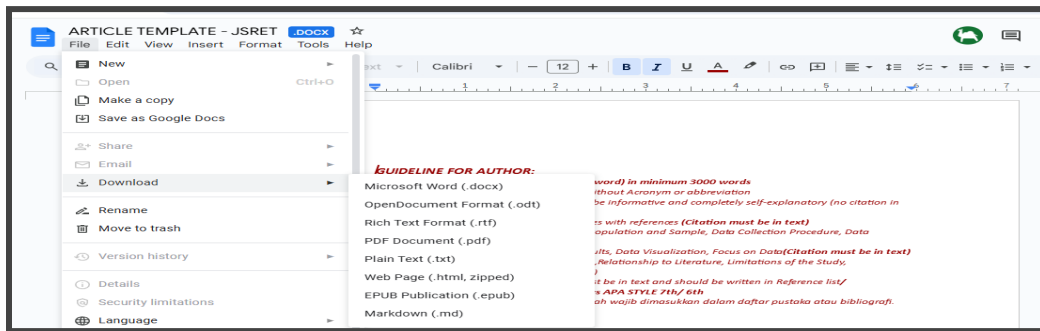


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6. **Result: Write and Describe** Main Results, Data Visualization, Focus on Data(**Citation must be in text**)
7. **Discussion:** Interpretation of Findings, Relationship to Literature, Limitations of the Study, Implications. (Citation must be in text)
8. **References minimum 10**, Citation must be in text and should be written in Reference list/**Bibliography**(poin 3,4,5,6). **References APA STYLE 7th/ 6th**
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Students' Perceptions Toward The Implementation of Online Learning During (*Calibri 12 capital each word bold*)

Anggraini Yan Rina¹, Ikhsanudin²

(*name of author bold 10 calibri capita each word*)

¹Campus/ Instituion, City, Country

²Campus/ Instituion, City, Country

(*name campus calibri 10 capital each word. one or same institution /campus all author without number*)

ABSTRACT

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(*font Calibri 10, 150 word*) The aim of this study is to achieve one objective. It is to describe the students' perception toward the implementation of online learning during Covid-19 pandemic. To achieve this objective, a descriptive survey was implemented. It used the theory of descriptive survey by Cresswell (2018). The data collected through a questionnaire and the results were presented in percentage. Furthermore, the subject in this researcher was students in Language Education Study Program in Teacher Training and Education Faculty in Universitas Tanjungpura academic year 2022/2023 of batch 2018 until 2021 regular A and PPAPK which consisted of 322 students. The process of data analysis was started by determining the ideal score and the level of student's perception by percentage formula. As a result, the point of conclusion is concluded. The students' perception of the implementation of online learning during Covid-19 pandemic was positive perception (70%) and it's indicated as a high percentage of positive perception. The positive perception includes the effective class management, infrastructure, learning absorption, learning activity and improvement of student's accomplishment.

Keywords: Students' Perception, Online Learning, Covid-19 Pandemic

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INTRODUCTION (CALIBRI 12 BOLD)

Complete your article In Introduction and contain:

- **Background: explains the general research topic and its relevance.**
- **Brief Literature Review: identifies previous related research and existing gaps.**
- **Research Question or Objective: Explicitly states the problem to be solved.**
- **Research Contribution: explains how this research makes a new contribution.**
- **citation each paragraph APAStyle reference style in introduction**

(Calibri 12 spasi 1 paragraf menjorok 1.5cm. APA STYLE citation) Lately, the whole world has been having difficulties in dealing with the unexpected, namely the Covid-19 pandemic. This is also felt in Indonesia where the Covid-19 virus has spread throughout Indonesia. Huang et. al (2020) state that Coronaviruses, also known as Covid-19, are a broad family of viruses that cause illnesses ranging from the common cold to more serious diseases such as Middle East [respiratory syndrome] (MERS-CoV) and [acute respiratory syndrome] (SARS-CoV). A novel coronavirus (nCoV) is a new strain that has never been discovered in humans. To anticipate the spread of the Covid-19 virus, the Indonesian government has decided to quarantine all its citizens. Therefore, all activities must be carried out at home, including the learning process for learners.

