Students' Reflection on Online Learning in SMAN 02 Bondowoso

Soraya Firdausi Nuzzila[1], Fitrotul Mufaridah[2], Kristi Nuraini[3]
English Language Education Program
Faculty of Teacher Training and Education
Muhammadiyah University of Jember
Jl. Karimata No. 49
Email: sorayafirdausi2803@gmail.com

Abstract

Online learning is implemented to stop the spread of the COVID-19 virus where teachers and students do distance learning or not in the same room. Indonesia conducts online learning during the pandemic and this can cause difficulties for various parties, especially for students. Therefore, the writer find out students' reflection on online learning. Reflection is very important for deep learning and problem solving because reflection is known as a type of self-evaluation (Cavilla: 2017). According to CALT Learning Support (2007) in Park and Kastanis (2009) reflection in online learning is important because it can help students to better understand their weaknesses and strengths; identify and question underlying values and beliefs; acknowledge and challenge the assumptions on which their ideas, feelings and actions are based. This research conducted in SMAN 02 Bondowoso. The kind of this research is descriptive qualitative research. The first thing to do by the writer is spread the link of questionnaire. After that, the writer interviewed some students that answered "neutral" in questionnaire. The result shows students' reflection during online learning. That reflection includes the difficulties faced by the students (technical problems and non-technical problem), online learning media usage, and interaction between teacher and students. Based on the result, there were two strategies that students used to overcome their problem. First, seeking better location for a better internet connection and the second is ability to take own note and review the material. These helped students to have better learning during the online learning.

Key Words : Reflection, Online Learning

Currently, online learning is applied in Indonesia. This refers to Surat Edaran Menteri Pendidikan dan Kebudayaan Nomor 4 Tahun 2020 tentang Pelaksanaan Kebijakan Pendidikan Dalam Masa Darurat Penyebaran Coronavirus Disease (Menteri Pendidikan dan Kebudayaan Republik Indonesia: 2020). Online learning is implemented because of a virus called the COVID19 virus. Online learning is implemented stop the spread of the COVID-19 virus where teachers and students do distance learning or not in the same room.

According to Moore, Dickson-Deane, & Galyen (2011) in Firman (2020) Online learning is learning that uses the internet network with

accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions. Therefore, online learning is carried out in different places or with flexible times without having to make physical contact between teachers and students.

To facilitate the online learning activity, the government provides free internet data to students and teachers. This facility is stated in Peraturan Sekretaris Jendral Nomor 14 Tahun 2020 tentang Petunjuk Teknis Bantuan Kuota Data Internet Tahun 2020 which states that the Internet Data Quota Package for Primary and Secondary Education Students is 35 GB/month consisting of 5 GB for general quota and 30 GB for study quota. Where the general quota can be used to access all applications and the study quota can be used to access learning applications. This free quota facility aims to relieve students or teachers in the online learning activity.

The implementation of online learning during the pandemic, which was carried out suddenly and had never been done before, could cause difficulties for various parties, especially for students. Therefore, it is very important for students to do a reflection. To find out students' reflection, the writer conducted research about students' reflection on online learning. Reflection is very important for deep learning and problem solving because reflection is known as a type of self-evaluation (Cavilla: 2017). Evaluation is carried out by the teacher where the teacher can fix what needs to be improved. This also applies to students. In this research, students recall the experiences did the students have during the online learning that cover the difficulties faced by students, online learning media used by students, and interaction beetwen teacher and students. This research is aimed for SMAN 02 Bondowoso.

Method

This research is descriptive qualitative research. Qualitative research is a research that focuses more on education such as ethnography, naturalistic inquiry, narrative research, case studies, interpretive research, fieldwork, field studies, and participant observation (Ary et al: 2010). The research aimed

the students' experiences during the online learning in SMAN 02 Bondowoso and how did they cope with their problems. This research conducted in SMAN 02 Bondowoso. It involved 33 students of XI MIPA 1.

