THE CORRELATION BETWEEN STUDENTS PERCEPTION AND ACADEMIC PERFORMANCE TOWARDS ONLINE LEARNING SYSTEM DURING COVID-19 PANDEMIC

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Abstract

Online learning is a system based on formal teaching with the help of electronic devices and used internet connection to facilitates more flexible distance learning and a vast network to connect. Online learning has been carried out in universities in the last two years due to the COVID-19 pandemic. This study aims to determine the correlation between students' perceptions and academic performance towards the online learning system during the COVID-19 pandemic of English education study program students at Indo Global Mandiri University Palembang. quantitative method used in this study with a correlational design to analyze the data. The sample was students majoring in English Education intake 2018, 2019, and 2020. Seventy-eight students from three intakes of English Education students participated in this study. The data sources used by the researchers are graphs of student academic performance and a questionnaire. This research shows that student's academic performance is not much impacted by their perception of online learning. Based on Malik and Singh (2016) Academic performance can be influenced by internal and external factors, such as; Motivation, Economics, Social, and Family. Therefore, students, lecturers, and educational institutions must synergize in improving services, communication, and online-based education systems to benefit more from online learning systems.

Keywords: COVID-19, Students' Perception, Academic Performance, Online Learning.

INTRODUCTION

A new virus was first discovered in Wuhan, the Chinese province of Hubei, in late 2019. This virus, identified as COVID-19, has spread all over the world. The first infection case in Indonesia occurred in March 2020. The Indonesian government has approved large-scale social restrictions and school closures that convert traditional classrooms into internet-based classrooms, often known as online learning, in an effort to avoid the infection. A course or program that is specifically created to be given exclusively online is known as online learning. Universities, researchers, and students all choose online learning as a substitute for traditional classroom instruction as long as the Covid-19 outbreak is not contained. This circumstance has caused a change in education, moving instruction away from the traditional classroom and toward technology-based online instruction, which has affected how students learn.

Online learning is a sort of distance learning where students and teachers interact digitally rather than in person in the classroom, with the internet serving as the primary medium (Stern, 2018; Jamil & Hamre, 2018). Conventional education can put kids and teachers at risk for more severe health issues in a pandemic event. Running in online learning mode is, therefore, the most secure option. Learning and technology are the two fundamental components of online learning; learning is a cognitive process that aims to acquire information and knowledge, whilst technology serves as a medium to facilitate learning (Aparicio, Baço & Oliveira, 2016). Asynchronous and synchronous delivery options are available for online learning. When using web conferencing or video conferencing technology, all remote participants must be present at the same moment. This is known as a synchronous mode. While the asynchronous mode offers participants a more flexible delivery method where they can access the material whenever it's convenient for them via email, discussion boards, video, and audio recordings, etc. Alam et al. (2012).

Previously, the Faculty of Teacher Training and Education at Indo Global Mandiri University Palembang held live learning activities, which later turned online due to the effects of the COVID-19 pandemic. This is an adaptation challenge for lecturers and students to be able to take advantage of online learning features as an

alternative to learning activities. Academic performance is something that becomes a benchmark for knowledge. According to (Narad & Abdullah, 2016), Academic performance refers to the knowledge gained as measured by grades by teachers and educational goals that have been set by students and teachers that must be met over a specific time. On the other hand (York, Rankin, & Gibson, 2015) state that Academic performance can be described in terms of students' persistence, which is defined as students' academic progress through degree completion, regardless of institution-related settings and challenges. Increasing each student's academic performance is one indicator of success in a teaching and learning process.

According to research conducted by (Dikbas, 2020), the correlation between e-learning and academic accomplishment has been beneficial and robust. This is because, with e-learning, students may build their learning arrangements based on their preferences for material and learning activities, resulting in improved academic performance. Beneficial in raising learning performance use of e-learning is seen to help improve student learning achievement (Kim, Hong & Song, 2019). For college students, e-learning is beneficial because they can infer and apply its effectiveness in their personal and academic environments. E-learning has a significant association with enhancing student academic accomplishment, according to Firat **et al.** (2019). It has been demonstrated that students who use and utilize e-learning have a higher GPA than students who do not. Students who use e-learning efficiently get more benefits because they can access and use it anytime and anywhere. Students are enthusiastic about online learning, and this excitement can help them learn more effectively.

