



**Students' Perceptions of the Online Learning System in Sociology Subjects for Class X  
SMA Negeri 5 Baguala District, Ambon City**

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**Abstract:**

The purpose of this study was to determine how students perceive the learning system in the network/online in the subject of sociology. The type of research used is descriptive quantitative approach with percentage analysis in which the measuring instrument used is a questionnaire. The results of this study show indicators of perspective, facilities, acceptance, attitudes and understanding which can be shown in student responses with answers strongly agree as much as 14.48%, agree as much as 34.72%, doubt as much as 14.48%, disagree as much as 14.48% and disagree as much as 20.48%. Which means that students' perceptions of the online/network learning system in this sociology subject show that in doing learning students can still accept the material given even though there are few obstacles on the network.

**Keywords:** Online Learning System / Online, Perception.

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**INTRODUCTION**

Education is very important and must be owned by a country. Education not only produces a generation that has knowledge, but also makes a generation that has skills and has noble character. Such as the national education goals according to the National Education System Law no. 20 of 2003: National Education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. (Depdiknas, 2003)

Schools as educational institutions and community miniatures need to develop learning according to the demands of the global era. Learning is a very important activity in education. In learning there is a process of interaction between teachers and students who have a specific goal. In learning students become objects as well as subjects, so that students do not just get information from the teacher but through learning students strive in an effective learning

process to achieve optimal and balanced development between aspects of cognitive, affective and psychomotor abilities.

Based on Bappenas data projections, Indonesia's population in 2018 reached 265 million, which is the largest population in Southeast Asia. But what if we look at the development of e-learning growth in Indonesia, referring to the data produced by squireline (August 2017) shows that Indonesia is ranked 8th in the world with a growth of 25% in the online education industry, while ranks 1-7 are occupied in a row. by India, China, Malaysia, Romania and Poland. However, the fact that occurs in the field is that there are still many obstacles that occur in Indonesia, including infrastructure problems or problems with the lack of access points, especially in 3T areas (Front, Outermost and Isolated), this is the government's task in meeting the needs of access points that evenly so that the internet can be felt in all corners of the country, because the main capital of online education is internet services. (Source: <https://seminar-id.com/seminas-sainteks2019.html>)

Good learning is learning that can stimulate students to improve good understanding in learning. In the world of education, at this time the condition of the world and Indonesia is experiencing the COVID-19 pandemic, so the government's appeal that states work from home (*work from home*), *social distancing* and adjustment of the work system does not mean that public services and learning are stopped, but that all activities are carried out with the care, information technology assistance or online. Students in carrying out online or online learning, namely learning as one of the alternative pathways during the current pandemic, thus this is a connecting tool for distance learning, which is one of the learning solutions as a substitute for face-to-face learning activities, although there are some obstacles, learning is still running well and applications used for online learning namely, *Zoom, Google Classroom, google meet and E-learning*. Utilization of online learning systems is one of the efforts that can be done to solve problems and make it easier for students to access learning materials, communicate with each other and discuss *online*, and get help *sharing* tutorials by teachers available on online learning system media. The learning system in the network can optimize the interaction between teachers and students through discussion forums contained in the media. At the time of the current pandemic, teaching staff such as teachers must be more creative so that their students continue to study during school holidays, while the school year continues, where each student takes lessons in less time compared to before the pandemic. Many learning media have utilized Information and Communication Technology (ICT) to support online learning systems, such as media (*platform*) *Google's Classroom, Edmodo, Zenius, Zoom Meeting* and others. The media (*platform*) is used as a means for teachers or lecturers to carry out the face-to-face substitute learning process in class. The sophistication of communication technology is an optimal medium in delivering material/concepts, periodic assignments, semester exams, even in completing final assignments (Mushfi, 2019).

In the current reality experienced by all parties from the impact of the corona virus outbreak (Covid-19) making many activities hampered, one of which is the teaching and learning process carried out by teachers and students who insist on doing activities offline to reduce numbers. the spread of the corona virus (Covid-19). So that the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Coronavirus Disease (Covid-19) point 2, namely the learning process from home carried out with the following provisions:

- a. Learning from home through online/distance learning is implemented to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation;
- b. Learning from home can be focused on life skills education, including regarding the Covid-19 pandemic;

- c. Learning from home learning activities and tasks may vary between students, according to their individual interests and conditions, including considering the gap in access/facilities for learning at home;
- d. Evidence or products of learning activities from home are given qualitative and useful feedback from the teacher, without being required to give quantitative scores/values.

The integration of the use of traditional (learning resources *offline*) and online is a democratic decision to bridge the rapid flow of dissemination. Online learning resources and the difficulty of breaking away from the use of learning resources used, however sophisticated the technology used has not been able to replace the implementation of face-to-face learning because conventional face-to-face interaction methods are still much more effective than online or online learning. telephone, and financing are often obstacles in maximizing online learning resources (Yaumi, 2018). However, from the policies issued, of course, it cannot ensure that everything will run as it should in all circles.