Result and Discussion

Based on the result findings from the questionnaire. There were results of students' answer from statement 1, *"The lack of prepared internet data affects the process of online learning"*. There were 23 students from total amount of 33 students who agreed that the lack of prepared internet data affected the process of online learning.

Students' answer from statement 2, *"The blackout affects the process of online learning".* There were 28 students from total amount of 33 students who agreed that the blackout affected the process of online learning.

from statement 3, *"The devices used (example: laptop/tablet/smartphone) do not support the online learning process*. There were 21 students from total amount of 33 students who disagreed that the devices used like laptop, tablet, or smartphone do not support the online learning process.

Students' answer from statement 4, *"Bad signals affect the process of online learning"* there were 27 students from total amount of 33 students who agreed that the Bad signals affect the process of online learning.

Students' answer from statement 5, *"Noise Interferences affect the process of online learning"* there were 25 students from total amount of 33 students who agreed that noise Interferences affect the process of online learning.

Students' answer from statement 6, *"Interface of the learning application display is hard to be followed".* There were 11 students were agree, 15 students were neutral and 7 students were disagree. From total amount of 33 students, most of them could not defined whether the interface is hard or easy to be followed.

Students' answer from statement 7, *"Online learning platform are consuming a lot of Internet data"* there were 20 students from total amount of 33 students who

agreed that online learning platform are consuming a lot of Internet data.

Students' answer from statement 8, *"The use of the online learning platform made me easier to understand the material given by the teacher"* there were 9 students were agree, 15 students were neutral and 8 students were disagree. From total amount of 33 students, most of them could not defined whether the use of the online learning platform made them easier to understand the material given by the teacher.

Students' answer from statement 9, *"The created interaction by the teacher make students active during the online learning process"* there were 18 students from total amount of 33 students who agreed that the created interaction by the teacher make students active during the online learning process.

Students' answer from statement 10, *"The interaction between teacher and students help them to understand the learning material given"* there were 23 students from total amount of 33 students who agreed that the interaction between teacher and

students help them to understand the learning material given.

After conducted the questionnaire, the writer conducted unstructured interview. The result as follow:

a. Bad Internet Connection

In this section, many students have the same technical problem, that was about the internet connection. They mostly lost their internet connection when the teacher was teaching in the class. This problem based on the students' statement:

SF3 (student female number 3), "Slow signal. So, the delivery of material is not optimal from the teacher when using zoom application."

SF5 (student female number 5), "Bad signal. I use WiFi at my house, so when it rains the signal is bad."

SF7 (student female number 7), "Bad signal. When there is a zoom class, the network is low so I don't understand the material."

SM2 (student male number 2), "The signal is bad because my house in the village, so it's difficult to get a signal. And I use WiFi in my house, but it's getting weak when the rain comes."

Some students stated that bad signal was the main problem and most often faced. It made online learning disrupted. However, many of them found the solutions to overcome those problems. That would be explained in the next chapter.

b. Not Interactive and One-Way Interaction

The second problem faced by students was the interaction between teacher and students. The interaction between teacher and students was one-way interaction and the class becomes not interactive when used online learning media such as zoom. *SF1 (student female number 1), "Classes are not interactive because it was one-way interactive. The teacher only sends the material/video on WhatsApp or YouTube." SM1 (student male number 1), "The interaction is also one-way interaction because the teacher more often uses WA. If using zoom, it doesn't make sure the student understands or not." SM3 (student male number 3), "Teachers are more likely to interact in one one-way interaction. So it makes limitations in understanding the material and the time is short."*

When used media such as zoom, the teacher only explained the material without made sure the students have understood or not with the material given. However, during online learning, teacher more often provided the material or video via WhatsApp or Youtube applications.

c. The Use of Learning Application (E-Learning) is Often Problematic

Some students stated that the use of learning applications (E-Learning is often problematic). This is evidenced by students' statement: *SF3 (student female number 3), "E-learning is often trouble. Sometimes students work on assignments through E-Learning." SM1 (student male number 1), "The use of learning applications (e-learning) is often problematic. Sometimes the score doesn't come out."*

Students stated that the use of online learning media that is often problematic was E-Learning. Some students felt that this is one of the problems they faced, but they have a solution if E-Learning is having problems. It would be explained in the next chapter.

