



PGSD FKIP UNRI STUDENTS' ATTITUDES IN ONLINE LEARNING DURING THE COVID-19 PANDEMIC

Latifah Hidayati¹, Guslinda², Zufriady³

^{1,2,3} Universitas Riau, Riau, Indonesia

¹latifah.hidayati4979@student.unri.ac.id, ²guslinda@lecturer.unri.ac.id, ³zufriady@lecturer.unri.ac.id

ABSTRACT

The virus is currently spreading around the world and has been labeled as a pandemic by the World Health Organization (WHO). Every activity is conducted at home, which is called Work From Home (WFH). The transition in the educational system from direct to online learning does certainly influence people's attitudes, which are the indicator of successful learning. It includes knowledge, comprehension, attitudes, and so on. Based on the description, it was conducted the research entitled "Analysis of Attitudes of PGSD FKIP UNRI Students in Online Learning During the Covid-19 Pandemic". Based on the background of the problem, the formulation of the research problem was "how are the attitudes of PGSD FKIP UNRI students in online learning during the covid-19 pandemic?". The type of research used a survey method with a questionnaire as the data collection tool by using a quantitative approach descriptively, which is written words. The research was conducted at PGSD FKIP of Universitas Riau in the odd semester of the 2021/2022 academic year. The population and sample involved 119 students in the year 2019 of PGSD FKIP UNRI. According to the research results, the average score was 67.17 with a good category. At the first indicator, cognitive indicates 74.8 in the good category. At the second indicator, affective implies 67.3 with the good category. At the third indicator, the conative shows 59.42 in the good enough category.

Keywords: covid-19 pandemics, attitudes, educational system

SIKAP MAHASISWA PGSD FKIP UNRI DALAM PEMBELAJARAN DARING SELAMA PANDEMI COVID-19

ABSTRAK

Saat ini terjadi penyebaran virus secara meluas diseluruh dunia dan ditetapkan oleh World Health Organization (WHO) sebagai pandemi. Seluruh pekerjaan dilaksanakan dirumah, yang dikenal dengan istilah *Work From Home* (WFH). Perubahan sistem belajar dari pembelajaran langsung menjadi online learning ini tentunya mempengaruhi sikap yang menjadi salah satu keberhasilan dalam pembelajaran. Hal ini mencakup pengetahuan, pemahaman, sikap, dan sebagainya. Berdasarkan uraian diatas, dilakukan penelitian dengan judul "Analisis Sikap Mahasiswa PGSD FKIP UNRI dalam Pembelajaran Daring Selama Pandemi Covid-19". Berdasarkan latar belakang masalah, maka rumusan masalah penelitian adalah "bagaimanakah sikap mahasiswa PGSD FKIP UNRI dalam pembelajaran daring selama pandemi Covid-19?". Jenis penelitian yang digunakan adalah metode survei dengan menggunakan kuesioner sebagai instrumen dalam mengumpulkan data dengan menggunakan pendekatan kuantitatif yang bersifat deskriptif, yaitu berupa kata-kata tertulis. Penelitian dilakukan di kampus PGSD FKIP Universitas Riau pada semester ganjil tahun pelajaran 2021/2022. Populasi dan sampel melibatkan 119 mahasiswa angkatan 2019 PGSD FKIP UNRI. Dari hasil penelitian menunjukkan nilai rata-rata sebesar 67,17 dengan kategori baik. Pada indikator pertama, kognitif menunjukkan olahan data sebesar 74,8 dengan kategori baik. Pada indikator kedua, afektif menunjukkan hasil olahan data sebesar 67,3 dengan kategori baik. Pada indikator ketiga, konatif menunjukkan hasil olahan data sebesar 59,42 dengan kategori cukup baik.

