Online Learning Review of English Language Teaching in SMK N 8 Purworejo

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Abstract. This research aims to find out students' perception on online learning of English subject during COVID-19 pandemic at SMK N 8 Purworejo. The researchers collected the data through a questionnaire and interviews. There were 72 students of 12th grade at SMK N 8 Purworejo participated in this research. This research used mixed method approach combined qualitative and quantitative approaches. Descriptive analysis was used to analyze data from questionnaire and thematic analysis was used to analyze data from interview. The result of this research shows that 12th grade students of SMK N 8 Purworejo have "medium" perception toward the implementation of online learning during COVID-19 pandemic. The mean score of the questionnaire was 3.21 that lays on the range between 2.60 – 3.39 which can be interpreted in the "Medium" category. Besides, there were several difficulties faced by students and teachers. This difficulties, such as the bad signal or internet connection, the lack of variation on online learning methods and media platform in online learning, and the lack of interaction that occurs during online learning between students and teachers, and students with students. These difficulties make online learning becomes less effective.

Keywords: Perception, COVID-19 Pandemic, Online Learning, SMK students

1. Introduction

The coronavirus (COVID-19) outbreak, which affected more than 200 countries worldwide, posed new challenges for educational institutions. In order to prevent the spread of the plague, the government has implemented a number of policies, including isolation, a clean and healthy lifestyle that includes always washing hands after activities, social and physical distance, and Large Scale Social Restrictions to a new normal life order (new normal). This condition necessitates residents, including students and teachers, remaining at home to work, worship, and study.

This condition, of course, necessitates educational institutions innovating in the learning process. Conducting online learning is one type of innovation. The Ministry of Education and Culture then responded by issuing a series of Circular Letters on the prevention and treatment of COVID-19. First, the Ministry of Education and Culture issued Circular Letter No. 2 of 2020 on the prevention and management of COVID-19. Second, Circular Letter No. 3 of 2020 on COVID-19 prevention in the Education Unit. Third, Circular Letter No. 4 of 2020 on the Implementation of Education Policy in the Event of the Spread of Corona Virus Disease (COVID-19), which development directions on the teaching and learning process from home. [1].

Distance learning is now the main choice due to this pandemic. Distance learning is a learning approach which in practice is not face to face in class but through information technology by using internet facilities. One from is the e-learning method, e-learning is an internet-based learning method. By integrating an internet connection, it is hoped that learning activities can facilitate interaction between teachers and students even though they are not face to face. The learning system by integrating an internet connection with the teaching and learning process is known a an online learning system or virtual learning system.

Because the process of teaching and learning activities between students and teachers does not need to be present in the classroom, online learning is still considered a breakthrough or new paradigm in learning activities. They only need an internet connection and supporting applications to carry out the learning activities, and this can be done from anywhere. As a result, online learning can be done from anywhere and at any time, depending on the agreement reached between the teacher and students.

Online learning is a new habit in Indonesia. Of course, this will make a lot of difference between normal conditions and those conditions during COVID-19 where there is no conventional learning. Several educational systems have experienced changes in learning methods, material delivery, the duration of online learning, the interaction during online learning, the intensity number of tasks, the attendance list, and the media of online learning. Thus the development of student learning will depend on whether or not the online teaching and learning process well-delivered by the teacher. The development of student learning at home during the COVID-19 pandemic will tend to be different from the development of learning in schools. Students should do more effort to learn by themselves. Thus, to support this online learning program running successfully, the students need some of the utilities from the educational institute.

With those differences between conventional learning and online learning occur many perceptions about online learning during the COVID-19 pandemic. Students might enthuse to join the online learning or maybe not. Students' perception on online learning has interested the researcher to conduct the study. This study aims to investigate students' perceptions of online English learning during the COVID-19 pandemic, which took place at Vocational High School.

Researchers have taken several previous studies from other researchers in conducting this research [2] discussed students' perception and student motivation towards English learning, while [3] investigated students' perception of Edmodo for English learning, others spoke about the easiness of LMS in Malaysia [4], combining the LMS with smartphone [5], [6], [7], effective integrated both social religion and science in education [8], [9]. The purpose of this study is to find out students' perception on online learning of English subjects. The difference with this study is that the subject of the research, and the time of the research which the current research takes on the COVID-19 pandemic. Therefore, the findings of this study are important for English teachers to improve learning methods on onl
ine learning so that online learning becomes more effective as a learning medium for students.

