory states that visible human behavior cannot be measured and explained without involving other mental processes such as motivation, attitudes, interests, and desires. The focus of the cognitive theory is the potential to behave and not on the behavior itself (Khadijah, 2020).

4. Constructivist learning theory

In constructivist learning theory, students are invited to explore knowledge freely and at the same time are able to interpret it according to experience. In its application, students will be given space to create ideas or ideas using their own language. Sitanggang (2018) states the constructivism learning model emphasizes the development of student's abilities, skills, and

thinking. In constructivist learning theory, students are trained to be more independent in finding information related to the material they are studying. On the other hand, during the teaching and learning process, the teacher provides learning materials to students. Students will learn to look for additional information or material according to the learning theme.

B. Learning Mode Type

Kurniawan (2020) states that the learning model is a conceptual framework that describes learning procedures systematically to manage student learning experiences so that certain desired learning objectives can be achieved. According to Titu (2015) the learning model is a plan or pattern that is used as a guide in implementing learning in the class.

According to Julaeha (2020), a learning model is a plan or pattern that can be used to create a curriculum, design learning materials, and guide learning in the classroom.

1. Direct Learning Mode

The direct learning process is an educational process in which students develop knowledge, thinking skills and psychomotor skills through direct interaction with learning resources designed in the syllabus and lesson plans in the form of learning activities.

According to Putra (2013), direct learning model is a learning model that emphasizes the concept or behavior change by prioritizing a deductive approach. Indirect learning, students carry out learning activities to observe, ask questions, gather information, associate or analyze, and communicate it. The direct learning

process produces knowledge and skills that can be assessed by the teacher directly.

2. Cooperative Learning Mode

Cooperative learning emphasizes the attitude or behavior of togetherness in working or helping, among others, in a cooperative structure that is organized in groups of two or more people. According to Slavin (2011), in the cooperative learning method, students work in groups of four to comprehend the material that was originally delivered by the teacher.

The characteristics of the cooperative learning model include: to complete the learning material, students learn in groups cooperatively, groups are formed from students who have heterogeneous abilities, and rewards are prioritized for group work rather than individual work. This means that cooperative learning is a learning model where the learning system is working in small groups unites consisting of 4 to 6 people collaboratively so that it can trigger students to be more enthusiastic about learning.

3. Contextual Learning Mode

Contextual learning is a conception of learning that helps teachers relate the subject matter studied to real-world situations and motivates students to make connections between knowledge and its application in their daily lives as family members, and members of society. Contextual Learning is a learning system based on the philosophy that students are able to understand learning by linking learning to previous student experiences (Maemonah, 2017).

When the learning process takes place, students could easily understand learning if they have previous experience with the material. For example, in a sports lesson, the teacher demonstrates a butterfly-like swimming style. Contextual Learning is a learning approach that emphasizes the full involvement of students to be able to find the material being studied and relate it to real-life situations to encourage students to be able to apply it in their lives. (Sitiasih, 2019).

4. Discovery Learning Mode

Discovery Learning is a learning process in which a concept is presented in the form of questions, but students are required to organize their way of learning to find answers. The Discovery Learning method is to understand concepts, meanings, and relationships, through an initiative process to search until finally concluding (Robi, 2016).

In applying the Discovery Learning method, the teacher acts as a mentor by providing opportunities for students to learn actively, as the opinion of the teacher must be able to guide and direct student learning activities by the objectives (Rahmawati, 2015).

5. Problem Based Learning Mode

A problem-based learning model is a learning approach that uses problems as a first step to gaining new knowledge. According to Simatupang (2017) a problem-based learning model is a learning approach in which students work on authentic problems to build their knowledge, develop inquiry, higher-order thinking skills, developing independence and self-confidence.

Gardner (2007) states that problem based learning is an attractive alternative learning model in classroom learning that traditional. The teacher gives a problem to the students, So that students become more active learning to find and solve.

6. Project Based Learning Mode

Project-Based Learning is a learning method that uses projects or activities as the medium. Learners conduct exploration, assessment, interpretation, synthesis, and information to produce various forms of learning outcomes. Project-Based Learning is a learning method that uses problems as the first step in collecting and integrating new knowledge based on experience in real activities.

Setiono (2020) stated that a learning model is needed that uses projects as a learning process activity to achieve attitude, knowledge, and skill competencies. Project-Based Learning is designed to be used with complex problems that students need to investigate and understand.

C. Online Learning

1. Definition of Online Learning

Online learning is one of the learning methods applied to limit the spread of the infectious virus (COVID-19). According to Bignoux and Sund (2018) online learning has contrasts from the various aspect, be it the learning environment or student learning inspiration. According to Jacobs (2013), online learning has the same impact as everyday classroom learning (face-to-face learning). It means the teaching and learning processes using an online basis and

an offline basis have the same material explanation.

However, in the process of transferring material by teachers to students through online learning, there are differences between face-to-face learning and online learning. According to Dabbagh and Ritland (2005), offline learning has several criteria, such as regular learning materials, education has been decided at the right time and learning occurring in one direction or directly.