Kata Kunci: pandemi covid-19, sikap, sistem pendidikan

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INTRODUCTION

Currently there is a widespread spread of the virus throughout the world and is defined by the World Health Organization (WHO) as a pandemic, which means a disease that spreads over a wide area. Indonesia is one of the countries affected by the virus. The virus is called

COVID-19 (Coronavirus disease 2019). As a result of the spread of the virus, all aspects of activities, from the world of work to the world of education, have been suspended for an unspecified time. So the government issued Circular Letter Number 4 of 2020 concerning

Implementation of Education Policies in the Emergency Period of the Spread of Corona Virus Disease (COVID-19) and Decree of the Governor of Riau No: Kpts. 605/IV which contains the Establishment of Emergency Response Status for Non-Natural Disasters Due to Corona Virus Disease 2019 (COVID-19) in Riau Province. It is simpler to describe, that all activities carried out outside are terminated and diverted using a different platform. All work is carried out at home, known as Work From Home (WFH). People are asked not to carry out any activities outside the home. Starting from economic activities, to the world of education which is usually carried out face-to-face or face-to-face, the implementation system has been changed online (in the network) and can also be called e-learning. Online learning (e-learning) is an ICT-based learning model. The carrying capacity of this program is ICT facilities in the form of a web LMS, monitoring program, modular and supplements in the form of multimedia (Laksmi, 2017).

Changes in the learning system from direct learning to online learning certainly affect attitudes which are one of the successes in learning. The success of a learning will be seen in the attitude or behavior shown by students. This includes knowledge, understanding, attitude and so on (Lefudin, 2017). The success or failure of a learning in ordinary attitudes is shown by the visible behavior of students. If the learning is successful, then students will be more enthusiastic to continue the learning process. And vice versa, if the learning process is not successful, then students will show an attitude of ignorance in the learning process. This situation was also felt by the 2019 PGSD FKIP UNRI class, where previously they did offline or face-to-face learning, the system was changed to online (online learning).

Based on the description above, it is interesting to conduct research with the title "Analysis of Attitudes of PGSD FKIP UNRI Students in Online Learning During the Covid-19 Pandemic". Based on the background of the problems that have been found, the formulation of the problem in this study is "What is the

attitude of PGSD FKIP UNRI students in online learning during the co-19 pandemic?"

In accordance with the formulation of the problem that has been stated, the purpose of this research is to describe the attitudes of PGSD FKIP UNRI students in online learning during the co-19 pandemic. The benefits of this research are:

1) Researcher

Providing information and knowledge about attitudes in learning that is carried out online, especially learning through Google Meet.

2) Lecturer

Provide information to lecturers as educators and can be a reference for making policies in online learning.

3) Study Program

Become a reference for study programs so that they can develop and make clear and uniform policies related to the online learning process.

4) Faculty

In order to be able to create an online learning plan. Make policies as a whole and make training related to the use of digital learning platforms.

Attitude is an expression of individual feelings and behavior that shows liking or disliking of an object and is generally expressed by accepting or rejecting the object (Kurniawan, Dwi and Astalini, 2019). In the same way as Hardiyanti, et al (2018) said that attitude is a view or feeling that is accompanied by a tendency to act towards certain objects. There are four dimensions of attitude from Thurstone, namely: (1) influence or rejection, (2) judgment, (3) like or dislike, and (4) positivity or negativity towards psychological objects.

In the research conducted by Abdul Rahim, Nau Ritonya da Eva Yanti (2021) with the research title analysis of students' learning attitudes during the Covid-19 pandemic at the high school level in Barus District, it was found that students' learning attitudes during the Covid-19 pandemic could be said to be not good because they had the average percentage results are 61.16% with sufficient criteria.

While research conducted by Sri Sulastri (2022) with the title of the relationship between students' attitudes towards online learning

methods and learning motivation at the Public Health Academy I / Bukit Barisan Padang found that the relationship between student attitudes and motivation at the Public Health Academy I / Bukit Barisan has the same percentage results. high towards online learning during the covid-19 pandemic.

This research is the same as previous research. Because there are changes to the learning system, of course, it also influences the attitudes of students, especially the 2019 class of PGSD FKIP UNRI students who previously studied directly or offline. So there are several aspects that are of concern to researchers to achieve research objectives.