2. Literature Review

Perception

Perception is the process by which a person chooses, organizes, recognizes, and interprets sensory information to comprehend his surrounding environment [10]. Furthermore, Walgito states that perception is preceded by the sensing process, which is the process of receiving stimulus by individuals via sensory devices, also known as sensory processes [2]. However, the process does not end there; the stimulus is continued, and the next process is perception.

According to Irwanto, there are two types of perception that result from the interaction of a person and an object [11].

(1) Positive perception

Positive perception is a positive description of all information and knowledge (known or unknown). Furthermore, positive perception refers to positive interpretations that involve humans evaluating something in their environment. In this case, if someone has a positive perception, he will accept and support the perceived object.

(2) Negative perception

The negative perception is the perception of information (known or unknown) as something that is negative or unsuitable for the object being perceived. In other words, negative perception is the result of a human evaluating something around them. In this case, if someone has a negative perception, he will reject and defy any perceived effort.

Teaching and Learning

According to Howard, a teaching activity is one that guides someone to obtain, change, or develop the skills, behaviours, ideals, appreciation, and knowledge [12]. Besides, Uzer Usman stated that teaching

is a process that consists of a series of teacher and student actions that take place in educational situations to achieve specific goals[13].

According to Gagna et al., learning is a natural process that changes what we know, what we can do, and how we act [14]. Besides, learning is a long-term change in behavior or the ability to behave in a certain way that results from practice or other forms of experience [15]. This statement of learning emphasizes behavioral change from the results of practice or experience. Furthermore Harold Spears stated that learning entails observing, reading, imitating, attempting something new, listening, and following instructions [14]. The learning activities in question are to follow systematic rules in observing, reading, imitating, and trying new things.

Online Learning

Online learning, is a current way of learning that uses electronic devices in the form of devices that use access to the internet in delivery during learning, so online learning is completely reliant on internet network access [16]. According to Bonk Curtis J that in survey Online Training in an Online World that the concept of online learning is the same as e-learning [17]. E-learning is the use of technology in the classroom to increase interaction through the internet, interactive multimedia, and other means. It is self-study where students engage in online tutorials to complete their assigned assignments. Furthermore, as long as we have a computer and an internet connection, we can access it from anywhere and at any time. As a result, during this COVID-19 pandemic, online learning is the only learning medium that can transmit information between teachers and students.

COVID-19 Pandemic

The Coronavirus 2 (SARS-CoV-2) infection outbreak in December 2019 was a severe acute respiratory infection that began in Wuhan, Hubei Province, China, and spread throughout China and its surroundings[18]. On February 12, 2020, WHO designated the new coronavirus-caused disease as Coronavirus 2019 (COVID-19). Coronavirus disease (COVID-19) is a novel virus that has never been seen in humans. Coronavirus is a zoonotic disease (can be passed on to humans or animals) [19].

This condition, of course, necessitates educational institutions innovating in the learning process. Conducting online learning is one type of innovation. The Ministry of Education and Culture then responded by issuing a series of Circular Letters on the prevention and treatment of COVID-19. First, the Ministry of Education and Culture issued Circular Letter No. 2 of 2020 on the prevention and management of COVID-19. Second, Circular Letter No. 3 of 2020 on COVID-19 prevention in the Education Unit. Third, Circular Letter No. 4 of 2020 on the Implementation of Education Policy in the Event of the Spread of Corona Virus Disease (COVID-19), which development directions on the teaching and learning process from home. [1].

Review of related research

The first previous study is a research conducted. The goals of this study are to known the Surabaya students' perception about online learning during COVID-19 pandemic. The research was qualitative research. The data collection used a questionnaire and interview method. The result students in Surabaya believed that online lectures during a pandemic were sufficient to slow the spread of the coronavirus [20]. The majority of students in Surabaya consider this online lecture to be effective. Apart from being based on personal opinions from the experience of online lectures held by their respective each university, the majority of the subject thought that online lectures during this pandemic were quite good because they could gather with families even though some subject mentioned complaints or deficiencies such as facilities, networks, task intensity, and about the material deepest.