At SMA Negeri 5 Ambon, through the online learning system, students lack social relations in the environment during the learning process which is also limited by time. The difference in perception in sociology subjects should be in the learning criteria so that students are more active in socializing and exchanging ideas. Lack of skills in using technology can hinder the potential of online learning systems. Challenges for better coordination with teachers, and higher internet bills. teachers do not use attractive models in sociology learning, According to Putri et al (2020) Teachers identify more challenges and obstacles, including limitations in choosing teaching methods that usually apply in regular face-to-face classes. In addition, many students experience their own challenges, for example; limited communication and social relations between students, becomes a higher challenge for students.

## RESEARCH METHOD

Method method used is descriptive method, namely research by describing the object of research at the current state based on the facts as they are, then analyzed and interpreted (Siregar, 2011).

The approach used in this research is a quantitative approach. According to Suharsimi Arikunto (2006: 12) quantitative research is: As the name implies, many are required to use numbers, starting from data collection, interpretation of the data, and the appearance of the results. Likewise, understanding of research conclusions will be better if they are also accompanied by tables, graphs, charts, pictures or other appearances. In addition to data in the form of numbers, in quantitative research there is also data in the form of quantitative information.

This research was carried out at SMA Negeri 5 Baguala Subdistrict, Ambon City. The time of the research was carried out in June to July 2021.

## RESULTS AND DISCUSSION

Based on the results of the study using questionnaires and documentation to see students' perceptions of the online learning system in sociology subjects at SMA Negeri 5 Ambon which includes students' perceptions with indicators of perspective, facilities, acceptance, attitudes and understanding which are directly addressed to students as respondents, totaling 16 respondents.

Table 1. Student responses

NO	SS	S	RR	KS	TS
1	0	62	6	25	6
2	6	12	25	25	31
3	0	12	18	0	68

4	0	6	0	50	43
5	50	50	0	0	0
6	62	31	6	0	0
7	18	31	25	12	12
8	43	43	12	0	0
9	31	56	12	0	0
10	25	50	25	0	0
11	18	68	12	0	0
12	12	87	0	0	0
13	18	50	25	6	0
14	0	31	31	12	25
15	6	12	0	43	37
16	12	25	0	12	50
17	0	6	6	18	68
18	0	6	6	6	81
19	18	31	12	18	18
20	0	25	37	18	18
21	25	50	12	12	0
22	0	0	31	43	25
23	12	6	31	31	18
24	0	50	12	25	12
25	6	68	18	6	0
TOTAL	362	868	362	362	512
	14.48%	34.72%	14.48%	14.48%	20.48%

From the students' responses about the online learning system in sociology subjects according to each statement and answer in the questionnaire, it can be seen that some students do not really understand the provision of sociology material given by the teacher through the online learning system. According to them education is very important but if it is done online or online then they feel very constrained because of factors, networks, android phones, laptops, data pulses and so on that can support online learning, this can also be caused by the surrounding environment and a less comfortable place, then it can be accompanied by an internet network that is not so good. According to a statement from a sociology teacher where only some students are sometimes actively participating in the learning process. So seen in each respondent's answer in the table as a whole that respondents in the answer strongly agree as much as 14.48%, agree as much as 34.72%, hesitate as much as 14.48%, disagree as much as 14.48% and disagree as much as 20, 48%.

Students' perceptions of the online learning process according to the questionnaire, it was found that the implementation of the online learning system was very good, so the students' perspective on the online learning system was seen from 16 respondents, 4 respondents said they did not agree, 10 respondents said they agreed, 1 respondent said in doubt and 1 respondent disagreed from the available answers indicating that the respondent views the current online/online learning process as good and effective, students view that the application of the online/online learning system to sociology subjects is very good, as seen from 16 respondents, 1 respondents stated strongly agree, 2 respondents agreed, 4 respondents said they were unsure, 4 respondents said they did not agree, and 5 said they disagreed. This means that students do not like the online learning of sociology subjects. The application of the online learning system for sociology subjects is very beneficial from 16 respondents, 2 respondents agreed, 3 respondents expressed doubt and 11 respondents said they did not agree, so students view that