Students feel more involved in the learning process when the material is explained to them offline. In addition, teachers who teach are also easier to assess their students. When the teacher explains the material, at the same time, the teacher also efficiently assesses the students' understanding and the character of the students in the class. Moreover, teachers could also observe the changes that occur in each student during learning. In addition, teachers could also control their students during the learning process. In the 2013 curriculum, the character of students is considered and assessed in the learning process.

Therefore, offline learning makes it easier for teachers to assess students, it the nature, character, or intelligence of students in the classroom. If online-based learning is a bit difficult for teacher in the learning process, it will be a little difficult for the teacher to determine a student's activeness in the classroom because the teacher cannot immediately monitor the student's movements. Thus, the stages of the assessment carried out by the teacher in the learning process indirectly on students are more subjective.

According to Behforouz (2021) Online learning is the use of electronic media systems such as the internet that can reduce costs. Stem (2019) clarifies

that online learning is the instruction that takes place with the help of the web. The online learning process will occur if there is have connections from the internet so that students and teachers will not miss the teaching and learning schedules according to the academic calendar. According to Allan J. Henderson (2003), e- Learning uses computer technology, or the internet, which is used for the learning process at a distance.

Friesen (2009) argues that online learning is a growth of distance learning that focuses on the interaction of education, teaching and learning with information and communication technology (ICT). According to Ananga (2020) that online learning make teachers may easily provide resources and build classroom communication to student.

2. Types of Online Learning Platforms

a. Synchronous online learning

Synchronous learning which is often accompanied by media like video conferencing and chat, has the potential to aid e-learners in the formation of learning communities. By asking and responding questions in real time, learners and teachers perceive synchronous e-learning as more sociable and avoid disappointment. Learning synchronous is an activity learning carried out by the teacher with students in time at the same time, making it possible direct learning centered on the teacher (Fitriani, 2020).

Groups of students can engage in learning activity simultaneously and remotely in real-time. Synchronous online learning involves online chats and video conferencing. It allows students and instructors to communicate with each

other effectively, it enables instant feedback. The recent evolution in e-learning technologies made this type of community-oriented remote learning achievable. Synchronous learning helps to improve teacher-student relationships and peer communication, it is widely embraced in recent times.

b. Asynchronous online learning

According to Sutriyanti (2020) explain asynchronous learning means communication activities that do not require all students to be online simultaneously, the most common example is online discussion forums that can be read and responded to at any time, such as the use of Google Forms, Google Docs, and Spreadsheet. Asynchronous space leads to self-directed, independent, and student-centered learning.

This type of e-learning platform is usually more student-centered. It allows students to access online materials at their own time and place. It does not involve any real-time communication. It is a more flexible system, students are not required to learn at a set time. Initially, all e-learning was considered asynchronous since there was computer networking available. The availability of the World Wide Web has made possible synchronous e-learning forms.

c. Computer-managed learning (CML)

Computer-managed learning (CML) uses computers to manage learning processes. It uses information databases that contain modular information ranking metrics that support personalized learning. This two-way communication between the student and the computer help to rate student or determine if e-learning goals are being met, otherwise the process can be repeated until the students achieve the

desired results. Educational institutions can store lectures, training materials, grades, enrollment, and study curriculum using computer-managed learning systems.

d. Computer-Assisted Instruction (CAI)

Computer-Assisted Instruction (CAI) is a type of e-learning platform that combines computer learning with traditional teaching. It is interactive software that uses multimedia such as audio, videos, audio-visuals, text, and graphics to enhance learning.

e. Interactive Online Learning

Interactive e-learning as the word interactive implies allows for active communication between students and teachers. It is a popular form of e-learning because of the free flow of information. Interactive e-learning encourages timely adjustment to teaching materials or learning expectations to support successful learning.

f. Linear E-Learning Platforms

This form of remote learning is limiting because it does not allow for two-way communication between learners and instructors. The recent delivery of lectures through television and radio programs in Nigeria during the Covid-19 lockdown is a classic example. No feedback is involved so learning progress cannot be measured.

g. Collaborative Online Learning

A collaborative e-learning platform allows for group work among learners. This is where online student forums and project team comes in. It is a very

effective form of remote learning as it encourages the sharing of knowledge among students.

h. Individual Online Learning

This method allows students to achieve their learning goals by studying on their own. It does not encourage collaborative learning. It is more centered on student independently learning, with no communication with other learners being encouraged. Due to its similarity to the traditional learning style, it is not popular.

i. Adaptive E-Learning Platforms

Adaptive e-learning is new and innovative. It supports the redesigning of learning materials to fit individual learning preferences. Adaptive e-learning allows for personalized learning by using students' performance, goals, abilities, skills, and characteristics to design learning instructions and materials.

j. Fixed E-Learning

The content used for training does not change. All the students involved receive the same learning material through the course of learning. It is predetermined by teachers and not student-centered. It does not use real-time data gained from student participation.

3. Types of online learning applications

a. Google Classroom

Many companies have adopted Google Classroom as a kind of e-learning to promote learning. Furthermore, Google classroom can save energy by not having to go to school because google classroom can be completed outside of school and anywhere (Xanthoula, 2015). Martin (2014) stated that many online

platforms are used during learning, one of which is Google Classroom, which allows students and teachers to interact.

