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Perceptions of In-Service Training Students in Distance Education about Online Learning during Covid-19

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Abstract

This study aims to determine the readiness of distance education students (Open University) in providing online learning, and further efforts are needed to maximize teacher training students so that they are ready to teach both face-to-face and online if it is known that they are not optimal. The social implication is for the public to know that Open University students are ready to teach online to their students, and the public has no doubts about graduates from open universities. What are In-Service Training students' perception of Distance Education and their readiness to carry out online learning? This study uses a quantitative descriptive survey method that focuses on teachers' perceptions of online learning in the Covid-19 era. Data was obtained through a questionnaire sent via a Google form. The data were analyzed descriptively and tested with ANOVA and post hoc tests to see how far the respondents have owned the teacher's role. The results are 1) the respondents considered the online learning that had been done was good, and several other things needed to be noted for teachers and educational institutions, 2) Most of the respondents are ready to carry out online learning, and 3) the role of the teacher as a facilitator, guide, and organizers are good, and the role of teachers as evaluators, motivators, initiators, and transmitters still need to be improved.

Keywords: *Online Learning Process; Distance Education Students; Students' Perceptions*

Introduction

COVID-19 pandemic has resulted in many changes in all sectors of life, including the education sector (Aji, RHS, 2020). One of the consequences of this COVID-19 pandemic is that many institutions face various difficulties in facilitating the learning process, especially with the application of appeals to the public to maintain distance between people and stay away from activities in all forms of crowds, associations, and avoid gatherings that involve many people, including the school community. With the limitation of interaction, face-to-face learning, usually carried out in schools, suddenly changes to

distance learning (online). All educational institutions implement online learning. The application of online knowledge causes educators to start thinking about learning models and methods used by utilizing internet technology.

Meanwhile, internet technology as a support for online learning has not been optimally utilized by both students and teachers. In this era of increasingly sophisticated technological disruption, teachers and students are required to have the ability in the field of learning technology. The existence of student and teacher mastery of learning technology that varies dramatically is a challenge, and online learning can force and accelerate them to master digital learning technology as a necessity. By using this online learning system, sometimes various problems faced by students and teachers arise, such as subject matter that has not been completed by the teacher and access to information being constrained by signals that cause slow access to information.

In-service training students at distance education courses are familiar with online learning, so they are skilled in online learning methods and methods and are accustomed to communicating with tutors through the help of various media. The separation of learners and teachers in the learning process and media for communication between learners and teachers is one of the characteristics of distance learning described by Moore (1973).

In-service training students are respondents who do not only study but also teach (teachers) in schools. During the COVID-19 period, respondents studying in the distance education system were used to taking online learning. They were also expected to carry out their teaching tasks online; for example, they could develop the design of learning materials and special learning techniques, including communication methods through various media. In addition, it can build interactions between educators and students asynchronously and synchronously. Asynchronous communication, for example, creates a forum for discussion that requires students to think deeply about learning content. In contrast, synchronous communication, such as chatting, stimulates the social role of students in the learning community, both with the teacher and between these students. Some things that can be effectively communicated through chat include reminding students about the deadline for an assignment, notifications about updates to learning content, and announcements related to class management.

The impact of the COVID-19 pandemic on the learning process for teachers and students is a challenge in the world of education because it happened too suddenly, and there was no readiness for teachers and students in all fields, including the existence and use of Virtual Learning services tools.

Some students find it difficult to consult with the teacher, especially for lessons that require more in-depth explanation and understanding. In this regard, it is deemed necessary to analyze teachers' perceptions of distance education students.

