Students' Perceptions of Student

by Agus Purwanto

Students' Perceptions of Student Council Activity in New Normal Era at Junior High School

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ABSTRACT

During the Covid-19 pandemic era, student activities are not so active than before. Most of the schools start prioritizing on formal teaching-learning process online activities. At the same time, they ignore student activities that have been prepared by the student council. As we know that schools already spare budget annually for the plan of student activities, so the activities should be created as well. Although student activities cannot be done face-to-face, student activities can also be done online. At SMP Dharma Loka, the school still allows the student council to hold student activities. This study aims to know student perceptions of student council activity internally and externally in new normal era at junior high school of SMP Dharma Loka. This research method was descriptive qualitative with the main instrument of the questionnaire while observation and interviews are supporting instruments. The questionnaire was distributed to 50 students. The results showed internal factors of students' perception namely feeling of pleasure, interest, satisfaction in participating, and the continuity of the activity in the future have positive Responses. While external factors faced in the field such as the ownership and network problems still become the main obstacles in student activity.

Keywords: Student Perceptions, Student Council Activity, New Normal Era, Pandemic Covid19

1. INTRODUCTION

Nowadays Indonesia becomes the country with the most positive cases of Covid-19 in ASEAN. This pandemic creates great disruptions on almost all sectors of public activity such as economic, tourism, education, social and culture. Statistically, Indonesia officially enters the gap of recession with a GDP of -5%. At the same time, education in Indonesia is currently going through an unfavourable phase due to the pandemic of the covid-19 virus. Based on circular letter No. 2 of 2020 concerning Prevention and Handling of COVID-19 in the Ministry of Education and Culture and Circular No. 3 of 2020 concerning Prevention of COVID-19 at the Education Unit regarding the temporary suspension of face-to-face learning, the schools should implement long-distance learning.

The condition of students at this moment of that long-distance learning has many problems. Students are only delegated cognitive learning without affective and psychomotor guidance from the teacher face-to-face. Students are also starting to be smart about trick this learning, only by watching a teacher giving the presentation, at the same time they are doing other activities. If we look condition how teachers can target their learning outcome as they don't pay attention. It's just like an online learning formality. Especially with the amount of free time without supervision, students only spend time without upgrading their skills.

Furthermore, schools are more concerned with learning and teaching activities so that they ignore and even eliminate student activities. Which by doing this activity will stimulate skills and creativity so that more or less the students' skills are upgraded. However, there are many schools with their considerations, this student activity is no longer a priority. So that students are no longer involved in student activities such as sports, extracurricular activities, and other student council

activities. In Yahya & Wijoyo (2020) character value isn't only get from teaching and learning between teacher students formally but also interaction student to student outside the class.

Students council is called OSIS is a student's organization that conducts and facilitates student's creativity. So that this organization should continue to hold student activities or change them more innovatively and adaptively. However, in the new normal era, face to face learning is almost impossible to do. Therefore, schools implement face-to-face activities through online. By considering the student's activeness, excitement, creativity and togetherness, the student council of Dharmaloka junior high school held a student activity such as competition with online nuances of edutainment. The learning model was combined with entertainment so that students do not get bored and also increase motivation and learning outcomes (Astuti, 2012). These activities include making digital poster designs, independence quizzes, selfie competitions, Tiktok competitions, creating and reading poetry competitions and mask decoration competitions.

Student perception is one form of student psychological sensation that occurs with the condition that there is an object that is perceived, senses or inspectors and attention (Waldigo, 2010: 101). Two factors influence perception (Syukur, 2006), namely 1) internal factors which include biological factors and psychological factors. 2) External factors, namely from outside the individual's perception such as the environment or object or situation in which the perception takes place. Moreover, according to Zuriati and Briando (2020), in general, students' perceptions have a positive tendency towards the implementation of online learning. There are some related studies about student perceptions in long-distance learning as following:

First, In Megawanti et al. (2020:75-82) about students perceptions toward long-distance learning in the pandemic covid-19 era. This research instrument in the form of a questionnaire distributed with the help of Google form in April 2020 succeeded in gathering 155 responses or answers from students from different locations (Jakarta, Depok, Wanasari). The results showed that almost all respondents, consisting of students from elementary to high school level, agreed that they were not happy with the extension of School from Home.

Second, In Zuriati & Briando (2020) about students' perceptions toward implementation of online learning at senior high school in Tanjungpinang city found that there are several dimensions should be concerned namely teaching methods, student interaction, and the environment.

Third, Chen, E., Kaczmarek, K., & Ohyama, H. (2020) researched Student perceptions of distance

learning strategies during COVID-19 in India. He found that firstly, student learning outcome has worsened since the move to e-learning, with 44% of students responding "somewhat worsened" and 26% answering "significantly worsened. Secondly, there are no significant differences between recorded lectures and no recorded lectures, with around 50% of students responding "very comfortable" for both formats. Thirdly, students felt that learning formats like flipped classrooms and creative uses of technology would be beneficial to their virtual learning.