There were two strategies that students used to overcome their problems during the online learning. They are as follows:

a. Seeking better location for a better internet connection

As stated in the result of the interview in question *"how do you overcome the problems?"*. The result showed that from 10 students who was interviewed by the writer, there were 70% students answered that they tried to ask for the internet connection to their families or relatives during the online learning. Sometimes they would also go to their friends' house to join the Wi-Fi.

This finding was supported by a study from Asmuni (2020) that stated if students faced the internet problem, they can overcome the problem by tethering internet connection to their families or save the data usage by using it when they need it only. Which means by doing that ways students can solve their problem in term of the internet connection. This result is aslo supported by Arinda and Sadikin (2021) that stated the challenges in online learning are the existence of internet connection and the internet data used costs quite a lot.

b. Ability to take own note and review the material

As stated in the research findings, students experienced problems in the interaction between teachers and students. One-way and non-interactive interaction made students have limitations in understanding the material. There were 70% students answered that one-way and not interactive interaction made the given material from the teacher was not clear enough for them so that most of them take their own notes based on the teacher's explanation and the material given. They prefer to listen only and write only the points that are considered important

This result seems to be in line with Airey and Linder (2006) who note that students are likely to gain help from extensive writing on the board when the lecture is in second language medium of instruction.

c. **Report to the tu (administrative) staff and collecting assignments through the whatsapp application.**

Based on the research findings, there was a problem in online learning media usage. It was the use of learning application (e-learning) is often problematic. 20% students state that they reported this problem to the TU (administrative) staff. However, the TU staff is less responsive in fixed this problem. Therefore, students submitted the assignments to the teacher through the WhatsApp application as a problem solving. This result was line with Sumarmo (2000) problem solving is a process that students do to overcome the difficulties encountered to achieve a desired goal.

Conclusion

Based on the result main three findings, almost all students in SMAN 1 Bondowoso faced problems during the online learning process.

There were technical and nontechnical problems. The technical problems mostly was about the internet connection. There were 30 students who faced the problem on their internet connection. Furthermore, in term of non-technical problems, students mostly faced the problem was about less understanding of the teacher's explanation.

The result also showed the strategies used by students to overcome those problems were seeking the better place to get the internet connection and taking their own note and reviewing the material given by teachers.

References

Airey, J., & Linder, C. (2006). Language and the experience of learning university physics in Sweden. *European journal of physics*, *27*(3), 553.

Ary, D., Lucy, C. J., Chris, S., & Asghar, R. (2010). *Introduction to Research in Education*. USA: Cengage Learning.

Cavilla, D. (2017). *The effects of student reflection on academic performance and motivation. In SAGE Open Journal*.

Firman, F., & Rahayu, S. (2020). Pembelajaran online di tengah pandemi covid-19. *Indonesian Journal of Educational Science (IJES)*, *2*(2), 81-89.

Menteri Pendidikan dan Kebudayaan Republik Indonesia. (2020). Surat Edaran Nomor 4 Tahun 2020 Tentang Pelaksanaan Kebijakan Pendidikan Dalam Masa Darurat Penyebaran Coronavirus Disease (COVID-19).

Park, J. Y., & Kastanis, L. (2009). Reflective learning through social network sites in design education. *International Journal of Learning*, *16*(8), 11- 22.

Sumarmo, U. (2000). Pengembangan model pembelajaran matematika untuk meningkatkan kemampuan intelektual tingkat tinggi siswa sekolah dasar. *Laporan Penelitian UPI. Tidak diterbitkan*.

Werdiningsih, I., & Devanti, Y. M. (2021). Pemanfaatan Estudy Moodle untuk Mata Kuliah Speaking dalam Pembelajaran Daring. Jurnal Kariman, 9(2), 213-228.