Method

This research uses a quantitative research type descriptive survey method that focuses on teachers' perceptions of online learning in the Covid-19 era. This study aims to describe or describe the perceptions of distance education participant teachers towards online learning that is carried out at the school where they teach. This research was conducted in distance higher education, involving in-service training students or high school teachers as research samples who teach chemistry subjects. They have participated in online learning activities, including registration, selection of courses, tutorials, mid-semester exams, and end-of-semester exams. In following tutorials, students are accustomed to being involved in discussions between students or with tutors and doing assignments given by the tutor. The data was obtained through a questionnaire sent via google form to 125 students as a population that was

easy to contact, namely those who had an active mobile number. Of the students who responded to the questionnaire were only 76 students. The questionnaire contains 14 questions concerning the indicators of respondents' perceptions and readiness for online learning that they convey, as well as hands of the teacher's role in carrying out learning (Sadiman, 2011; Sabaniah et al., 2021; Zein, 2016; Harahap & D, 2019; Jaudin et al., 2021; Wartomo, 2016) as 1) motivator, 2) transmitter, 3) facilitator, 4) initiator, 5) organizer, 6) director, 7) evaluator.

Likert scale questionnaire with a range of 1 to 5 ranging from strongly disagree to agree strongly. To see student perceptions of online learning it is seen based on each respondent's answer percentage.

Meanwhile, to see students' readiness in providing online learning, the assessment of respondents' interpretations of student readiness is the value generated by using the Index (%) formula.

Index (%) = Total Score / Y x 100 (Riduwan, 2009:89)

Interval Formula

I = 100 / Total Score (Likert)

Then = 100 / 5 = 20

Result (I) = 20

(This is the interval from the lowest 0 % to the highest 100%)

The following criteria for interpretation of scores are based on intervals:

- Score 0% – 19.99% = Strongly (disagree/bad/less at all)
- Score 20% – 39.99% = (Disagree / Less good)
- Score 40% – 59.99% = Enough / Neutral
- Score 60% – 79.99% = (Agree/Good/like)
- Score 80% – 100% = Very (agree/Good/Like)

Meanwhile, to see the teacher's role in learning indicators, it is tested with *one-way ANOVA* and followed by a follow-up test/post hoc test to see what parts still need to be improved or improved.

Result and Discussion

1. Respondents' Perceptions of Online Learning

Based on respondents' responses sent via a google form, the results are as in table 1 below.

Table 1. Respondents' perceptions of online learning (%)

No	Statement	STS	TS	N	S	SS
1	I believe that the teaching and learning process runs well even without face-to-face.	0	36.9	19.7	35.5	7.9
2	I have been more creative in using technology in the learning process since the implementation of online learning.	0	1.3	14.5	63.1	21.1
3	I have no difficulty when carrying out the online-based learning process.	1.3	32.9	19.7	38.2	7.9

4	I choose one of the online learning applications.	0	1.3	15.8	71.1	11.8
5	I do not make the online-based learning process an obstacle in achieving learning objectives	1.3	9.3	25	52.6	11.8
6	I use the lesson plans that have been made at the beginning of the semester	0	16.2	20.3	55.4	8.1
7	I become more active in asking questions to students	0	13.5	25.7	56.7	4.1
8	I am more comfortable teaching because it is done at home	1.3	39.5	25	27.6	6.6
9	I prefer to give online assignments to in-person assignments	2. 6	47.4	35.5	14.5	0
10	I am more disciplined with online learning	1.3	30.3	42.1	25	1.3
11	I am more responsible with online learning	1.3	17.1	40.8	36.9	3.9
12	I often look for additional learning material references other than the main book	1.3	2.6	7.9	73.7	14.5
13	In my opinion, online learning has more advantages than disadvantages in implementing the learning process in schools	2.6	42.1	43.5	9.2	2.6
14	Online learning makes it easier for me to interact with other students	3.9	60.5	23.8	11.8	0

The respondents were 35.5%, and 7.9% stated that they agree with the teaching and learning process that can continue to run well even without face to face because online learning is felt to be more flexible in managing to learn as well as evaluating assignments and tests to be easier, but 36.9% of respondents stated otherwise due to network constraints in the process of learning activities. Teaching that usually happens in the area has limited signal, and the remaining 19.7% said it was neutral, in line with the results of research from Misran and Yunus (2020), which stated that the advantages of applying online learning, namely, the flexibility of place and time, can be done independently improved ability to operate technology, and ease of communication access. The barriers to online learning applications are unstable network connections, increased costs, less effective learning, and too many tasks.