A study conducted by (Mandasari, 2020) indicates that online learning has a positive influence on students' academic performance, which is reviewed from various aspects such as; learning motivation and achievement, and learning engagement. The research results also show that learning carried out during the pandemic has flexibility, accessibility, and adaptability. Moreover, a study conducted by (Kumar&Agarwal, 2021) found that academic performance can be influenced by various factors such as gender, quality of learning, teaching, and learning process. Is a factor that affects on academic performance. Based on the previous explanation, students' PerceptionPerception of online learning may relate to their academic performance. Because, PerceptionPerception is the experience of an object, event, or relationship gained via the resumption of data and the interpretation of messages, this is in line with the (Akrim&Sulasmi, 2020) assert that a person's process of understanding things around him or in his surroundings through five senses that are influenced by experience so that he is aware of what has been witnessed and then changes his attitudes and actions

Based on the conditions and descriptions described above, this research was conducted to know how implementing online learning during the COVID-19 pandemic affects students' academic performance. In addition, the relationship or correlation between students' academic ability through online learning can also be explained from the analysis of this study. This research is also expected to be a reference in improving the quality of distance learning during the COVID-19 pandemic or in future pandemics. This study examined the effect of student perception on their academic performance during online learning because online learning has been carried out for more than two years in English language education students at Indo Global Mandiri University. In other words, this study wanted to answer the following research question "Does student perception towards online learning have a significant correlation with students' academic performance" Hopefully, this research could help language teachers provide good quality and practical language teaching activities using online tools to motivate them. Having fun and practical online learning activities will help students to be more involved. Therefore, technology must take part in the language teaching and learning process.

METHOD

The method adopted for this study is quantitative. According to Arikunto (2006) a methodology known as the quantitative approach is one that uses numbers from the beginning of data collection through data analysis and presentation of the results. The fundamental tenet of quantitative research is that the variables can be identified, the relationships can be quantified, and the facts of the study object are genuine. Because the population is smaller than 100, total sampling is used in this investigation. Arikunto (2006) says that if the subjects are less than 100, it is better to take all of them so that the research is a population study. This is the basis for the decision-making process to decide the number of samples used in this study. A straightforward correlation analysis methodology (Pearson Correlation) with the SPSS version 25 application was utilized to examine the association between student perception of the online learning system during the COVID-19 epidemic and the academic performance of English education students. This study uses two data collection instruments: a questionnaire and a graph of student academic development. Through this study, we can see how much students ' perceptions of online learning impact their academic achievement. Two variables make up the study: the independent variable (X), which is academic performance, and the dependent variable (Y), which is student perception.

FINDINGS AND DISCUSSION

This research was done at the Indo Global Mandiri University in the English language education program,

with research populations from three different classes: the 2018 class, 2019 &2020. The researcher took the population because the three classes had experienced the learning system during the COVID-19 pandemic; because of the experience of the population, the researcher hopes to get perceptions and graphs that support the purpose of this study.

The result of the Average Students Academic Performance

In collecting data, the researcher asked students to submit screenshots of their academic development layers on the student portal. From this data, there are student academic charts which are then taken by researchers for only three semesters when students do online learning systems. Student academic achievement is grouped into three categories, namely praise (3.51 – 4.00), Very Satisfactory (3.01 – 3.50), and Satisfactory (2.76 – 3.00) from the results of data collection on student academic performance during the activity online learning during the COVID-19 pandemic, shown in Table 1:

Category	Range Score	Frequency	Percentage
Pujian	3,51 - 4.00	53	68%
Sangat Memuaskan	3.01 - 3,50	25	32%
Memuaskan	2,76 - 3,00	0	
Total		78	100%
Maximal Score		4,00	
Minimum Score		2,76	

The table above summarizes students' academic performance scores during face-to-face learning activities for three semesters. From the table of the academic performance average of students in total, it can be seen that 53 students, or 68% of the total student population, get their academic performance in the Pujian category with an average score is 3,72. On the other hand, there are 25 students or 32% of the total student population. Their academic performance is Sangat Memuaskan, with average score of 3.33.