There are 3 indicators that serve as benchmarks for this study, from Darmiyati (1955) there are three components of attitude: (1) The Cognitive Component, which contains the perceptions and beliefs that individuals have about something. Form a view (opinion). (2) Affective component, which involves feelings or emotions. The emotional reaction of an object will form a positive or negative attitude towards the object. determined by belief in an object, namely the belief that an object is good or not good, useful or not useful. (3) Conative Component, namely the tendency to act in a person related to the object of attitude. Many are determined by their beliefs and feelings towards certain stimuli.

On these indicators, there are sub-achievement achieved, namely willingness to

receive, respond, evaluate, and organize. This was conveyed by Suryadi (2020) that the attitude aspect has several levels of assessment: (1) Willingness to accept, namely the level of ability that requires students to be sensitive to the existence of certain phenomena or stimuli. (2) Willingness to respond, namely the ability that requires students to not only be sensitive to a phenomenon but also react to wrong ways. (3) Judging, namely the ability that requires students to assess an object. (4) organization/management, namely abilities that require students to unite different values, solve problems, form a system.

REASERCH METHOD

Types of research

The type of research used in this study was a survey method using a questionnaire as an instrument in collecting data. Using a descriptive quantitative approach, namely in the form of written words.

Place and time of research

This research was conducted at the PGSD FKIP Campus, University of Riau in the odd semester of the 2021/2022 academic year.

Population and Research Sample

The population and sample in this study are the class of 2019 PGSD FKIP UNRI, consisting of 119 students in class A, B and C.

Table 1. Research Population and Sample

| No | Class | Number of Students |
|----|--------|--------------------|
| 1 | 2019 A | 37 Person |
| 2 | 2019 B | 43 Person |
| 3 | 2019 C | 39 Person |
| | Total | 119 Person |

Data and Research Instruments

The data obtained in this study is primary data. Where the data obtained directly from the object of research. The instrument used is in the

form of a questionnaire distributed via Google form to students who have positive and negative characteristics. The following indicators are outlined in the research instrument.

Table 2. Indicators for analyzing the attitudes of PGSD FKIP UNRI students in online learning during the co-19 pandemic

| Component | Indicator | Question Items | | Amount |
|--|-----------|----------------------------|----------------|--------|
| | | Positif | Negatif | |
| Attitudes of cognitive Students in Online Learning | Affective | 1, 3, 4, 5, 6, 8, 9, 10 | 2,7 | 10 |
| | Conative | 11, 12, 15, 17, 18 | 13, 14, 16, 19 | 10 |
| | | 21, 23, 24, 25, 27, 29, 30 | 22, 26, 28 | 10 |
| Number of Questions | | 21 | 9 | 30 |

Data collection technique

The technique used is a questionnaire technique in which data collection is carried out by giving a set of questions or written statements given to the response to be answered (Muri,

2013). Twin questionnaires using a Likert scale consisting of 4 scores. The following is the score guideline for cognitive, affective and conative indicators.

Table 3. Guidelines for cognitive and affective indicator scores

| Nature of Statement | Answer Format and Scale (Score) | | | |
|---------------------|---------------------------------|---|----|-----|
| | SS | S | TS | STA |
| Positif | 4 | 3 | 2 | 1 |
| Negatif | 1 | 2 | 3 | 4 |

Table 4. Conative questionnaire score guidelines

| Nature of Statement | Answer Format and Scale (Score) | | | |
|---------------------|---------------------------------|----|----|----|
| | SL | SR | KD | TP |
| Positif | 4 | 3 | 2 | 1 |
| Negatif | 1 | 2 | 3 | 4 |

Validity test

The instruments that have been compiled are tested for validity using the trial method in which the questionnaire is distributed randomly to

students other than the research sample. After conducting the validity test, 22 statements were found which were considered valid, as follows.