Online learning makes teachers creative in using technology in teaching, and learning activities, agreed by the majority of respondents, namely 63.1% agree and 21.1% strongly agree on this; the respondents stated that online-based learning could provide new experiences in the use of technology for teaching and teachers become familiar with the use of technology and this has a good impact on future teaching developments, only 1.3% disagree that online learning makes teachers creative in using technology the reason is that they need to continue learning to increase their creativity, 14.5% stated neutral, meaning that online learning increases creativity in the use of technology in the learning process activities. However, it is not easy to measure learning success. Other research reveals that although teachers had a strong desire to use ICT in the classroom, they were encountered with some barriers. Insufficient technical supports at schools and little access to Internet and ICT were considered as the major barriers preventing teachers to integrate ICT into the curriculum. Moreover, the descriptive analysis of the results showed that shortage of class time was another significant barrier discouraging teachers to use ICT into the classroom (Salehi & Salehi, 2012), both internal and external barriers were present and influenced how teachers situated their pedagogy in terms of technology integration. It was also found that teachers were confident in content, pedagogy, and technology; however, most viewed technology as a tool rather than an embedded part of the learning process. This study contributes knowledge about professional development initiatives and the need to address not technology knowledge as much as the interdependence of technology, pedagogy, and subject content matter (DeCoito, I., & Richardson, T, 2018).

The majority of respondents, namely 38.2% agree, and 7.9% strongly agree about not having difficulties when carrying out the online learning process; this is because the majority of respondents are already familiar with this learning technology, and UT respondents are respondents who already have digital literacy that good, because the learning system at UT requires digital literacy habits, on the other hand, 32.9% disagree and 1.3% strongly disagree with this statement, this is because respondents must continue to adapt to prepare enjoyable learning so that students do not get bored while attending learning, and the remaining 19.7% stated neutrally.

The selection of one of the online learning applications, the majority of respondents (71.1% agree and 11.8% strongly agree) about this because it is related to the management of learning that has been regulated by the agency where the respondent teaches, only 1.3% disagree because felt limited by the use of one online learning application, and 15.8% stated neutral regarding the selection of one online learning application.

The majority of respondents, 52.6%, agree and 11.8% strongly agree that learning objectives can be achieved with an online-based learning process because with online learning, the respondents stated that they could improvise by using various applications in delivering learning materials, for example, by using learning videos, as well as there is a record menu so that students can repeat the explanations given by the teacher during online meetings. 9.3% of respondents disagreed, and 1.3% strongly disagreed with this, meaning that the online learning process became an obstacle to achieving learning objectives, especially in calculating materials and practical activities. The remaining 25% stated neutral because both online and offline, there were advantages and disadvantages.

Regarding the use of the Learning Program Plan, the majority of 55.4% of respondents agreed, and 8.1% strongly agreed with the use of the learning program plan that had been made at the beginning of the semester, as many as 16.2% of the respondents did not agree with this because they had already made a learning program plan for offline learning process activities, so that the learning program plan, of course, adapts to the learning process carried out, 20.3% stated that they were neutral about this because they followed the policies of the relevant institutions.

Regarding the activity of teachers in asking questions to students, 56.7% of respondents agreed, and 4.1% strongly agreed that they became more active in asking questions to students during online learning activities because, in online learning, students looked less active. 13.5% of respondents stated that they disagreed with this because it was necessary to ensure beforehand whether the material had been appropriately conveyed; as many as 25.7% of respondents were neutral on this statement because inculcation of responsibility and discipline was more important in online learning.

