



Students' Perceptions about Offline Vs Online Learning System in English Subject of the Twelfth Grade at SMAN 1 Pahae Julu North Sumatera Province

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Abstract

While there is a lot of research that focuses on discovering students' perceptions of online learning, studies on perceptions of online vs. offline is generally ignored. Therefore, this study tries to fill this void. The main objective of this study was to determine students' perceptions of offline vs. online. In this study, researcher used a quantitative descriptive method. 142 students were selected as participants for this study. They were students of class XII IPA and XII IPS SMAN 1 Pahae Julu. In collecting data, the researcher used a questionnaire with a Likert scale and the researcher distributed the questionnaire directly to each participant class. The results of the study found that students showed a very positive perception towards offline learning which can be seen from the average score on each indicator. These findings then showed that students prefer offline learning than online learning so that offline learning is more recommended for use when teaching.

Keywords:

Perception, Offline learning, Online learning

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INTRODUCTION

English has become a global language and is widely used for conversation around the world as it has become a means of conversation between native speakers and non-native speakers. Recognizing the importance of English, the government of Indonesian selected English as the first foreign language and as the basic subject of education. As one of the main compulsory subjects, English is taught from elementary school to college. However, with the development of today's technology, it causes many changes from various fields. One of them is in the field of education.

So far, the application used in the learning system is face to- face, or currently known as offline. Bonk & Graham (2006) stated that "offline learning brings teachers and students together in one room to learn planned functions and giving the knowledge to the students". It is different from the education system used today which is known as Distance Education (PJJ). The term is also known as online

learning. Naidu (2006) stated that "online learning is an education / learning system that uses information and communication technology.

In carrying out offline and online learning simultaneously, there are several obstacles that arise, such as the curriculum that is needed to be improved to adapt it to the learning system used. Then, the Teaching and Learning Activities (KBM) are not effective because the lesson time is reduced, for example in one subject that should study 4 hours a week is changed to 2 hours a week. From these things, educators are required to teach in accordance with the new curriculum and study time that is given.

When implementing the offline learning, Students rarely do and collect assignments because they do not understand the learning material due to reduced time in offline learning. There are also students who lack the motivation to learn where they just copy their friends' assignments. While, when online learning process, many students think that learning is not fun and there are also those who think that learning is boring because they only listen and see movements from videos or explanations from the teacher through the application. There are also obstacles during the teaching and learning activities occur due to the influence of signals and having to pay buying internet data.

Based on the background of the problem above, the researcher wants to know how the perceptions of class XII IPA and IPS students are aware of the implementation of offline and online learning in English subject at SMAN 1 Pahae Julu, North Sumatra Province. The researcher takes the research subject from class XII IPA and IPS the academic year 2022/2023 for several reasons. Seeing the change in the learning system used today makes the researcher interested conducting research on the application of offline and online learning. So, it is necessary to do research entitle "Students' Perceptions About Offline vs. Online Learning System in English Subject of the Twelfth Grade at SMAN 1 Pahae Julu North Sumatera Province ".

RESEARCH METHOD

Researcher is interested in conducting research using quantitative descriptive methods to determine students' perceptions of offline and online learning in English subject at SMAN 1 Pahae Julu. This research was conducted at SMAN 1 Pahae Julu which is located at Sigompulon Street, Huta Barat, Pahae Julu District, North Tapanuli Regency, North Sumatera. Total sampling was used in this study. The samples are class XII IPA and XII IPS. So, there are 142 students. The instrument used for data collection is a questionnaire. There are 24 statements for offline learning and 35 statements for online learning.

First, the researcher distributed 2 questionnaires consisting of offline and online learning platforms to be filled in by class XII students. After students close the port score, data is collected using a Likert scale and then analyzed. To analyze the results of data collection, the researcher first verified the data, then calculated the answers given by the students based on the Likert scale. After that, the researcher tabulates the data by calculating the frequency of each alternative answer given by the respondent and then the researcher analyzed the classification. After the average value is known, the researcher determined the score using the interval formula. The

researcher would describe the perceptions of offline vs. online learning by high school students after analyzing the research instrument, and draw conclusions.

RESULT AND DISCUSSION

Research Finding

1. Student Perceptions of Offline Learning at SMAN 1 Pahae Julu, North Sumatra Viewed from the Aspect of Fixed Learning Time

The average score of the indicators follows the fixed learning time, namely 3.5, which is in the very positive category. This illustrates that the implementation of offline learning by class XII students at SMA Negeri 1 Pahae Julu, North Sumatra from the aspect of fixed learning time is very positive.

