Student's Perception on Classroom Management During Online Learning

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Abstract

Learning activities are usually carried out face-to-face, but teachers also conduct online learning. Everyone is using technology, and it's easier for students and teachers to communicate. This study aims to describe students' perceptions of classroom management during online learning and find out the obstacles students face. This research uses a descriptive qualitative method. The data collection technique in this study used a questionnaire distributed in the form of a Google form regarding students' perceptions of online English learning. Respondents from semester 6 consisted of 10 students. The results of this study indicate that most students have many obstacles in online learning. Online learning is considered less effective to be applied in the learning process. Therefore, this data proves that research respondents have a negative perception of classroom management used by lecturers in online learning. The results of the study concluded that class management during online learning was not well received by students, so institutions need to make their students more comfortable, and lecturers need to improve class management.

Keywords: *classroom management, online learning, students' perception*

INTRODUCTION

Learning activities is usually done face to face, but teachers also doing online learning everybody uses technology, and it is easier for both students and teachers to communicate. The rapid development in technology and information in education is closely related to 21st-century skills (Anwar & Wahid, 2021). The class will be set in online learning. According to Bartley & Golek, 2004; Evans & Haase, 2001 that online learning is a form of distance learning or distance education, which has long been a part of the American education system and has become the largest sector of distance learning in recent years.

Based on the explanation above, online learning is a structure of remote learning. This method is a part of the American education system and has become the most extensive structure of remote learning for the past few years. Online learning can be effective in digitally advanced countries (Basilica & Kvavadze (2020). Online learning has been promoted as being more cost-effective and convenient than traditional educational environments and providing opportunities for more learners to continue their educations. Online learning has been announced as being more cost-effective and convenient than traditional educational environments and providing opportunities for more learners to continue their educations. Other than that, online learning can also make students more active in the classroom. The online learning system can make students more active (Bahruddin & Febriani, 2020). This system can cause people to be more active than passive in the classroom.

In education, the role of teachers and students is fundamental, especially in online learning. It needs to analyze by students and teachers that can play a role in selecting the most effective learning strategies and designing classroom management. Classroom management is essential in establishing an environment where instruction and learning can occur (Duke, 1979). According to Djamarah & Zain (2002: 19) Classroom management is carried out to create a conducive learning environment for students to achieve effective and efficient learning objectives. Classroom management is the ability of a teacher to organize, maintain, and manage the learning environment and the talents of his students to be better, directed, and organized so that time can be used efficiently. To complete the learning objectives, it's necessary to take what teachers should do in dealing with students, managing time, managing places, and teaching materials so that the learning

process takes place. Bastian & Fathira (2022) that students should follow the rules of each lecturer in all courses in a particular semester. Like in higher education, most students deliver the assignment with limited time to explain such a complex explanation, understanding, and practice. Even with little time, students still need to do their tasks in the assigned time. According to Singh (2020), online classes sometimes restrict further explanation, which the below-average students find difficult to understand complex concepts, which is hard for students to understand.

Many teachers do not have the skills to maximize technology, especially in remote areas (Hidayat & Sadewa, 2020). So, it would be hard for them to manage a classroom, which can impact student perceptions of classroom management during an online class. Teachers only give assignments without paying attention to meaningful learning experiences for students. In addition, not a few teachers ignore learning to vary based on student interest. As a result, students consider distance learning tedious and burdensome (Pavlovic, Vugdelija & Kojic, 2015). Students feel unmotivated and sometimes unheard, making their perception of them wrong. So, teachers need to take that perception as advice to improve classroom management. Students are the primary and essential resource in teaching and learning, especially online education. All the learning process always begins with perception. Those perceptions affect students' willingness to participate actively in question-and-answer sessions (Cole, 1994: 184). Students' perception is the process of preferential treatment of students toward information they get from an object. In this study about classroom management that doing with students. Based on the description above, a researcher should survey the perception of the students of online learning to increase classroom management Another objective is to investigate the teacher's teaching style strategy in online learning. So, the research question is about how student perceptions can impact teacher style of classroom management and the problem with managing the classroom online.

METHODS

The researchers used a qualitative or qualitative approach to explain students' perception of classroom management used by the teachers. According to Fraenkel, et al., (2012) Qualitative research is a study that focuses on the materials, situations, activities, or relationship qualities which has a holistic description emphasis and is primarily delivered in detail. Qualitative research is a look that specializes in the materials, situations, activities, or courting characteristics which has holistic description emphasis and is frequently brought into detail. Moreover, descriptive research answers and resolves recent phenomena by presenting, analyzing, and interpreting data (Achmadi and Narbuko, 2004). Descriptive research is a study to reply to and accomplish current wonders through providing, analyzing, and detailed data. The researchers used purposive sampling and took ten students from the 6th semester as samples. Respondents were chosen randomly from one university; only one person was selected for each study program.