the online learning process is very disadvantaged for students. Sociology learning given by the teacher when taking online classes from 16 respondents, 8 respondents said they did not agree, 1 respondent agreed and 7 respondents disagreed. This shows that the learning provided is not good due to the internet network. Online/online learning brings new experiences for us, from 16 respondents 8 respondents stated strongly agree and 8 respondents agreed, for respondents online learning is a new learning process for them so they are not very adaptable to the online learning process. From the respondent's perspective on online learning, the facility is also a determining factor that influences students about online learning because the facility is a means to expedite the implementation, this can be seen in the questionnaire that to facilitate the online learning process, Android phones and internet networks are needed from 16 respondents, 10 respondents stated strongly agree and 5 respondents agreed and 1 respondent said hesitating from this respondent's response it can be seen that respondents feel constrained by inadequate facilities such as Android phones, internet networks, laptops, and respondents feel that in online learning applications and study rooms are very much needed, and require a good home and place to carry out the online learning process, this can be seen from 16 respondents, 4 respondents stated strongly agree, 8 respondents agreed, 4 respondents said they were unsure. In addition to the perspective of reception facilities, it can also affect students' perceptions of online learning. It can be seen in the questionnaire that 16 respondents were able to accept sociology material well, 3 stated strongly agree and 11 agreed and 2 respondents said they were unsure, this shows that respondents can still receive sociology learning well. Accepting the online/online learning system as a new thing in the world of education from 16 respondents, 2 respondents stated strongly agree and 14 respondents agreed from the existing answers, meaning that the respondents did think that the online learning process was a new thing for respondents in the world of education. Can receive learning or material well, especially sociology material from 16 respondents, 3 respondents stated strongly agree, 8 respondents agreed, 4 respondents said they were unsure and 1 respondent said they did not agree, this means that respondents are currently still getting good results from online learning. Can interact well in the learning process both with teachers and with other students from 16 respondents, 1 respondent agreed, 2 respondents stated strongly agree, 2 respondents said they did not agree and 8 respondents said they did not agree, it can be said that during the online learning process respondents lack of interaction with teachers, as well as other students.

In addition to understanding attitudes, it is also one that can affect a person's perception, according to Damiani, et al (2017 p. 36) saying that attitude is an expression of a person's feelings that reflect his likes or dislikes towards an object. This can be seen in the questionnaire about the answers that respondents have never been lazy in participating in online learning from 16 respondents, 2 respondents stated strongly agree, 4 stated agreed, 2 stated disagreed and 8 respondents said they did not agree. From the answers of the respondents above, it is clear that respondents are lazy to follow the learning process after online learning. Filling in the absences then leaving the online class for a while without any reason from 16 respondents, 1 respondent agreed, 1 respondent expressed doubt, 1 respondent said they did not agree and 13 respondents said they disagreed. learning process. I am often late in taking online classes because of the poor network of 16 respondents, 3 respondents stated strongly agree, 5 respondents agreed, 2 respondents stated doubtful, 3 respondents said they did not agree and 3 respondents said disagreed. This respondent's answer shows that only there are some student respondents who are often late because the network is not good. The attitude and character of the respondents cannot be shaped through the online learning process, this can be seen from 16 respondents, 4 respondents agreed, 6 respondents said they were unsure, 3 respondents said they did not agree and 3 respondents agreed this means the online learning process indeed cannot shape the attitude and character of the respondents for the better. In addition, understanding of the material is very important when students are in a new situation

in online learning. This can be seen in the questionnaire about respondents' answers that they can understand sociology material well. Of the 16 respondents, 4 respondents said they strongly agreed, 8 respondents said they agreed, 2 respondents said they were unsure and 2 respondents said they did not agree, this means that respondents can understand the material given by the teacher. Difficulty in doing sociology assignments given by the teacher, from 16 respondents, 5 respondents said they were unsure, 7 respondents said they did not agree and 4 respondents said they did not agree, this means that students still find it difficult to do assignments. Lack of understanding of the material when discussing online between teachers and students. Of the 16 respondents, 2 respondents said they strongly agree, 1 respondent said they agreed, 5 respondents said they were unsure, 5 respondents said they did not agree and 3 respondents said they did not agree. This means that respondents still have difficulty discussing online. Sociology material provided is limited regarding the time that has been set by the application so I don't understand it. Of the 16 respondents, 8 respondents said they agreed, 2 said they were unsure, 4 said they did not agree and 2 said they did not agree. This means, the material provided is limited due to the limited time given by the application. There is a need for repetition regarding the material given that is not fully understood. Of the 16 respondents, 1 respondent said strongly agree, 11 respondents said agreed, 3 respondents said doubtful and 1 respondent said they did not agree. This means that the teacher needs to conduct an evaluation related to the material that has been given previously.

From the discussion above, it can be seen that students' responses to the online learning system, based on the answers of the 25 response questionnaire items after weighting, obtained the total score and average score of each respondent. Based on this data, the frequency and percentage of responses are then calculated to obtain a response interval table which is used as an indicator of student responses to the Edmodo-assisted online learning system carried out in this study.

## CONCLUSIONS

Student Perceptions of Online/Online Learning Systems in Sociology Subjects. On indicators of perspective, facilities, acceptance, attitude and understanding which can be shown in student responses with answers strongly agree as much as 14.48%, agree as much as 34.72%, doubt as much as 14.48%, disagree as much as 14.48% and disagree as much as 20.48%. This shows that efforts to enforce learning using an online learning system are still not fully effective. The teacher's effort to be able to evaluate re-learning in this sociology subject is one way so that students can improve the material that is not understood in the process of the learning system in the network.

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