2. Student Perceptions of Offline Learning at SMAN 1 Pahae Julu, North Sumatra Viewed from the Aspect of Controlled by the teacher/instructor

The average score of the indicators controlled by the teacher, namely 3.37, is in the very positive category. This illustrates that the implementation of offline learning by class XII students at SMA Negeri 1 Pahae Julu, North Sumatra from the aspect controlled by the teacher is very positive.

3. Student Perceptions of Offline Learning at SMAN 1 Pahae Julu, North Sumatra Viewed from the Aspect of Fixed Information Sources

The average score of the fixed information source indicator is 3.31 in the very positive category. This describes the implementation of offline learning by class XII students at SMA Negeri 1 Pahae Julu, North Sumatra, from the aspect of a fixed source of information, it is very positive.

4. Students' Perceptions of Offline Learning at SMAN 1 Pahae Julu, North Sumatra Viewed from the Aspect of The Technology used Does Not Use Internet Access

The average score of indicators of technology used does not use internet access, namely 3.02, which is in the positive category. This illustrates that the implementation of offline learning by class XII students at SMA Negeri 1 Pahae Julu, North Sumatra, from the aspect of using technology does not use internet access, is positive.

5. Students' Perceptions of Online Learning at SMAN 1 Pahae Julu, North Sumatra Viewed from the Aspect of Requiring students to build and create knowledge independently (constructivism)

The average score of the indicators requires students to build and create knowledge independently (constructivism), namely 2.76, is in the positive category. This describes the implementation of online learning at SMAN 1 Pahae Julu from the aspect of requiring students to build and create knowledge independently (constructivism) is positive.

6. Student Perceptions of Online Learning at SMAN 1 Pahae Julu North Sumatra Viewed from Aspects Students will collaborate with other students in building knowledge and solving problems together (social constructivism)

The average score of indicators students will collaborate with other students in building knowledge and solving problems together (social constructivism) is 2.76 in the positive category. This describes online learning at SMAN 1 Pahae Julu from the aspect of students will collaborate with other students in building knowledge and solving problems together (social constructivism) is positive.

7. Student Perceptions of Online Learning at SMAN 1 Pahae Julu, North Sumatra Viewed from the Aspect of Forming a community of learners who inclusive

The average score of the indicators forming an inclusive community of students, namely 2.99, is in the positive category. This describes online learning at SMAN 1 Pahae Julu from the aspect of forming an inclusive student community that is positive.

8. Student Perceptions of Online Learning at SMAN 1 Pahae Julu North Sumatra Viewed from the Aspect of Utilizing media pages (websites) that can be accessed via e-mail internet computer-based learning, virtual or digital classes

The average score of the indicators utilizing media pages (websites) that can be accessed via e-mail, internet, computer-based learning, virtual or digital classes, namely 2.82, is in the positive category. This describes online learning at SMAN 1 Pahae Julu from the aspect of utilizing media pages (websites) that can be accessed via internet e-mail computer-based learning, virtual or digital classes are positive.

Discussion

Based on the data analysis results, students' perceptions of offline learning have a higher score than scores on online learning. This is evidenced by the average score obtained by students. Students' perceptions of offline learning got an average score of 3.33 out of 4 indicators, while students' perceptions of online learning get a score of 2.82 out of 4 indicators used in the study. To clarify further, the following is a discussion of this study results which are explained based on 4 indicators from offline learning and 4 indicators for online learning, namely as follows:

1. Students' perceptions of fixed learning time at SMAN 1 Pahae Julu, North Sumatra

The results showed that student' perceptions of offline learning at SMAN 1 Pahae Julu, North Sumatra on the fixed learning time indicator could be categorized as very positive because they obtained an average score of 3.5. Learning time at SMAN 1 Pahae Julu was good, this can be seen from the students' statements about their presence in class before class started. In general, the statements made for learning time were effective.

According to Gettinger and Ball (2008), learning time is the time when students are actively, successfully, and productively engaged in learning relevant academic content. Setting time of learning has an important meaning in learning. Learning to use time is a valuable skill and provides an advantage in learning. Students who cannot use their time effectively and efficiently generally complain of a lack of time to complete their assignments, whereas students who can use their time

effectively and efficiently seem to never run out of time to do their assignments properly. Students who are able to understand the lesson eventually get good academic results. And otherwise, if students do not know how to use learning time well, of course these students will find it difficult to understand a material so that in the end, the learning achievement obtained will be rushed.

It can be concluded that learning time is an opportunity available to acquire knowledge, skills, and attitudes on a regular basis and if students can make good use of their learning time, students can maximize their learning outcomes. And otherwise, if students cannot use their time effectively and efficiently, then their learning outcomes will also not be optimal.