The instruments used in this research were the classroom management questionnaire. According to Sugiyono (2014), as cited by Alhogbi (2017) questionnaire is a data collection technique done by giving a set of questions or a written statement to the respondent. It consists of 10 questions. The questionnaire was made using three alternative answers. Questionnaires in this research used in this study are mixed questionnaires. Suharsimi (1995: 136-138) said a mixed questionnaire combines open and closed questionnaires. The data analysis technique used in this study is the descriptive questionnaire analysis technique. It was used in this study through the students' perceptions about classroom management based on their experience in online learning. From the description above, the researcher is interested in conducting this research. This study aims to determine the students' perception of classroom management during online learning English.

RESULTS AND DISCUSSION

1. Results

The questionnaire results of students' perceptions of classroom management during online learning show respondents' tendency to fill out questionnaires for each item. A report is written for each indicator in

the independent variable to make it easier to analyze data. However, the description is written at once. The results of the questionnaire are described as follows:
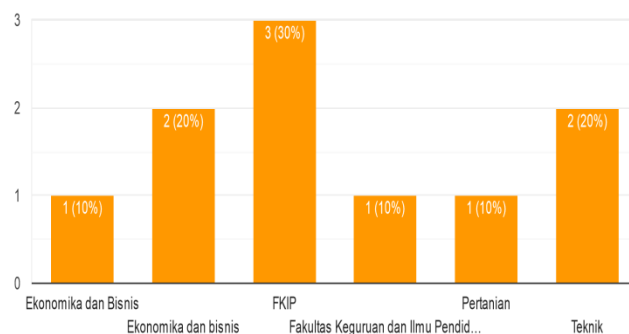

Figure 1. Percentage of students Faculty who are respondents in this research

From figure 1, it can be seen that there are 4 Faculties which are those who have students as respondents in this research: the Faculty of Economics and Business (30%) who have three students as a sample in the Accounting, Management, and Islamic Economics Study Program, Faculty of Teacher Training and Education (40%) who have four students as a sample in the English Education, Indonesian Language Education, Health and Recreation Physical Education and Primary Teacher Education Study Program, Faculty of Agriculture (10%) who has one student as a sample in the Agribusiness Study Program and the last Faculty of Engineering (20%) who have two students as a sample in the Informatics Engineering and Mechanical Engineering Study Program.

The first question in the questionnaire what is your perceptions of online learning? The findings from the answers to the questionnaires of all respondents indicate that there are good and bad perceptions of online learning. Including students' destructive perceptions about online learning that are less effective because students feel bored, the material is not conveyed correctly, limited speaking space, and lack of discussion. In addition, there is a reasonable perception from students that online learning is efficient because students can learn anywhere. Based on the findings above, it can be concluded that online learning has many obstacles in the teaching and learning process, and the result of students' learning outcomes is not optimal.
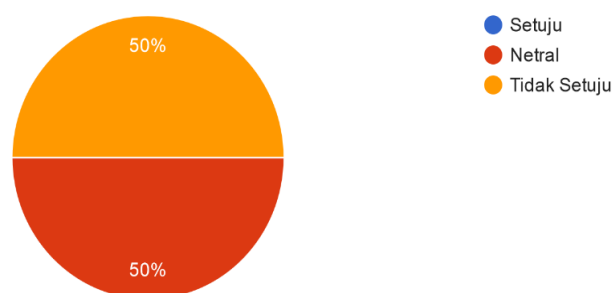

Figure 2. the percentage of online learning is better than face-to-face learning

a. Online learning is better than face-to-face learning

The first statement is online learning is better than face-to-face learning. The questionnaire results show that 50% of students' perceptions are neutral that online understanding is better than face-to-face learning, and 50% do not agree with online education because face-to-face experience is better.