Google Classroom is a powerful and easy-to-use web app for seamlessly organizing the daily activities of students. Furthermore, this tool allows you to take online classes, distribute course materials, assign assessments, track students' progress, send feedback from anywhere at any time. In addition, Google Classroom is a learning management system for schools that aims to simplify the creation, distribution, and assessment of assignments.

Google Classroom helps teachers save time, keep classes organized, improve communication with students. Google Classroom also provides a suite of free productivity tools including Gmail, Drive, and Docs. Google Classroom is primarily intended to leverage the Google Docs framework, Drive, and other Apps to assist teachers in organizing the creation and collection of student assignments in a paperless learning environment.

b. Kahoot

Kahoot provides the features which are interesting and unique which help to engage the students and boost their performance in learning (Budiati, 2017). Kahoot is one of the online learning media that contains quizzes and games. Kahoot can also be interpreted as an interactive learning media because it can be used in teaching and learning activities such as conducting pre-test, post-test, practice questions, material strengthening, remedial, enrichment, and others. One of the requirements to create a Kahoot is to have a Gmail account or other account. Kahoot has four features, namely games, quizzes, discussions, and

surveys.

For games, that can create the type of question and determine the answer and the time used to answer the question. Uniquely, the answers will be represented by pictures and colors. Participants are asked to choose a color or image that represents the correct answer. In addition to searching for the right answer, participants must ensure that they do not touch (click) the wrong way when choosing an answer.

c. Animaker

Animaker is a platform that can be used by teachers in making animated videos of learning materials. This application can make it easier for teachers to deliver even complex material without having to face to face. Animated videos that have been made can be shared with students as an interesting and interactive learning medium.

Animaker is a software that provides software products for creating animated videos. Animaker has a product called the Animaker whiteboard, with this software, can make whiteboard animation practically. Helianthusonrfri (2019) state that Animaker provides both free and paid services.

d. Edmodo

Education-based services to share material content, distribute quizzes, distribute assignments, and manage communication between teachers and students to submit reports directly to students' parents. Edmodo is one of the most popular learning applications in the world because of its easy use and supported by the

solution features offered for technological developments, especially in education.

D. Students' Responses to Online Learning

1. Responses

Stimulus-Response (SR) is the most basic communication model. This model is influenced by the discipline of psychology, especially the behavioristic one. The stimulus-response theory is a simple learning principle, where the effect is a reaction to a certain stimulus. The main element of stimulus-response is the connection between the message in the media and the reaction of the audience (Djamal, 2017).

In stimulus-response theory, some elements cannot be separated. The three elements are the message (stimulus), communicant (Organism), and effect (response).

a. Message (stimulus, S)

The message is an important element in communication. Because the message is the subject that the communicator wants to convey to the communicant.

b. Communicant (Organism, O): attention, understanding, acceptance.

The communicant is an element that will receive the stimulus given by the communicator. Moreover, without a good message, the communication process does not run smoothly between the communicator and the communicant.

c. Effect (response, R): attitude change

That the process of behavior change is essentially the same as the learning process. The behavior change process describes the learning process in individuals

consisting of Stimulus (stimulus) given to the organism can be accepted or rejected. If the stimulus is not accepted or rejected, it means that the stimulus is not effective in influencing individual attention and stops here.

But if the stimulus is received by the organism, it means that there is attention from the individual and the stimulus is effective.

If the stimulus has received the attention of the organism (received) then this stimulus is understood and continued to the next process. The organism processes the stimulus so that there is a willingness to act for the stimulus it has received (behave). Besides, the support of facilities and encouragement from the environment, the stimulus has an effect on the action of the individual (behavior change). In the process of changing attitudes, it appears that attitudes can change, only if the stimulus that hits them really exceeds the original.

The stimulus or message conveyed to the communicant may be accepted or may be rejected. Communication will take place if there is attention from the communicant. The next process the communicant understands. This communicant ability continues the next process. After the communicant processes it and accepts it, there is a willingness to change attitudes.

Students are those who are specifically conveyed by their parents to take part in learning held at schools, with the aim of becoming human beings who are knowledgeable, skilled, experienced, have good personalities, have good character, and independent. One reflection of a person's personality can be seen from how well a person is given an education. In addition, by getting an education, a person will understand and be able to distinguish between good and bad. Educated students

will also easily access organizations and competitions.

According to Nurhasanah (2016), students are one of the most important components in the learning process and one of the goals in teaching methods. Suprihatin (2015) said students are the main subject in education at all times.

The response is a form of reciprocity that has an important role and influence in determining whether or not communication is effective (Ahmad, 1982).

Offline learning, also referred to as conventional learning, is a type of face-to-face learning that takes place in a traditional classroom situation (Staker, 2012). It will be easier to determine whether students are paying attention to the learning process during the face-to-face learning process. Students are expected to have supporting learning resources such as laptop and internet connections in order to participate in online learning (Anderson, 2008).

Online learning encompasses not only the conversion of a traditional learning system to an electronic format, but also the modification of learning arrangements: the preparation of instructional strategies, the provision of a qualified instructor, and the provision of a well-organized learning platform (Kuong, 2015). Student responses to online classes and face-to-face classes are different. To assist identify the gap between online and offline learning, it's important to understand the fundamental differences between the two.