2. Students' perceptions of controlled by teacher/instructor at SMAN 1 Pahae Julu, North Sumatra

The results showed that students' perceptions of offline learning at SMAN 1 Pahae Julu on the controlled by teacher/instructor indicator could be categorized as very positive because they obtained an average score of 3.37. Teacher control at SMAN 1 Pahae Julu is very good; this can be seen from student statements about student obedience to every rule at school, but student statements about the results of their work which are directly evaluated by the teacher (positive) need to be improved again.

One of the ways to find out the learning outcomes achieved by educators in the process of learning is to evaluate the process and learning outcomes. The ability to evaluate learning is an indicator that should be possessed by an educator because the ability to evaluate learning is a basic ability that must be possessed by every educator and also prospective educators.

According to Rahman and Nasryah (2019), evaluation is a systematic process for judging or determining the extent to which educational goals have been achieved by students. This evaluation can motivate students to continue to study harder, and also motivate teachers to further enhance the quality of the learning process, as well as motivate education administrators to further improve the facilities and quality of student learning.

It can be conclude with an evaluation, students can find out the extent of success achieved during their education.

3. Students' perceptions of fixed source information at SMAN 1 Pahae Julu, North Sumatra

The results showed that students' perceptions of offline learning at SMAN 1 Pahae Julu on the fixed source information indicator could be categorized as very positive because they obtained an average score of 3.31. Sources of information at SMAN 1 Pahae Julu are very good, this can be seen from student statements about using textbooks or worksheets to make it easier for students to understand the material provided.

An information source is anything that serves as a medium for information transmission, an information medium for mass communication. Information sources are available from print media (newspapers, magazines) and electronic media (television, radio, internet), (Notoatmodjo, 2003). In offline learning the source of information commonly used is in the form of textbooks.

According to (Jamaludin, 1995) textbooks are infrastructure for a number of

ready-to-use knowledge to create conditions and an atmosphere for active learning. Meanwhile, according to (Widodo, 2000) textbooks are a source of knowledge in them. Package books or learning resources as educational tools are useful for supporting the success of the process of teaching and learning and for creating conditions and an atmosphere for active learning.

Therefore, textbooks are a source of knowledge for teaching and learning so that students actively learn and increase student interest.

4. Students' perceptions about the use of technology does not use internet access at SMAN 1 Pahae Julu, North Sumatra

The results showed that students' perceptions of offline learning at SMAN 1 Pahae Julu on the use of technology does not use internet access indicator could be categorized as good because they obtained an average score of 3.02. The use of technology without internet access at SMAN 1 Pahae Julu is good, this can be seen from students' statements about reading books if students do not understand a material.

The use of technology, especially digital technology, is proven to increase student learning interest. Because the facilities offered by digital technology are more attractive, so students don't get bored in class. The definition of technology according to Y. Maryono (2008), namely: "Technology is the development and application of different devices or systems to solve problems that people faced in everyday life in order to increase productivity.

An e-book is an example of existing technology today. In general, the function of an e-book is to read information digitally using a special device. However, in general, the font size of most e-books is smaller than printed books, especially when opened on a cell phone, and it quickly makes your eyes tired when reading e-books because of the light radiation. cell phones or other handheld devices make the eyes tired quickly.

5. Students' perceptions about requiring students to construct and create knowledge independently (constructivism) at SMAN 1 Pahae Julu, North Sumatra

The results showed that students' perceptions of online learning at SMAN 1 Pahae Julu on the indicator required students to construct and create knowledge independently (constructivism) could be categorized as positive because they obtained an average score of 2.71. Building and creating knowledge independently (constructivism) at SMAN 1 Pahae Julu is good, this can be seen from students' statements about accepting suggestions and criticism from others, but statements preferring to learn when invited to play by friends (negative) need to be improved again .

According to Husamah, Pantiwati, Restian, and Sumar (2016), Constructivism is a philosophical school of science, psychology, and theory of teaching and learning that emphasizes that knowledge is the construction or education of ourselves. In constructivist learning theory, learning is an active activity in which students construct new knowledge and understanding, seeking meaning based on actual learning or experience. In this case students must learn to build their own knowledge, because learning starts from the individual itself.

In constructivist learning theory, learning is not teacher-centered but requires

more activity and creativity on the part of students. Constructive learning provides opportunities for students to convey ideas and explain them in their own language. This allows students to be more courageous in expressing what they think. When students reflect on their experiences in learning, this develops their ability to be more creative and imaginative and expands the theoretical image and concept of knowledge.