The second question is, what are the problems often faced when learning online? Based on the results of student perceptions as respondents, it shows that there are many obstacles faced by students when learning online, including most students having problems with the internet network the reason of not all student residences have a good internet network, internet quota data runs out quickly, and a bad influence on eye

health because too often look at the hand phone or laptop screen. Based on the findings above, it can be concluded that online learning is less effective because it has many obstacles to using learning media.
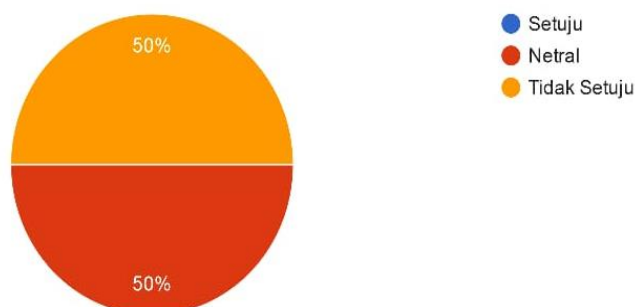

Figure 3. the percentage of the online learning process is more organized

b. The learning process is more organized online

The second statement is the online learning process is more organized. The information in the questionnaire shows that 50% of students' perceptions are neutral that online learning is more organized, and 50% of students do not agree with online learning because it is not well organized (figure 3).
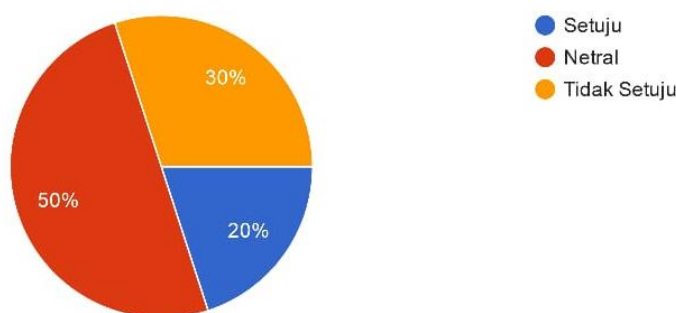

Figure 4. Percentage of the lecturers can better manage classes when online learning

c. Lecturers are more accustomed to managing classes when online learning

The third statement is that lecturers can better manage classes when online learning. The results of the information (see figure 4) in the questionnaire show that 50% of students' perceptions are agreed that the lecturers can better manage types when online learning, 30% of students do not decide that online classes can be managed well by lecturers, and 20% of students' perception is neutral that the lecturers can better work for types when online learning.

The third question is, what do you think about online classroom management? The answers to the questionnaires of all respondents indicate that classroom Management is rules or procedures to keep learning activities running to create a conducive classroom situation to achieve maximum learning objectives, understand the learning process and be more flexible. But the learning system is lacking, the atmosphere is not conducive, and the lecturer tells us to be on camera.

d. Class management carried out by lecturers is more effective when learning online

The fourth statement is class management carried out by lecturers is more effective when learning online. It shows that 60% of the respondents are neutral about classroom management being more effective online; while 30% of them disagree and 10% are agree (see figure 5).

The fourth question is, in your opinion, is the lecturer's classroom management critical when learning online? If essential, why ? The findings result of this question is that all of them thought it was necessary because conducive and effective.
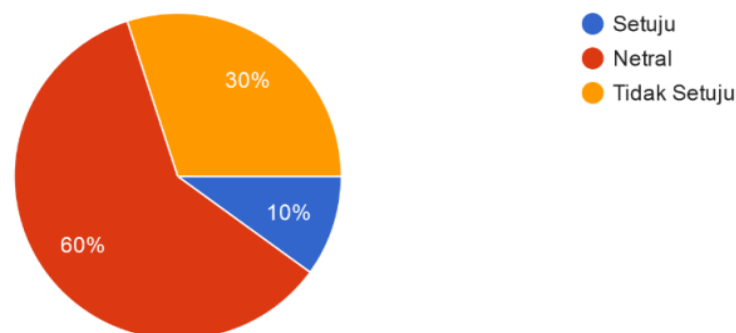

Figure 5. the percentage of class management carried out by lecturers is more effective when learning online

e.   Students are more disciplined when entering learning classes

The fifth statement is that students are more disciplined when entering learning classes. It shows that 50% of the respondents are neutral about students being more disciplined or on time when entering the course, while 30% agree and 20% disagree (see figure 6). The fifth question is, in your opinion, class management (learning style) of lecturers is better when online learning? The findings result of this question is that most of them stated that the lecturer's teaching style was not good when teaching in online education.
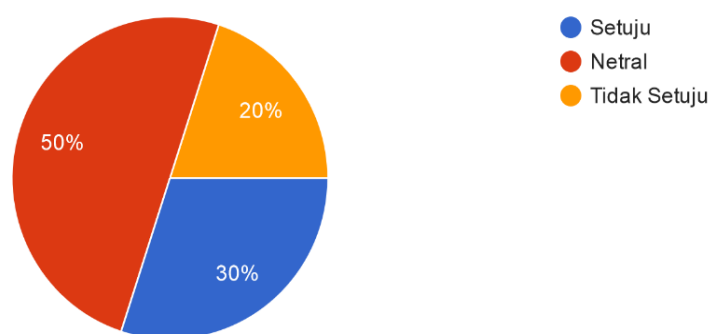

Figure 6. Percentage of students more disciplined when entering learning classes

The questionnaire results show that students' perceptions can influence the teacher's classroom management style and find problems managing online classes. This indicates that students' perception of four faculties about online learning is less effective because of the many obstacles students face.