Plat (2014) classifies the difference between offline and online learning based on three main aspects: 1) this gives students in online learning more flexibility in terms of when and where they study; 2) Interaction, where students can have a

better level of interaction with teachers and other students in face-to-face learning since they can communicate directly; and 3) Information obtained, with both online and offline learning demonstrating that students can gain greater knowledge regardless of their learning style.

2. Kinds of students' responses to online learning

a. students' dissatisfaction with online learning

Satisfaction is the feeling of pleasure of students in participating in learning. But in online learning, students feel dissatisfied because students feel they do not understand correctly the material taught by the teacher. In addition, online learning time is also shorter than face-to-face learning. According to Yasir, Suarman, and Gusnardi (2017), a student can be considered satisfied if the student feels that the lesson can meet his needs and expectations. This can motivate students to put more effort into learning activities, increasing positive attitudes towards lessons.

b. Lack of student desire in online learning

Desire is a feeling that encourages students to carry out learning activities. In online learning, students' learning desires decrease, causing student achievement to decrease as well. In addition, the thing that causes a decrease in student achievement in online learning is that students feel bored when online learning takes place. The better the student's interest in learning in the lesson, the easier learning activities, and learning outcomes will be. According to Rusmiati (2017), Interest in the teaching and learning process is one of the factors that has a big influence on learning achievement. Students with a high interest in learning will get good learning achievements.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

There are many types of research design that can be used in conducting a study. Research design refers to strategies for integrating the various components of a research project in a cohesive and coherent manner. Several experts have different opinions about what the meaning of research design. According to Sileywe (2019), a research design provides an appropriate framework for a study. In this study, I used qualitative research to describe student's responses to online learning during the Covid-19 pandemic. Qualitative research is one type of research design that collects non-numeric data with the aim of exploring, describing or explaining. A qualitative approach is used to explore, investigate and study social phenomena; to dismantle the meanings ascribed to activities, situations, events, or artifacts; or to build a deep understanding of some dimensions of social life (Leavy, 2017). Qualitative descriptive methods adjust the opinions between researcher and participants (Moleong, 2010). Research design is used as a structure or plan for conducting research (Leavy, 2017). The research design was used according to the research topic. Research designs can be qualitative, quantitative, or a mix of qualitative and quantitative.

B. Research Participants

Participants in this qualitative study were students and teachers at SMAN 1 Meureudu who had been doing online learning during the covid-19 pandemic. The reason I chose students and teachers to be participants was because in the transition from face-to-face learning to online learning systems, they had to adapt with the new education system. Therefore, they have to adapt too many new things and of course face many problems. In addition, researcher also wanted to know how students responded to online learning during the covid-19 pandemic. Thus, the researcher chose students and teachers to be participants in this study.

Therefore, in this study the researcher used non probability sampling, which used a purposive sampling technique. According to Bryman (2012), purposive sampling technique is used to select people, organizations, documents, departments, and others that are directly related to the research question. In selecting participants, the researcher chose a homogeneous sampling technique where participants were selected based on the same characteristics they had to obtain detailed information and in-depth examination (Hollweck, 2015).

The participants were seven students of eleventh grades to be interviewed. I chose students of eleventh grades because they already had online learning experiences in the previous class. In addition, I also selected three teachers to be interviewed as supporting data about student responses to online learning during the COVID-19 pandemic.

C. Method of Data Collection

To obtain the data, I used interview as the instrument. Interview is an activity where the interviewers give several questions to be answered by the participants. Interviews are a data collection process in which researcher asks questions and record answers from research participants at a time (Creswell, 2014). According to Easwaramoorthy (2016) interviews can be divided into three categories, namely structured interviews, semi-structured interviews and unstructured interviews. A structured interview is where the interviewer asks a standard set of questions about a particular topic in a specific order. Then a semi-structured interview in which the interviewer uses a predetermined set of questions and the interviewer can investigate an area based on the respondent's answers to questions for clarification.

The last one is an unstructured interview where the interviewer has no specific guidelines, boundaries, predefined questions, or list of options and the interviewer is allowed to investigate with further questions together with more in- depth information on the topic. I interested in using semi-structured interviews in this study because this type of interview follows the problems raised by the researcher. Through this type of interview, the researcher is sure to get information that is more in line with the needs.

A semi-structured interview is a type of interview in which the questions have been outlined, but impromptu questions can be added between interviews to get more detailed answers from participants (Stuckey, 2013).

In this study, these things were practically prepared to facilitate the interview process. Each consists of several topics and questions related to research needs to find out how students respond to online learning and the problems students face in online learning during the Covid-19 outbreak. Practical interviews were conducted with the help of an interview guide consisting of several questions to obtain data related to research needs (Walliman, 2011).

The questions consist of 10 questions that discuss about students' responses to online learning and what obstacles are faced by students in the online learning process. In addition, I also provide 10 questions for teachers that discuss about students' responses to online learning in the teachers' perspective. I adapted some of my interview questions from the work by M. Amrul Jayadi's (2020). Interviews were conducted directly face to face between students and researcher, as well as the teachers and researcher. Each student's spent 7 minutes interviewed, and each teacher spent approximately 7 to 10 minutes in the interview.