Forth, Saraswati et al (2020) researched students' and teachers' perception and practice of providing a reward in online English teaching context at Bali kiddy school. the result shows that 1) teacher should give reward verbally and physically, 2) verbal reward mostly used in teaching-learning, 3) there were three verbal rewards used namely perfect, almost perfect, and need to be fixed in a different situation, 4) teacher perception by giving reward bring positive effect on students academic and non-academic, 5) student perception toward a reward in online learning made them enthusiastic and motivated. The writer concluded that school should design reward variedly and creatively to motivate students.

On the other hand, Niemi & Kousa (2020) found that that distance teaching in Finnish high school was implemented very successfully. But Students complained of heavy workloads and fatigue. Some students lost motivation. These difficulties did not disappear over time. The core challenges for teachers included non-authentic interaction and a lack of the spontaneity that in-person teaching provides. Teachers were also worried about students' progress. This is in line with Shem & William (2020) found that some aspects of improvement in students that stated students felt less anxiety towards online learning after 3 weeks towards distance education. It meant that there is a decrease in motivation and anxiety in online-learning. Unfortunately, Raja et al. (2020) found that Majority of Pakistani students are suffering from moderate to high-stress levels especially in provinces with a higher number of COVID-19 affected reported cases and not only in Pakistan but also in the US, Son (2020) made the conclusion that due to the long-lasting pandemic situation the COVID-19 pandemic brings negative impacts on mental and health on higher education.

Based on the description above, the objective of this study is to know how the student perceptions of the student council activities in the new normal era at Junior High School internally and externally.

2. RESEARCH METHOD

The research design used in this research was descriptive qualitative. It was established at Dharma Loka junior high school. The sample was 153 students who participated in the activity. The instrument used is a

yes and no answered questionnaire in the form of a Google Form. The feedback responses were 50 students returned. In addition, the researcher also used observations and interviews to support or seek information that was not obtained from the questionnaire. This questionnaire includes:

Table 1 Questionnaires of the indicators

	Internal Factors
1	I like to participate in student online activities.
2	I am satisfied to take part in student online activities.
3	1 am interested in participating in student online activities.
4	I want student online activities to be held in the future.
	External Factors
5	Ownership of facilities and infrastructure (smartphone or Laptop) helping me to participate in student online activities
6	I have network problems while participating in student online activities

2.1. Data Analysis Techniques

In order to provide maximum benefits in this research, according to Miles & Hubberman (1992: 19), there are several steps which are carried out including:

1. Data collection

At this stage, the researcher uses a questionnaire on student perceptions of student activity which consists of two factors, namely external and internal. This questionnaire uses the Guttman scale by choosing a firm answer, namely yes or no (Sugiyono, 2014: 139). Observations were made at the shooting location and the Instagram application platform where the activity took place, then interviews were also conducted with students and student council teachers to find information that was not obtained from the questionnaire

2. Data Reduction

In this phase, the researcher summarized and sorted out the data collected before.

The objective in the phase was to drag the main information to keep on track to the theme and to support data which couldn't be gotten from the questionnaire

3. Data analysis

At this stage of this research, namely data exposure where the percentage of the results of the questionnaire will be calculated. As well as doing data reduction

Percentage of response =

$$\frac{Total\ Score}{Total\ Maximum\ Score}\ x100\%$$

Percentage of response results is converted into qualitative data as shown in table 1 below:

Table 2. Criteria for Student Responses to Student Activities

Percentage (%)	Category
75 <x <100	Strongly Agree
50 < x <74.99	Agree
25 <x <49.99	Disagree
0 <x <24.99	Strongly Disagree

4. At this final stage, the researcher drew conclusions and verifies. Whenever, the researcher felt lack of data, he could do data collection again.

3. DISCUSSION

Student activities were held from 10 to 18 August 2020. This activity consisted of 6 online competitions, namely making digital poster designs, independence quizzes, selfie competitions, Tiktok competitions, writing and reading poetry competitions and decorating face mask competitions. The opening was started by the OSIS by posting all the rules for all competitions on Instagram OSIS SMP Dharma Loka Pekanbaru. Mohammad et al (2020) in their research found that to achieve conceptual application for the high and lower experiences user, Instagram is the most suitable application to assist that target. At the closing session and announcements were carried out streaming through the Instagram application in which there were also displays of drama and tips on taking care of eyes health while doing learning through online as well as distributing prizes directly. After filling out the questionnaire, the following data were obtained:

Table 3. The Result of Student Responses to Student Activities

No	Internal Factors	Yes	No
1	I like to participate in student online activities.	85.3%	14.7%
2	I am satisfied to take part in student online activities.	73.8%	26.2%
3	1 am interested in participating in student online activities.	71%	29%
4	I want student online activities to be held in the future.	92%	8%
	External Factors		
5	Ownership of facilities and infrastructure (smartphone or laptop) helping me to participate in student online activities	90%	10%
6	I have network problems while participating in student online activities	83%	17%

Based on question 1, It can be concluded that students strongly agree that participation in this activity brings feelings of pleasure. Based on the 5 students who were interviewed, the researcher found that the event was so amusing because of the many gifts were given directly by the student council and the live chat interactions. This result was in line with Saraswati et al (2020) that giving reward bring a positive effect in academic and non-academic so the student dragged into the enthusiastic and motivated environment. Also, according to Chen, E., Kaczmarek, K., & Ohyama, H. (2020) that the variety of activities and the usage of technology bring benefit in virtual learning. Besides that, even though the school is in a city, not all students are happy because 1) the problem of unclear communication in streaming; 2) preferring activities at home; 3) obstacles in facilities.

Based on question 2, there were 73.8% answered yes and 26.2% answered no. It can be concluded that students agree that they are satisfied with this activity. Based on the results of interviews and observations, the satisfactory of the students can be seen in the live chat, they typed so many expression such as great, exciting, and emoticons. The organizer of the activity, namely the student council, is quite skilled at making exciting shows such as live quizzes, questions and answers, and also giving feedback. All of that is rewarded, it was credit sent to the winner directly. In Zuriati & Briando (2020) also stated that in implementing online activity, there are several dimensions should be concerned such as methods, student interaction, and the environment. Even though the activity was held by the student council, they were able to design and manage those dimensions so well. So it brought a positive impact on student's satisfactory. Even online activity is still in early stage implemented in Indonesia and carried problem in the field, Deepika (2020) stated that it is important for students and teachers design an effective plan for taking online-learning.

Based on question 3, there were 71% answered yes and 29% answered no. It can be concluded that students agree. Based on the results of interviews and observations, it can be seen that students are enthusiastic about participating in the competition, they submit themselves to the committee and homeroom teacher as representatives of their classes. In result, the participation rate of classes who submitted the given assignments by the student council was 99%. Of the 29% who stated no, that they are more interested in activities outside the home. Because of this pandemic, In pastor et al. (2020) about the study of home activities of the students in the pandemic, but there are no activities in the home that stimulate creativity. That's why the students were interested and curious about the activity because we wanted to felt different routines and more challenging.

Based on question 4 "there were 92% answered yes and 8% answered no. It can be concluded that students strongly agree that this activity should be continued in the future. Based on the results of interviews and observations, some students said they were somewhat bored with the learning routine, were not free to leave the house, and lack of interaction with classmates or teacher, so they need an activity that break the learning routines like students activity. Moreover, the variety of creative activities fosters enthusiasm communicating among students and eliminates boredom (Hamid, 2011) and Hodges and Martin (2020) in their findings indicated that from the students' perspective that learning students' opportunities online initiatives enriched capability but required adaptability, flexibility, and resilience. This is also in line with the research results of Astuti (2020) and Hamidah (2013).

External factors that affect student perceptions is the ownership of facilities and infrastructure (cellphone/laptop/electricity). There were 90% answered yes and 10% answered no. It can be concluded that ownership of facilities and infrastructure is mandatory for private ownership. Based on the results of interviews and observations, the majority of students have personal facilities and infrastructure to make it easier for them to participate in this activity. Although there are still students who still need to borrow facilities. The other factor is a network problem, there were 83% answered yes and 17% answered no. It can be concluded that students strongly agree that they also experience network disturbances. Based on the results of interviews and observations, 150 students participated at the end of activity found that various facts were found in the field, namely that each network has different data transfer power, location also greatly affects the network for those who live in the suburban area of Pekanbaru. The alternative is to replace the provider that has the network in their respective residences.

4. CONCLUSION

Students in junior high school have the perception that student activities must be carried out properly even though they are online. It can be seen from internal factors of student's perception namely feeling of pleasure, interest, satisfaction in participating, and the continuity of the activity in the future have positive responses. While external factors faced in the field such as the ownership and network problems still become the main obstacles. The suggestions in this finding are 1) it can be a consideration for schools as policymaker that student activities should be held even in this pandemic. 2) Schools should educate and facilitate teachers and members of the student council in creating attractive student activities 3) it is better if schools and the government assist students who have shortcomings in terms of facilities and infrastructure. 4) Other researchers can collect what kinds of student activities are suitable in this era or continue this research in a big scope.

AUTHORS' CONTRIBUTIONS

The study was conceived and designed by Wira Jaya Hartono, Hadion Wijoyo and Fery Wongso and experiments performed by Ahmad khoiri, Denok Sunarsi, Gunartin, Gatot Kusjono, and Akhmad Sobarna. All authors read and approved the manuscript

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