History education is one of the important subjects in the national education curriculum because it can shape students' understanding of past events that affect current social, political, and cultural conditions. However, history learning in schools is often considered boring by students, because it tends to be delivered conventionally through lectures and memorization without involving in-depth interaction with the material. As a result, students' interest and motivation in history lessons decline, which affects their low learning outcomes(Brett & Guyver, 2021).

Lack of innovation in classroom learning.Many schools, including SMA Negeri 9 Palu, still apply traditional learning methods that are less responsive to the needs of students in the digital era. This study has an urgency to encourage innovation in the learning process, so that teachers can adapt new approaches that are more relevant to today's digital generation. The results of this study can be the basis for developing more creative and innovative learning methods(Güzer & Caner, 2014)

METHOD

Method contains:

- **Research Design: Type of research (experimental, survey, qualitative, quantitative).**
- **Subjects/Population and Sample: Describes who or what is being studied.**
- **Data Collection Procedure: Details of the tools, techniques, or methods used (e.g., interviews, surveys, experiments).**
- **Data Analysis: Statistical methods or analysis techniques used.**

Example:

The entire series of this research was carried out based on quantitative research methods with the approach used, namely the descriptive approach, namely an approach that attempts to describe and interpret objects according to what they are or according to the actual conditions in the field(Otani, 2017). Based on the scope and depth of the research to gain an understanding of "Utilization of the Internet as a Learning Resource in History Subjects for Class XI of the NKN Department of SMK Negeri 7 Palu".

The place where this research will be conducted is related to the problem in the title, namely at SMK Negeri 7 Palu. The research time began with the initial

observation conducted on November 11, 2023. Observations were conducted to determine any problems. After the desired data has been collected, the researcher will continue the research directly to students and teachers during school hours, so that after the data has been collected, starting from observation, or after the research, the results of this research can be formulated. Population is the entire subject of the study. Thus, the population in this study is the students of class XI of SMK Negeri 7 Palu. The population referred to in the study is the entire number of students of class XI and class XI of SMK Negeri 7 Palu. The total number of class XI students and class XI students who were made the population amounted to 37 students (Sugiyono, 2018).

The instruments used in this study were questionnaires and interview guidelines. The questionnaire was used to determine how the internet is used as a source of learning history, the supporting and inhibiting factors, and the impacts caused by the use of the internet as a source of learning in class XI of SMK Negeri 7 Palu. While the interview was used to obtain complementary data or information.

FINDING AND DISCUSSION

RESEARCH RESULT

Result contain:

- *Main Results: Present the main findings according to the research objectives.*
- *Data Visualization: Use tables, graphs, or images to support explanations.*
- *Focus on Data: Avoid interpretation, only present the facts.*

example:

Table 1: .xxxxxxxxxxx

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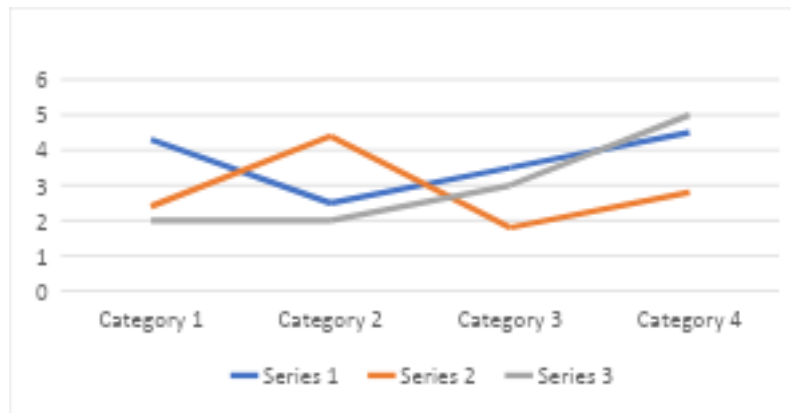


Figure 1: .xxxxxxxxxxx

The results of the questionnaire about how students' perception towards the implementation of online learning during the covid-19 pandemic is based on their own experiences have previously experienced lecturers with a direct face-to-face learning system and also experienced lectures with online learning. Based on findings, it is indicated that students in the English education program at FKIP Universitas Tanjungpura have a relatively high percentage of perception, which is 70% overall.