D. Method of Data Analysis

Data analysis is the process of compiling a sequence of data, organizing it into a pattern, category and basic description so that themes can be found and working hypotheses can be formulated as suggested by the data. Several stages of Miles and Huberman's interactive analysis model go through four steps, namely data collection, data reduction, data presentation, and drawing conclusions (Miles, 2014).

The data obtained from the interviews were recorded in field notes which consisted of two aspects, namely description and reflection. Description notes are real data that contains what participants see, hear, feel and experience in their research without the opinion and interpretation of the researcher about the phenomena they face. While reflection notes are notes that contain impressions, comments on the researcher interpretation of the findings found and are material for data collection plans for the next stage. To obtain these records, the researcher conducted interviews with several participants.

Data reduction is the process of selecting, simplifying, and abstracting. How to reduce data is by selecting, making a summary or short description, classifying patterns by making transcripts, researching to emphasize, shorten, focus, make unnecessary parts; and determine the conclusions to be drawn.

Presentation of data is a collection of information arranged in such a way as to provide the possibility of drawing conclusions and taking action. So that the data presented does not deviate from the main problem, the presentation of the data can be realized in the form of narratives, matrices, graphs, networks, or charts as a placebo guide information about what is happening. I chose the presentation of data in descriptive form. Data is presented following what is learned. Finally, I explain the findings obtained in accordance with the problems descriptively.

CHAPTER VI

FINDINGS AND DISCUSSION

This chapter discusses the findings based on data collection. These findings are meant to answer research questions in chapter one: 1) What are the students' responses to online class during the covid-19. 2) What the obstacles faced by students during the online learning process.

A. Research Findings

This study aims to determine the response of SMA 1 Meureudu students about online learning during the pandemic, including the obstacles faced by students when online learning takes place during the pandemic and also to discover the advantages and disadvantages of online learning. From the results of interviews conducted in this study, seven students from eleventh grades in SMAN 1 Meureudu who have experienced online learning during the pandemic expressed their opinion. In addition, three teachers who have experienced teaching online also expressed their opinions about online learning during the pandemic. The teachers' opinion will be additional data to support students' responses about online learning.

Regarding the first research question, this study found that all of the students interviewed showed negative response about online learning. In addition, the opinion of the three teachers interviewed by the researcher stated that online learning was less effective.

Furthermore, regarding the second research question, the participants mentioned the obstacles faced during the online learning process during the pandemic. All students admitted that during online learning, students have. Experienced several obstacles, including internet connection, lack of family finance and very short of time.

1. Students' responses to online learning

Each participant has done online learning from their respective homes, therefore the researcher found a variety of different responses based on their experiences.

a. Online learning is less delightful

The participants described their impressions of online learning the first time they did it. They felt unsatisfied with learning online because students cannot meet face-to-face manner with their teachers and classmates.

As participant 1 declared:

I think that online learning is not fun, because from the past we have often done learning by interacting with friends and teachers directly, it is not the same as online learning. Fortunately, for now at school, the learning process is carried out with shifts, when shift A is in face-to-face way, otherwise shift B is learning online from home.

SL as teacher revealed:

Until now, students are still doing learning by applying shifts, which are divided into two shifts, shift A and shift B. If shift A has the opportunity to go to school learning with face to face method, otherwise shift B does online learning method.

Participant 3 also stated:

I don't really like online learning, because children in my age really need social interaction by talking directly with friends in class.

From the answers above, the researcher concluded that online learning gave students bad first impression. It was because by doing online learning, social interaction between students and teachers became bad and made learning unpleasant.

b. Online learning is less effective

All participants stated that online learning was not effective due to several different reasons. Among others are lack of understanding, less understandable explanation from teachers, many assignments given by teachers, limited time, limited internet quota, economic limitation and unstable networks during online learning.

Participant 5 claimed:

When online learning took place, sometimes my questions were not answered by the teacher due to limited time and the network that was less stable for the learning process. So, when the teacher gave an assignment about the material, there were some questions that I couldn't answer properly.

R as a teacher also revealed:

Yes... yes, for the online learning process, when the explanation of the material is not effective, especially if in English subjects it definitely requires practice. In contrast to face-to-face learning, teachers could ask the students to come to the front of the class privately or directly and to practice

conversations or other activity. To be honest, I am also not satisfied by teaching online; I don't feel any good interaction with students by online learning.

Participant 7 also claim:

The teacher's explanation in online learning is not thorough and difficult for students to understand, because they cannot directly ask if there is something that is not understood when explained. It's very different from direct learning. For example, if i can't understand, I'm just call to the teacher and said I don't really comprehend.

From the responses of students and teachers above, it can be concluded that online learning is not effective. In addition to the lack of understanding of students due to the lack of networking and discussion, it turns out that teachers also do not like online learning because they cannot provide material thoroughly to their students and cannot feel the usual situation in class with their students.

c. Online learning is boring

Four out of seven participants stated that online learning was boring and was not so interesting.