The result of the Average Students Perception

To collect student perception data during online learning, the researcher used a questionnaire as an instrument for this data collection. The questionnaire distributed using Google forms contains 31 questions with six different aspects, including; Motivation, Access and use of technology, Opinions on online education, Self-directed learning during online learning, and the Online teaching approach. The questionnaire uses a Likert scale with a minimum score of 1 and a maximum of 5. The results of the student perception questionnaire regarding the online learning system that was carried out were then calculated as the average value of the answers. Then the students' perceptions from the questionnaire were categorized into five categories, namely; Very Low (1.00-1.80), Low (1.81-2.60), Intermediate (2.61-3.40), High (3.41-4.20), and Very High (4.21-5.00). The results of the questionnaire data collection are shown in table 2.

Category	Range Score	Frequency	Percentage
Very Low	1,00 – 1,80		
Low	1,80 – 2,60		
Intermediate	2,60 – 3,40	5	6%
High	3,40 – 4,20	53	68%
Very High	4,20 – 5.00	20	26%
Total		78	100%
Maximal Score		5,00	
Minimum Score		1,00	

From the data above, it can be seen that from a total of 78 students of English education from 2018-2020. There are 53 students, or 68% of students have a high category perception or a good perception in the online learning system with an average score of 3.73. While 20 students or 25% of students have a perception in the medium category with an average score of 3.19, and 5% of students are in the very high category. With this it

can be understood that students have a good perception of the online learning system during the COVID-19 pandemic.

The resulf of correlation test

Based on the data obtained from the accumulated average value of the student perception questionnaire and the average result of student academic performance, it can be seen that students' perceptions of online learning and academic performance show the same good value. To determine whether there is a correlation between students' perceptions of the online learning system during the covid-19 pandemic and their academic achievements. Then test a simple analysis using Pearson Product Moment Correlation Analysis. Use of Pearson Products Moment Correlation in this study Because product-moment correlation is the most common technique for determining the significance of the correlation between two variables, To provide an interpretation of the correlation coefficient, the authors use the following guidelines:

Coefficient Interval	Correlation Level
0,00 – 0,199	Very low/ No Correlation
0.20 – 0,399	Low
0,40 – 0,599	Moderate
0,60 – 0,799	Strong Correlation
0,80 – 1,000	Perfect correlation

Sugiyono (2015)

To see the degree of correlation that occurs between the variable student perception towards online learning system (X) and the variable student academic performance (Y). Then the data analysis used the SPSS version 25 application with the product-moment correlation method (Pearson correlation). The results of the analysis are shown in the table 3.

		Student perception towards online learning system	Student academic performance
Student perception towards online learning system	Pearson Correlation	1	.211[*]
	Sig. (1-tailed)		.032
	N	78	78
Student academic performance	Pearson Correlation	.211[*]	1
	Sig. (1-tailed)	.032	
	N	78	78

This study aimed to determine whether students' perceptions impacted or influenced their academic performance. The correlation test was carried out to get the results; from the results of the correlation test above, it can be seen that the Sig. (1-tailed) value is 0.032 > 0.05, and the r-value (Pearson correlation) is 0.211 < 0.1876 r table (sample 78, significance value 5%). From this correlation test, it can be concluded that there is no significant correlation between students' perception of online learning during the covid-19 pandemic and student academic performance in the English education study program at the Indo Global Mandiri University Palembang