This has shown that the majority of students accept online learning and retrieved positive perceptions on the implementation of this online learning. Based on Qiong (2017) positive perception describes all knowledge (both known and unknown) and the responses conveyed when using it. It continues to accept and support the object actively or sensing. while negative perception describes all knowledge (knowing or not knowing) and reactions that are not oriented to the object of perception.

Of the five aspects that obtained the highest percentage was the student achievement aspect (76%). Students have perceived that this online learning has a significant impact on their improvement in academia. These findings are in line with Mandasari (2020) who also revealed that in terms of learning motivation, learning achievement, and learning engagement, online learning has a beneficial effect on students' academic performance. Furthermore, the positive perception that has been shown is from learning completeness. Most students have been able to follow online learning well. From the result obtained, they can easily understand the material provided. These findings are in line with the findings of Siahaan (2021) who has explained that there is a significant effect of online lectures on student understanding which is 37 respondents (74%). A study from Ramadhan (2021) also found that there is a significant effect of online-Based learning on the effectiveness of student learning in Malang.

DISCUSSION

Discussion contains:

- - *Interpretation of Findings: explain the meaning of the results of the study and why they are important.*
- - *Relationship to Literature: Compare the results with previous studies.*
- - *Limitations of the Study: doubts about limitations that may affect the results.*
- - *Implications: Suggestions for further research or practical applications.*

Then, adequate infrastructure also supports the success of online learning implementation. Based on the result, it was found that the students agreed to the implementation of online learning due to its accessibility which is easy to do anywhere and supported by adequate equipment (laptop, gadget, internet connection, etc.). These findings are in line with the findings of Elyas (2018) revealed that online learning can be accessed from anywhere that has access to the internet. The last positive perception came from learning activity. Based on the questionnaire result, the majority of students have been able to organize themselves to be more independent and disciplined. This is proved by they do assignments independently and are on time during online learning. These findings similar to Kusuma (2020) revealed that the implementation of online learning had an impact on the independence of student learning in Geometry courses during distance learning. However, the result showed that online learning also made some students give negative perceptions such as some students agreeing that the lecturer gives a lot of assignments. This finding in line with findings from Maqbulin (2021) revealed that one of the students' problems in the process of online learning during the pandemic was many tasks that students had to finish. A study from Cahyawati and Gunarto (2020) also found that students argued that their workload is more than during face-to-face learning.

Next, the management of learning by lectures. The result showed that students agreed that the delivery of material is done directly during the meeting rather than just sending some links. This is shown that implementation of online learning will run better if there is direct interaction between lecture and students. The similar finding from Sun, et.al. (2022) the findings demonstrated that interaction between educators and students not only have a beneficial effect on learning outcomes, but also have an impact on learning outcomes through the mediating effects of psychological environment and learning engagement. Then, the result also showed that some students also experienced slight problems with internet network connectivity. The similar findings from Adnan (2020) revealed that internet connectivity, financial, and the lack of interaction with teachers were some problems faced by students' in online learning.

CONCLUSION

Summarizes the main findings and provides suggestions for further application or research.

Based on data obtained from all respondents, the level of perception of FKIP students at Tanjungpura University in the English Education study program is relatively

high, at 70%, this reflects that as many as 70% of students have a high enough enthusiasm for the implementation of online learning during the covid19 pandemic. this is proven by the calculation of 5 aspects that contribute to the implementation of the online learning. on the aspect of learning completeness getting a score of 67% this aspect is classified as high. Second, for the aspect of the ability of teachers in managing learning the results are 69% which is quite high. the third, the infrastructure that supports learning gets a score of 69% this aspect is also quite high. Furthermore, the aspect of learning activities with a percentage of 66% is high. And lastly, the aspect of student achievement with a percentage of 75% and in the high category.

English education students at FKIP Untan showed acceptance of the implementation of online learning due to the ease of accessibility and showed positive and negative perception. Positive perception including understanding the material that is felt easier to understand, student have adequate infrastructure to follow online learning, an increase in discipline and self-reliance. Meanwhile, negative perceptions include students facing problems in internet network connectivity, the number of assignments that are calculated, and also the interaction between lecturers and students.

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