Participation 1 stated:

Hehee... I think most teachers do online learning using the same teaching method, such as giving a video before learning, then explaining a little bit, and giving assignments.

Participation 5 also said:

According to my experience, online learning is taught by teachers, for example through WhatsApp groups, teachers provide links for materials and then give assignments. In fact, teachers often teach like that and sometimes it's a little boring.

From the results of the participation answers above, it can be concluded that the online learning that is carried out in the same way for almost every time makes the class situation unpleasant and makes students feel bored.

2. Obstacles faced by students' when online learning

After the researcher conducted research at SMA 1 Meureudu, the researcher found several obstacles faced by students when online learning was carried out. The obstacles faced by the students of SMA 1 Meureudu were:

a. Poor internet connection

Four out of seven students who were interviewed said that the students live in locations where internet access is difficult, so the internet connection is one of the problems faced by students when doing online learning.

Participant 2 stated:

I live in Gelempang Tutong, so I'm sure my internet network is unstable, sometimes I can't even join the online classes when my Smart Phone doesn't have internet access, so I don't fully follow the lessons in that day.

MH as a teacher also supported:

Humm... evenly many of the students studying at SMA 1 Meureudu, live far from the capital city, so accessing the internet is a bit difficult. Apart from the location, it is also because only 80% of students that use smart phones.

Participant 4 also said:

My experience when online learning takes place, umm yeah. Sometimes Im late or don't even join the class at all. Because I find it very difficult to access the internet at my house, and I have to go to a coffee shop that has Wi-Fi connection first before I can join the online classes. In addition, the material given by the teacher is a little difficult for me to understand because sometimes I only hear half of the teacher's explanation when teaching via online class.

From the participants' statements above, it can be concluded that the cause of the low internet connection is influenced by the location of students when carrying out online learning.

b. Lack of finance resources

After the researcher conducted the research, it was found that one out of seven students admitted that their family did not have enough funds to buy Smartphone to be able to access the internet so that they could take part in online learning.

Participant 6 stated:

My parents don't have enough money to buy Smartphone to study online like other friends. Hum... sometimes when the online learning process takes place I have to go to a friend's house who has a Smartphone and could only hear the

material delivered by the teacher. In addition, when sending the assignments, I also borrow my friend's Smartphone to send it..

MH as a teacher also stated:

This online learning process is also not as easy as you think, because there are 20% of students who do not use Smartphone. So, when the teacher gives material, sometimes there are students who send assignments using their friends' Smartphone.

From the opinion above, it can be concluded that there are 20% of children who do not have a Smartphone to access the internet, especially to take part in online learning that is implemented during this pandemic.

3. Students evaluation during online learning

After the researcher conducted research, it was found that the progress of student assessment decreased when learning was carried out online, because the material presented by the teacher was less clear and made students' understanding decrease.

Participant 2 stated:

Before learning was done online, I felt that the learning process and the material provided by the teacher were very clear and easy to understand. Besides that, my report card scores are also good.

Participant 5 also said:

When learning is done face-to-face, the teacher explains the learning material according to the guidebook and if there are things that are not understood, they can be asked directly. In addition, my enthusiasm for learning is higher when

learning is done in person compared to online learning.

From the opinion above, it can be concluded that online learning causes a decrease in student interest in learning and a decline in student achievement.

4. Advantages and disadvantages of online learning

a. Advantages of online learning

1) Being skillful in using the applications

After the researcher conducted research at SMA 1 Meureudu, the researcher found three out of seven students who had experience in online learning expressed their opinion that online learning had advantages, one of which was that they were able to use of online learning applications.

Participant 1 said:

In my opinion, I also feel happy sometimes when learning online, because I also get additional insight on how to use online learning applications. Then we can also know the sophisticated technology today.

Participant 2 also claims:

In my opinion online learning also has advantages in its application, by doing online learning using the application I feel that I started to understand the application used.

From the two statements of the participants above, it can be concluded that when students do online learning, they definitely use online learning applications. Students feel that they can get additional insight by doing this online learning, like the students can learn more about how to use learning applications.

2) Having more time with family

All participants admitted that the advantages of online learning were good for their social life with their families. In addition, by doing online learning at their respective homes, they can also help their parents at home.

As participation 5 said:

Hehe... I feel happy because by doing online learning, I have a lot of time with my family. After I did online learning in my room, then I immediately helped my parents to trade.

Participant 7 also stated that:

One of the advantages of online learning is that I can have lunch with my family, having conversation with them after entering online classes at zoom meetings or in other applications. Besides, I can also sometimes ask my father or my brother to teach me to do my assignments, and that is very fun.

Regarding this, it can be concluded that one of the advantages of online learning is that students can have more time with their families. In addition, students are also easy to complete the tasks given by the teacher by asking for help from their families.

b. Disadvantages of online learning

1) Lacking of student interest

Online learning has its own advantages and disadvantages. Learning that is done face-to-face and learning that is done online is very different. The seven participants who were interviewed stated that online learning was not fun and they were not satisfied by the learning process.

As participant 3 stated:

Based on my experience, sometimes I feel like I'm a little lazy to join the online learning process, because I can't meet the teacher's face-to-face as it was usually done before this pandemic. In fact, I find online learning unpleasant.