Based on the purpose of this study, which is to find the correlation between student perception and academic performance towards online learning systems during the COVID-19 pandemic, students of the English education study program at Indo Global Mandiri University. The researcher started the study by collecting academic performance data and also students' perceptions of the online learning system during the COVID-19 pandemic. Students' perceptions were obtained by 56 researchers by distributing questionnaires with google forms containing 31 questions about students' perceptions during online learning. And academic performance is obtained by collecting graphs of students' academic progress during the online learning system. From the data obtained, a correlation test was conducted using correlation coefficient analysis or bivariate correlation using the SPSS version 25 application. However, the results of the correlation test conducted by researchers with the research sample were students of Indo Global Mandiri University Palembang, English Education Study Program. Showed that students' perceptions of the implementation of the distance learning process have no significant effect on students' academic performance.

Student perception is an individual factor, as explained by (Walgito, 2002). Perception is individual because perception is an integrated activity within the individual, so perception can be expressed because of feelings and thinking abilities. And another expert (Robbins & Judge, 2008) argues that perception is the process by which

individuals organize and interpret their sensory impressions to give meaning to their environment. Meanwhile, Vancevich, Konopaske & Matteson (2006) explain that, argue that perception is defined as a cognitive process by which individuals select, organize, and give meaning to environmental stimuli. From the previous expert's explanation, it can be understood that students' perceptions are the thinking power of individual understanding of external stimuli, which are processed in such a way as to respond to various stimuli. So it can be understood that perceptions can affect the quality of students' academic performance. However, this study shows that students' perceptions of online learning during the COVID-19 pandemic did not have a significant effect on students' academic performance.

This is because there are many factors that can affect student academic performance, such as the environment, learning system, and also learning motivation. This is in line with the opinion of Tus (2020), which asserts that academic performance is affected by various factors, including intellectual capacity, personality, drive, aptitude, hobbies, study habits, self-worth, and the 57 teacher-student dynamic. In this case, it can be understood that students who have a good perception of the online learning system do not necessarily have academic performance as well or vice versa. However, the teaching and learning process is also influenced by the system or method used for teaching and learning activities; Marti (2003) asserts that Unsatisfactory academic performance and performance are below expectations. Sometimes it is related to the teaching method that is run. This is in line with research conducted by Stephen (2021), which shows that the availability of teaching and learning materials, students' personality traits, personal goals, and teachers' levels of experience significantly affect students' academic performance. Then, research from Kumar & Agarwal (2021) also explains that academic performance can be influenced by gender, age, personality, perception, and also the learning process.

CONCLUSIONS

Based on the results of this study, basically perception is a person's ability to observe, feel, think and assess the surrounding environment. Meanwhile, academic performance is part of learning activities that can be influenced by many factors, not only perceptions. Academic performance, can be influenced by the element of their interest in learning, because if students feel interested in the subject of learning, they will get good results too. This is in line with the opinion of Mizener & Williams, (2009) explained that, The interest of students in specific disciplines results in a specifically defined attitude towards the subject area, which in turn is reflected in their academic performance. Again that academic performance is the result of two variables- student personal features (such as skills, motivation, etc.) as well as environmental features encountered by students. Based on the expert, the researcher assumes that academic performance is not only influenced by perception, but can also be influenced by social context and cognitive or non-cognitive reasons. This is in line with the opinion of Lee & Shute (2010) which asserts that students' academic success can be understood as a combination of their cognitive and non-cognitive characteristics. Then, the opinion of Liem & Tan (2019) also supports that academic performance can also be influenced by the social and cultural context in which the teaching and learning process occurs.

This study was conducted to find a correlation or degree of relationship between student perception and academic performance towards online learning systems during the COVID-19 Pandemic of English education student study programs.at Indo Global Mandiri University. However, this study shows that there is no significant correlation in the study sample. Because academic performance can be influenced by many factors, not only from perception or internal factors but also can be influenced by external factors.The results of this study are expected to be used by the university to conduct assessments and evaluations of learning systems during the covid-19 pandemic. So later, it can improve the learning system in dealing with pandemics in the future or become an evaluation material for universities to continue to develop an education system that is run to advance human resources further and improve education quality in higher education.

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