Table 5. Results of research instrument validation

| Component | Indicator | Question Items | | Amount |
|--|-----------|------------------|--------------------|--------|
| | | Positif | Negatif | |
| Attitudes of cognitive Students in Online Learning | Affective | 1, 3, 4, 5, 7, 8 | 2,6,9 | 9 |
| | Conative | 13, 15, 16, 18 | 10, 11, 12, 14, 17 | 9 |
| | | 19, 20, 21 | 22, 26, 28 | 4 |
| Number of Questions | | 13 | 9 | 22 |

Reliability Test

The reliability test was carried out using Croncbach's Alpha calculations. Because the

research instrument is in the form of a questionnaire with a score range of 1-4. In this reliability test, the researcher used Ms. Excel to

make calculations easier. After processing it was found that the instrument was declared reliable with a test result of $0.936 > 0.6$.

RESULTS AND DISCUSSION

From the results of research conducted on the PGSD FKIP UNRI campus in the odd semester of 2021/2022 attitudes have three indicators which have an average score of 67.17 with an indication that the attitude of PGSD FKIP UNRI students class 2019 has a good attitude in online learning which was carried out through Google Meet during the Covid-19 pandemic.

In the first indicator, cognitive, the results of data processing were found to be 74.8 in the good category. where students have good perceptions or beliefs in online learning through Google Meet. Among them are in the management of learning, which makes it easy to convey information, makes it easy in discussion sessions, question and answer and in presenting presentations. Also, Google Meet is considered effective in its operation and good in time management used during learning and supporting things in learning. In online learning, technology plays a big role in the success of learning, as Roman, Paulus and Eko (2019) said that technology is one of the factors that determine the success of online learning.

In the second indicator, affective is the emotional reaction felt by students in learning conducted through Google Meet. The processed data obtained is 67.3 in the good category. Influencing factors such as network disturbances, as well as processes in learning both during discussions, questions and answers, processes in solving time management problems affect students' emotional tendencies. Emotional reactions enter into the attitude component which is a relatively persistent tendency to react in a good or bad way towards certain people or things (Sri, 2020). Emotional reactions can be caused by internal and external factors of the individual. Online learning is often required to be more motivating because the learning environment usually depends on motivation, curiosity and self-regulation to be able to carry out learning.

In the third indicator, conative is the tendency of student behavior in learning that is

carried out through Google Meet. The processed data obtained is 59.42 with a fairly good category. The statements given to students were always preparing learning material, then having the initiative to answer questions when no one answered when asked questions, always providing solutions to a problem, and being present in learning through Google Meet was formed from internal student factors that influencing their behavioral tendencies. Sri (2020) said that personal factors such as intelligence level, creativity, learning speed, attitude towards learning assignments, feelings in learning, physical mental condition can affect their learning. Even though they are recorded quite well, students are still relatively low in creating aspirations, and are lacking in self-adjustment when learning to use Google Meet.

CONCLUSIONS AND RECOMMENDATION

Based on the results of the analysis that has been carried out using three achievement indicators, it can be concluded that as follows: (1) cognitive, namely student perceptions related to learning carried out through Google Meet during the Covid-19 pandemic, was classified as good with a processed data result of 74.8. So it can be understood that Google Meet has a good category where Google Meet as an alternative learning platform is able to support the course of a learning process. (2) affective, namely the emotional reaction of students in online learning through Google Meet during the Covid-19 pandemic was quite good with a processed data result of 67.3. It can be concluded that learning through Google Meet gives a good impression during the online learning process. So that students have a good emotional reaction as well. (3) conative, namely the tendency of student behavior in online learning through Google Meet has a processed data result of 59.42 in a fairly good category. even so, there are still many aspects of learning that must be improved so that the learning objectives to be achieved can be achieved properly and as expected.

Based on the above conclusions, this study provides the following recommendations:

1. Learning conducted using Google Meet is good for use as an alternative learning

platform. Due to the use of this platform can display objects audio and visual and are not limited by space and time.

2. The use of Google Meet is good for use as an alternative learning platform because Google Meet is easy to access by anyone and uses any information technology media.
3. Even though learning through Google Meet is quite good, there are still a number of things that need to be improved, such as in terms of class management. Therefore all elements in learning, especially lecturers, must have good innovations in learning, such as making more frequent communication and other innovations so that learning can take place well too.

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