NA as a teacher also said:

As we all know, face-to-face learning and online learning are very different. In carrying out this online learning process, it is not all students that are interested in learning, I think so. Only some students who are aware of their education and consider education to be important, who are serious about learning. The rest are not focused and are less enthusiastic in the learning process.

From the opinions of students and teachers above, it can be concluded that online learning has shortcomings in terms of student interest in learning. Because each individual student has different patterns of thinking and different characters, so it is a little difficult for students to understand the material through online learning. Before the pandemic period, the students always did face-to-face learning, and because the pandemic, they had to change their learning method to online learning.

2) Lacking of discipline

According to Mirdanda (2018) that discipline functions in balancing independence, being confident to take action and building positive relationship with others in order to develop and to be able to adapt optimally. Two out of seven participants stated that learning with an online system made them undisciplined in time, especially in the learning process.

Participant 4 stated:

Sometimes during the online learning process, when the teacher has joined the online class, there are some friends who have not joined yet. Therefore, the teacher gives us 5 to 10 minutes to wait for other friends to join.

Participant 7 also claimed:

Heum... when starting online learning, there must be a teacher or friend who doesn't join the class on time. So that students who are on time are waiting and make the time of learning process be wasted.

Based on the participants' responses, the researcher found the idea that online learning makes some students undisciplined in participating in online learning. In addition, this indiscipline result is a short learning time that takes place.

3) Lacking of understanding

Four out of seven participants interviewed said that when the online learning process took place they felt they did not understand the material explained by the teacher.

As participant 2 claimed:

When online learning took place, I did not understand the material given by the teacher, because the material explained during online learning was not in accordance with the explanation of the material in the book or the teacher did not teach thoroughly and simply gave general material so that it was not in accordance with the guidebook.

Participant 7 also told that:

It seems that learning in this application is more difficult to understand because the teacher explains the material in more difficult way than the usual and there are many assignments given. Em... In face-to-face learning, we could interact directly with teacher, so it is easier to understand.

From the two statements above, it can be concluded that the understanding of students who learn face-to-face is different from the understanding of students who learn by using online learning methods. Offline learning is easier for students to understand. The inability of teachers to ask students to do online group assessments adds to the difficulty of online learning assessment (Rambe, 2021).

B. Discussion

In the midst of the covid-19 outbreak that started in 2019 until now, online learning is a solution to help students and teachers continue the teaching and learning process. Thus, the government made the decision to organize online learning. According to the Ministry of Education and Culture's regular letter No. 4 of 2020, this contains learning instructions that must be completed at home or online learning.

The discussion is based on the results of interviews with seven participants from students' in eleventh grades and three teachers. I found various opinions related to students' responses to online learning.

Based on the results of research conducted by the researcher, it shows that students' responses to online learning during this pandemic received

negative response from students. The seven participants interviewed stated that online learning was ineffective and unpleasant for the students. In addition, when the online learning process took place they felt the students did not really understand the material given by the teacher.

The students also said it was not fun to study online because they could not meet face to face with teachers and friends in class as they used to do before. This finding is related to previous research by Sung (2012) which shows that teachers with high levels of social presence are seen by students as positive and effective carriers.

Furthermore, the students also said that online learning was not effective because the students could not understand the material that was given by the teachers. This idea is supported by Zhou (2020) that online teaching and learning activities have not been able to match the effectiveness of face-to-face teaching and learning activities.

In addition, when students wanted to ask the teacher, sometimes the teacher did not have enough time to answer all the students' questions. So that, when the teacher gave the assignments to students, some students did not understand the material. This idea is supported by Bao (2020) as an important element in teaching, teachers and students are required to adapt by changing traditional face-to-face education to online education or distance education.

The researcher also found the answers to the second research question, which is about the obstacles faced by students during the online learning process. Some students stated that internet connection problems were the thing that was

most often experienced by them when online learning was done. Amalia (2020) stated inadequate internet quotas, unstable internet networks, piling tasks, a lack of understanding of the material, and a lack of motivation to learn are all barriers to online learning.

The cause of the bad internet connection was because their residence was far from the city. It is supported by the research Atiqoh (2020) Online learning is not easy to perform, especially for those who do not have a strong network to carry out online learning, especially for schools located in distant places where the network is not available. It is also supported by the research Sadikin (2020) the availability of internet services and insufficient quotas are obstacles to online learning, since purchasing internet data quotas is expensive. According to Napitupulu (2020), the biggest dissatisfaction with online learning is because of the instability of the network, and students experiencing network difficulties that interfere with their classes.

In addition to internet access that is poor networks, other obstacles faced by students are finance resources problems. One of seven participants admitted that finance resources factors were one of the obstacles they faced during the online learning process. Since his or her parents could not afford to buy a smartphone with internet access, it prevented him/her from joining the online teaching and learning process.

Then, after the researcher conducted the research, several advantages and disadvantages of online learning were obtained according to the students of SMA 1 Meureudu. First, advantages of online learning are that the students

understand the use of online learning applications and understand technology more deeply. Students admitted that when the online learning process took place, it was not fun. However, they felt they gained new knowledge, such as knowing how to use learning applications and better understanding the sophistication of today's technology.