Regarding the convenience of teaching at home, 39.5% of respondents disagreed, and 1.3% of respondents strongly disagreed because they could not interact directly with students, so students became less touched psychologically. Students became less disciplined and less responsible in attendance, assignments, and learning. 27.6% of respondents agree, and 6.6% strongly agree that it is more comfortable to teach at home because it is more time and cost-efficient. The remaining 25% of respondents stated that it is neutral because each learning has advantages and disadvantages. D. Nambiar (2020) stated in his research that face-to-face learning is perceived as more positive than online learning in terms of social presence, interaction, satisfaction and overall quality. Although online learning is more convenient and time-saving, both teachers and students find it less effective and structured when compared to classroom learning models. Students show dissatisfaction with their learning when teachers cannot provide technical support. Students also report dissatisfaction when they have limited technical skills (Yang and Cornelius, 2004; Zeng and Perris, 2004). It needs technical support to be effective and structured. Technical issues were found to be the most influential factor in terms of satisfaction with

online classes, so the school or college administrators need to determine how technical support is to reach all students and teachers to enhance their experience and make classes more effective.

Regarding giving online assignments more preferable to direct assignments, the majority of respondents, namely 47.4%, disagree, and 2.6% strongly disagree because it is difficult to monitor students' honesty in completing their assignments; as many as 14.5% of respondents agree on this. After all, checking tasks and tests became more accessible, and the remaining 35.5% of respondents said they were neutral because there were advantages and disadvantages associated with it.

Online learning makes teachers more disciplined; 42.1% of respondents stated neutral on this statement because discipline is essential whether the learning process is carried out online or offline, 30.3% of respondents disagree, and 1.3% strongly disagree that the learning process is online learning makes it more disciplined, disconnected network problems are still the main reason for being undisciplined in the activities of the learning process. The remaining 25% of respondents agree, and 1.3% of respondents strongly agree that the online learning process makes teachers more disciplined because it is related to flexibility, that the learning process can be done anywhere and anytime.

Teachers are more responsible for the online learning process; for this statement, 40.8% of respondents stated neutral, the reason is that they will remain responsible regardless of the learning process model, 36.9% of respondents agree, and 3.9% of respondents strongly agree that the online learning process makes them more responsible, the reason is that the online learning process is done at home, so they are more comfortable and more flexible in monitoring the learning process, this makes them more responsible for online learning process activities, 17.1% of respondents disagree, and 1,3% strongly disagree on this, because the teacher will still be responsible for teaching the material to students regardless of the model of the learning process.

Teachers often look for additional learning material references other than the main book; regarding this, the majority of respondents (73.7% agree and 14.5% strongly agree) agree on this because they need references to be able to deliver exciting and easy learning materials to understand so that students enjoy participating in the online learning process, 7.9% of respondents stated neutral because teachers are always looking for additional references to teach not related to the online learning process. The remaining 2.6% disagree, and 1.3% strongly disagree regarding this matter. The teacher has difficulty explaining the material online, so it is impossible to find additional references. Competencies such as knowledge of the subject, clarity of presentation, interaction with students, teaching creativity, clarifying learning outcomes, class activity, and lecture notes are positively related to student satisfaction. The findings also show that the lecturer's knowledge of the subject contributes most to students' satisfaction (Long et al., 2014)

Online learning has more advantages than disadvantages in implementing the learning process in schools. 42.1% disagree, and 2.6% strongly disagree with this statement. Their reason is that those network problems create obstacles in the online learning process; students find it challenging to focus, become less responsible in assignments and tests, and it is not easy to know the level of understanding of the students' material. 43.5% stated that the reason was neutral because there were advantages and disadvantages related to this, and the remaining only 9.2% agreed, and 2.6% strongly agreed with this statement because they could provide various online learning methods, of course with the use of various applications—learning, as well as the ease of monitoring online learning.