6. Students' perceptions about students collaborating with other students to acquire knowledge and solving shared problems (social constructivism) at SMAN 1 Pahae Julu, North Sumatra

The results showed that students' perceptions of online learning at SMAN 1 Pahae Julu on the indicator students would collaborate with other students in building knowledge and solving problems together (social constructivism) could be categorized as positive because they obtained an average score of 2.76. Building knowledge and solving joint problems (social constructivism) at SMAN 1 Pahae Julu is good, this can be seen from the students' statements about instilling mutual respect.

Vygotsky said that child development cannot be separated from social and cultural situations. In general, the social constructivism approach emphasizes the social context of learning and that knowledge is built and built together (mutually). In social construction, knowledge is situational and collaborative. Knowledge that is formed in each individual is reconstructed after interacting with new objects, phenomena, experiences, and environments. In other words, apart from the individual, the group to which the individual belongs determines the process of forming knowledge in a person. Through communication with the public, one's knowledge is disclosed to others, so that knowledge is strengthened and perfected.

Therefore, social constructionism means building knowledge through social interaction with other people, whose knowledge content is influenced by the culture in which the learner lives.

7. Students' perceptions about forming an inclusive student community at SMAN 1 Pahae Julu, North Sumatra

The results showed that student' perceptions of online learning at SMAN 1 Pahae Julu on the indicator of forming an inclusive student community could be categorized as positive because they obtained an average score of 2.99. The formation of an inclusive student community at SMAN 1 Pahae Julu has been good; this can be seen from student statements about the ability to get along with people whose backgrounds (ethnic, religious, cultural) are different from students.

Broadly speaking, inclusion is a value that emphasizes awareness, recognition and respect for diversity in a community, both social (e.g. ethnic or religious) and physical (disability and skin color) diversity (Alur & Timmons, 2009). According to Garinda (2015), inclusive education is an educational service system that offers opportunities for all students who are disabled and intelligent or have special abilities to attend education together or learn in an educational environment with students in public schools. Inclusive education is also referred to as an educational process that allows children to participate fully in regular classroom activities, regardless of disability, race or other characteristics.

Therefore, in a learning community, all children have the right to learn together and children should not be discriminated against, ostracized because of their

lack or learning difficulties.

8. Students' perceptions about utilizing media pages (websites) that can be accessed via e-mail, internet, computer-based learning, virtual or digital classes at SMAN 1 Pahae Julu, North Sumatra

The results showed that students' perceptions of online learning at SMAN 1 Pahae Julu on indicators of utilizing media pages (websites) that can be accessed via e-mail, internet, computer-based learning, virtual or digital classes can be categorized as positive because they obtain an average score of 2.82. The use of media pages (websites) that can be accessed via internet e-mail at SMAN 1 Pahae Julu is good, this can be seen from student statements about students who like to watch learning videos online which can help students understand learning material.

Media is a tool used by the teacher when explaining material or lesson materials to make it easier for students to understand what the teacher is teaching. Meanwhile, the network is a service on the Internet in the form of a data room (Raharjo, 2011). With the existence of web-based learning media students are more enthusiastic and motivated to always want to learn because it contains a lot of information and is very easy to find, especially when they are looking for information. Websites can be used as an alternative learning media to improve student learning outcomes and ICT skills. It is hoped that the use of this site will introduce active learning to students and make learning more student-centered. The use of media is the use of learning resources systematically. The utilization function is very important because it tells about the relationship between students and learning materials or learning systems (Warsita, 2008:37). The use of the website allows us to use and obtain information in the form of text, graphics, images, photos, animation, sound and video.

By using web page media, learning continues even though the teacher is not in class, students can learn more flexibly according to the time available, there are no psychological barriers in the learning atmosphere, and students are more enthusiastic and motivated when they want to learn, because it contains a lot of information that is complete, accurate and reliable, very easy to find, and the design is very attractive, especially for looking for information.

CONCLUSION

The purpose of this study was to find out what the students' perceptions about offline vs. online learning in English subject. Based on data analysis and discussion from the previous chapter, it was known that students' perceptions of offline learning were very positive. This could be seen from the average data based on several indicators. Meanwhile, based on data analysis and discussion from the previous chapter, it was known that students' perceptions of online learning were positive. This could be seen from the average data based on several indicators.

In conclusion, the study results showed that students' perceptions of offline learning are higher than online learning. It can be proven by the average score of indicators. So, there is a significant difference from the comparison of offline vs. online learning at SMAN 1 Pahae Julu where student perceptions for offline learning were very positive, while for online learning student perceptions were positive.

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