Second, the students also said that the advantages of online learning are that they get a lot of time to be with their families. The advantages of online learning are unlimited time, plenty of free time and saving on transportation costs (Simbolon, 2021). The students could also spend time helping their parents and having fun. As the opposite, online learning also has disadvantages. Participants stated that there were some drawbacks to online learning. The first is the lack of interest in learning that students have. The students claimed that online learning was less fun because it felt a little difficult to change the usual face-to-face learning methods to an online learning method. Every student had different mindsets, which was why only a few students were interested in this online learning process.

Third, the students felt that they became undisciplined in conducting the online teaching and learning process. They said that sometimes when they joined the online learning application room, the teacher did not start learning on time. In addition, the teacher also expressed his opinion that sometimes when they entered the online study room there were some students who had not yet entered, so the teacher gave an additional five to ten minutes to wait for students who had not yet entered the class.

Fourth, students also stated that the lack of online learning was that the understanding they had was lacking and incomplete. When the online learning process took place, the teacher explained the material only in general terms and then gave the assignments to students. Due to restrictions in the virtual world, teachers have trouble controlling the learning environment when information is submitted online (Asmuni, 2020).



CHAPTER V

CONCLUSION AND IMPLICATION

This chapter presents the conclusions and suggestions from this research. Conclusions are drawn based on the data analysis of research in the previous chapter. Meanwhile, recommendations are written to enhance future research of this field.

A. Conclusion

Based on the findings and discussion in the previous chapter, it can be concluded that the research findings indicate that students' responses to online learning are negative responses. The students gave bad response to online learning based on several reasons. Regarding these reasons, including: first, during the online learning process, students cannot meet face-to-face with the teacher. Second, when online learning takes place, students cannot meet face-to-face with their classmates, some of them claim that at their age, social interaction is needed.

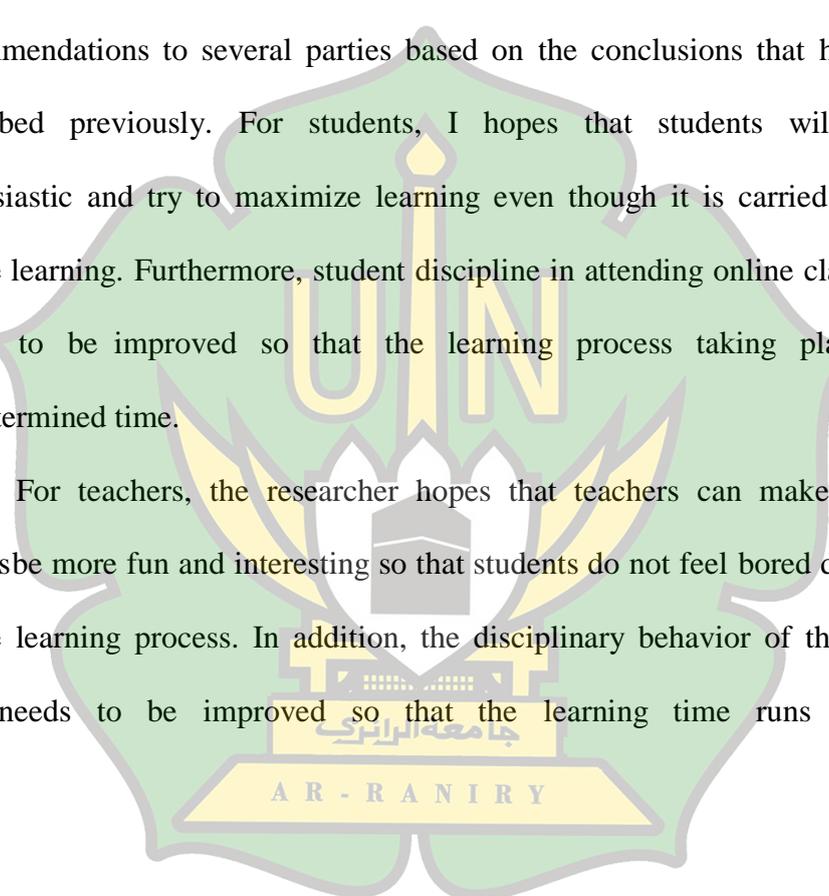
Third, online learning is not effective because when the teacher gives the subject matter, students cannot understand deeply about the material. Fourth, online learning is boring for students. Online learning conducted at SMA 1 Meureudu also has several obstacles faced by students. The results of the research show that some of the obstacles faced by students include poor internet network connections and the lack of finance resources.

In addition, during the online learning process the level of student understanding decreases and results in decreased student achievement.

B. Implication

This research can be useful to provide information about student responses to online learning during the COVID-19 pandemic. I am provides recommendations to several parties based on the conclusions that have been described previously. For students, I hopes that students will remain enthusiastic and try to maximize learning even though it is carried out with online learning. Furthermore, student discipline in attending online classes also needs to be improved so that the learning process taking place at a predetermined time.

For teachers, the researcher hopes that teachers can make learning classes be more fun and interesting so that students do not feel bored during the online learning process. In addition, the disciplinary behavior of the teacher also needs to be improved so that the learning time runs properly.



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