Learning online makes it easier for teachers to interact with other students; for this statement, 60.5% disagree and 3.9% strongly disagree; the reason is that with online learning, interactions are limited, so students complain of boredom, as well as lack of interaction affect the psychology of students, students become less concerned and less responsible for attendance, assignments, and tests. 23.8% said they were neutral on this statement, the reason being that there are advantages and disadvantages to the

ease of interaction with students during the online learning process, and the remaining 11.8% of respondents agree with this statement because the online learning process makes it easier for teachers to interact more closely.

2. Readiness of Respondents in Providing Online

Students' readiness in providing online learning, based on the questionnaire given, providing online learning, the assessment of respondents' interpretations of student readiness is the value generated by using the Index % formula.

Index % = Total Score / Y x 100 (Riduwan, 2009:89)

Interval Formula

I = 100 / Total Score (Likert)

Then = 100 / 5 = 20

Result (I) = 20

(This is the interval from the lowest 0 % to the highest 100%)

The following criteria for interpretation of the scores are based on intervals:

- Score 0% – 19.99% = Very (disagree/poor/not at all ready/not ready)
- Score 20% – 39.99% = (Disagree / Not good/ Not ready)
- Score 40% – 59.99% = Fair / Neutral
- Score 60% – 79.99% = (Agree/Good/Like/Ready)
- Score 80% – 100% = Very (agree/good/like/ready)

Table 2. Score Statement Per-item

statement 1	239
statement 2	307
statement 3	242
statement 4	299
statement 5	277
statement 6	263
statement 7	260
statement 8	227
statement 9	199
statement 10	224
statement 11	247
statement 12	302
statement 13	203
statement 14	185
total score	3474
maximum score	5320

Formula Index % = Total Score / Y x 100

So: $\frac{3474}{5320} \times 100 = 65.30\%$

Based on the criteria interval in the above formula, it is known that the readiness of students in providing online learning is **ready**, need further research related to this issue. Another research showed that 65% of teachers stated that they were not ready to carry out online learning. Therefore, a training related to online learning was needed that integrated the content of character education. The training was carried out through 3 stages, namely preparation, implementation, and evaluation. The results of the training showed an increase in teacher readiness after participating in the training, from 35.50% to 70.59%. Furthermore, the group who stated that they were very ready increased from 0% to 5.88%. The results of the evaluation of the learning design showed that 82.35% of teachers were ready to teach online. This result was in line with the teacher's statement in the questionnaire that 76% stated that they were ready to carry out character education in online learning (Dewantara et al., 2021). Other research states that the majority of respondents who are teachers are not ready to carry out online learning (Satrio Prabowo et al., 2020). So it is not surprising that the results of this study state that the majority of respondents are ready for online learning, because the respondents are distance education students who are accustomed to online learning.

3. The Teacher's Role in Teaching

Based on the indicators of the teacher's role in teaching, the 14 statement items in the questionnaire are grouped as shown in table 3 below.

Table 3. Indicators of Teacher's Role in Teaching

Teacher's Role	Statement on questionnaire	
organizers	prefer to give online assignments rather than direct assignments	9
	Teachers use learning program plans that have been made at the beginning of the semester	6
	Teachers are more disciplined with online learning	10
Motivators	Teachers believe that the teaching and learning process continues to run well even without face-to-face	1
Directors	Teachers make the online-based learning process an obstacle/obstacle in achieving learning goals	5
	Teachers have no difficulty when carrying out online-based learning processes	3
	Teachers choose one application	4
initiators	become more active in asking questions to students	7
Transmitters	Teachers are more comfortable teaching because it is done at home	8
	Online learning makes it easier for teachers to interact with other students	14
Facilitators	Teachers are increasingly creative in using technology in the learning process since the implementation of online learning	2
	Teachers are more likely to look for additional reference material for lessons other than the main book	12
	Teachers do not make the online-based learning process an obstacle/obstacle in achieving learning goals	5
	Teachers are more responsible with online learning	11
Evaluators	According to teachers, online learning has more advantages than disadvantages in implementing the learning process in schools	13

Teacher Role Indicators in Teaching as in table 3 above, the 14 statements in the questionnaire are contained in each indicator. The results of the descriptive test of each indicator are as in table 4 below,

then the *one-way ANOVA* to find out the indicators of the optimal teacher role based on the questionnaire data and followed by a follow-up test/post hoc test to see what roles still need to be improved.