2. Discussions

Based on the findings, the participants are from different faculties. There are 4 Faculties such as Economics and Business (30%), which have three students as a sample in the Accounting, Management, and Islamic Economics Study Program, and Faculty of Teacher Training and Education (40%), which have four students as a sample in the English Education, Indonesian Language Education, Health and Recreation Physical Education and Primary Teacher Education Study Program, Faculty of Agriculture (10%) who has one student as a sample in the Agribusiness Study Program and the last Faculty of Engineering (20%) who have two students as a sample in the Informatics Engineering and Mechanical Engineering Study Program.

The first statement is that online learning is better than face-to-face learning, with mixed results, shown in the data that 50% neutral and 50% disagree with the information that online understanding is better than

face-to-face learning. Students' perceptions of online learning are also mixed because students perceive there are good and bad about learning online. Students' wrong perceptions about online education are less effective because students feel bored, the material is not conveyed correctly, there is limited speaking space, and there is a lack of discussion. In addition, there is a reasonable perception from students that online learning is efficient because students can learn anywhere. Fedynich et al. (2015) technological advances, management systems development, and online learning have grown exponentially in higher education. So that way, students can learn anywhere and need the technology to support their learning activities.

The second statement is the online learning process is more organized. The data shows that 50% of students' perceptions are neutral that online learning is more organized, and 50% of students do not agree with online education because not well organized. Nassuora (2020) states that learning online will make it easier for both parties because the delivery of teaching materials is faster, easier, and more efficient than in other ways. Online learning organizes the learning process well, and teachers can manage classroom activities more flexibly.

The third statement is that lecturers can better manage classes when online learning. In the result, 50% of students perceptions are agreed that the lecturers can better manage categories when online learning, 30% of students do not decide that online classes can be managed well by lecturers, and 20% of students' perceptions are neutral that the lecturers can better work categories when online learning. Classroom management has an essential role in the success of the learning process, where teachers can create an active, creative, and fun learning atmosphere (Rahmah et al., 2020). Class management carried out by the teacher is expected to create classroom conditions that support the learning process. Students perceive classroom management as rules or procedures to keep learning activities running to create a conducive classroom situation to achieve maximum learning objectives understand the learning process and are more flexible.

The fourth statement is class management carried out by lecturers is more effective when learning online, with 60% of the respondents being neutral about classroom management being more effective online. In comparison, 30% of them disagree, and 10% agree. Based on these findings, it was concluded that most respondents are neutral about classroom management being more effective online, while the minority is divided between agree and disagree. Classroom management is intended to give students more opportunities to learn everything a teacher does to organize students, space, time, and materials so students´ learning can take place (Nagler, 2016). So, classroom management is needed for students to know how teachers manage the classroom. A student has a perception that classroom management is essential in online learning. This shows from the data that all of them thought it was necessary because conducive and effective.

The fifth statement is that students are more disciplined when entering learning classes, to 50% of the respondents being neutral about the student being more discipline or on time when entering the course. In comparison, 30% of them agree, and 20% disagree. Students perceived the lecturer's teaching style was not good when teaching in online learning. According to Ratmanida (2021), teaching and learning gave them the convenience of time and place with connecting each other anytime and anywhere to gain a deeper understanding of knowledge. Teaching and education make them have more experience and knowledge. It is similar to Nugraha et al. (2020). Students strive to understand the material without physical contact with the supporting lecturer. Students succeeded in understanding the material more.

CONCLUSION

Based on the research data on students, it can be said that online learning is less effective than thought it would be because students face many challenges. This is clear from the survey, which shows that most students prefer face-to-face and online learning because it works better and has less trouble. The results of the statements part of the questionnaire are interesting. For example, many students don't have strong opinions about managing the classroom when learning online. Most of the five statements we sent results are 50 percent or more. Still, besides being neutral, many students choose to disagree instead of agreeing. The only time this isn't the case is when a statement like "Class management by teachers is more effective when

learning online" is made. In that case, more people agree than disagree, but neutral always gets the most votes, or even disagree. The study presented evidence that students' perception of classroom management during online learning is primarily negative because the responses to diagrams and statements that they feel are less effective signal problems and prefer face-to-face. The research concluded that classroom management during online learning is not received well by students, so the faculty need to make their students more comfortable, and lecturers need to improve their classroom management.

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