Table 4. Results of the Descriptive
Descriptive mean

	N	Mean	Std. Deviation
organizers	76	9.03	1.855
motivators	76	3.14	1.016
directors	76	10.76	1.910
initiators	76	3.42	.956
transmitters	76	5.42	1.508
facilitators	76	14.91	2.192
evaluators	76	2.82	1.421
Total	532	7.07	4.576

Table 5. Results of the Homogeneity of Variants

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
mean	Based on mean	7,909	6	525	000

Table 6. ANOVA Test Results
Anova
mean

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9761.365	6	1626.894	628.065	000
Within Groups	1359.921	525	2,590		
Total	11121.286	531			

Table 7. Post Hoc Test Results
Post Hoc Tests
Multiple Comparison
Dependent Variable mean

	(I) komponen	(J) komponen	Mean Difference (I-J)	Std. Error	Sig.
Games-Howell	organizers	motivators	5.882*	.243	.000
		directors	-1.737*	.305	.000
		initiators	5.605*	.239	.000
		transmitters	3.605*	.274	.000
		facilitators	-5.882*	.329	.000
		evaluators	6.211*	.268	.000

Based on table 4 above, it can be seen in the column mean, mean for facilitator = 14.91, directors = 10 .76, organizer = 9.03, which is above the total mean of 7.07, so the teacher's role based on the data is good, while the mean for evaluators, motivators, initiators, and transmitters is below the total mean. Table 5 is the homogeneity test of variance with p = 0, which means that the seven group variants are not the same, so the post hoc test used is the Games-Howell test as in table 7; from tables 4 and 7, it can be concluded that the teacher's role as a facilitator, director, and the organizers are good, while the teacher's role as an evaluator, motivator, initiator and transmitter still needs to be improved, of course, the improvement of the teacher's role as an evaluator, motivator, initiator and transmitter, needs to be supported by various parties to create a quality learning process. two role of teacher as a knowledge transmitter and caregiver were more dominant (Aghaei et al., 2020), teachers' role breadth would relate to student perceptions of teacher support and high academic expectations (also known as academic press) , a cooperative working environment, crystal clear organizations' policies, stimulating carrier paths, and professional recognition motivate the teachers to play their roles on a broader scale. The study also reveals that the educational organizations do not endorse a culture of leadership for every level of management though, teachers as professionals of mid-level management immensely contribute to learners in being skilled, knowledgeable, and resourceful (Siddiqui & Ahamed, 2020). Interaction enhancement and negotiation density do indeed establish the interconnection between accuracy and fluency (Sakale, 2019).

Conclusion

Based on the description above, it can be concluded that students' perceptions of online learning are:

1. students agree that they are more creative in using technology in the online learning process,
2. students only choose one application for the online learning process because their institutions have facilitated the application so the learning process activities can run well,
3. not make the learning process online-based as obstacles/obstacles in achieving learning objectives,
4. students use the learning program plans that have been made at the beginning,
5. become more active in asking questions to students, and
6. Students disagree that the online learning process makes it easier to interact with students.

Students' readiness in providing online learning is good; students are considered ready to carry out the online learning process because students are accustomed to the distance lecture system, which is carried out online so that students can carry out the online learning process well. The teacher's role as a facilitator, director, and organizer is good, while the teacher's role as an evaluator, motivator, initiator, and transmitter still needs improvement. Of course, the improvement of the teacher's role as an evaluator, motivator, initiator and transmitter needs to be supported by various parties to create a quality learning process.

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