The second previous study was a descriptive study that employed both quantitative and qualitative methods. The purpose of this study was to find out what students' perceptions of the implementation of online learning during the COVID19 pandemic at the University of Bengkulu's Graduate Program of English Education[21]. The data collection used a questionnaire and written interview. The findings of this study indicate that students' perceptions of online learning at the University of Bengkulu's Graduate Program of English are favorable and that learning through online platforms aided them during the pandemic.

The third previous study is a research having purpose to learn about the students' perception and motivation in learning English through infographics in the Practicing TEFL Using ICT course at IAIN Salatiga. This study was a descriptive study that employed qualitative methods [22]. The data is collected through questionnaire and interview. The findings of this study are presented descriptively in order to provide a comprehensive picture of the students' perceptions and motivation. The study discovered that learning English through infographics has both advantages and disadvantages. It also discovered the difficulties and motivation of the students.

3. Method

This study was a descriptive study that used qualitative-quantitative techniques. It was also a mixed-method study because it used both qualitative and quantitative data collection methods. The researchers' goal in this study is to learn about students' perceptions on online learning of English subject during the COVID-19 pandemic at SMK N 8 Purworejo. The subject in this research was classes XII grade students of SMK N 8 Purworejo which consist of two classes. The subject is 72 students. The researchers used questionnaire and interviews as the instruments to collect data. In collecting the data the researchers conducted several steps. The first was preparing the instrument (questionnaire and interview questions), the second was to have the respondent fill out a questionnaire that was already available through the Google Form application, there were 20 items of questionnaire, respondent were asked to indicate the extent to which they agreed or disagreed with these item by marking such giving tick mark (√) on the scale of "strongly agree" to "strongly disagree". The data were obtained by scoring the subjects' responses, Strongly Agree (SA)=5, Agree (A)=4, Neutral (N)=3, Disagree (D)=2, and Strongly Disagree (SD)=1. The third chose 5 students at random as the sample to conduct an interview via WhatsApp, and the results of the questionnaires and interviews were analyzed. Finally, the research findings were analyzed and conclusions were drawn from the data. To analyze the data, the researchers used descriptive and thematic analysis. Below is the interpretation of the mean score of students' perception.

Table 1. Interpretation of mean score based on interval

No.	Interval mean score	Interpretation of mean score
1	1.00 – 1.79	Very Low
2	1.80 – 2.59	Low
3	2.0 – 3.39	Medium
4	3.40 – 4.19	High
5	4.20 – 5.00	Very High

(Source: Educational Planning and Research Division, MOE, 2006)

4. Finding And Discussion

This section presents the findings of this study. The questionnaire items were measured by applying a Likert scale from 5-1. 5 (Strongly agree), 4 (Agree), 3 (Neutral), 2 (Disagree), and 1 (Strongly disagree). The research findings for each indicator are presented in the table below.

Table. 2 Descriptive statistics of students' perception on online learning during COVID-19 pandemic

No.	Statement	SA	A	N	D	SD	M	Interpretation
1	During COVID-19 pandemic the learning process conducted by online learning.	11	34	26	1	0	3.76	High
2	The methods that used by teacher on online learning are interesting.	2	11	30	25	4	2.75	Medium
3	The methods that used by teacher are varied enough.	1	16	29	23	3	2.85	Medium
4	The learning materials presented by teacher is suitable to basic competence.	6	34	29	2	1	3.58	High
5	The material delivery on online learning is clear enough.	2	10	24	33	3	2.65	Medium

No	Statement						Mean	Category
6	The learning materials are accepted and easy to understand by students.	2	5	33	25	7	2.58	Low
7	By selecting learning method and media exactly, student easily understand the learning materials designed by the teacher.	4	23	28	15	2	3.17	Medium
8	The duration of online learning is the same as face-to-face learning.	2	5	31	23	11	2.50	Low
9	Online learning takes place on schedule.	5	36	22	8	1	3.50	High
10	The interaction on online learning is good enough.	3	15	34	18	2	2.99	Medium
11	There is interaction between teacher and student, student with teacher and student with student on online learning.	2	25	28	14	3	3.13	Medium
12	The intensity of the number of assignments given by the teacher on online learning is enough.	4	19	33	11	5	3.08	Medium
13	The task given by the teacher on online learning can be completed suitable to the deadline for completion.	3	14	32	18	5	2.89	Medium
14	The teacher provides tolerance for the completion of assignments to students in anticipation of a substandard internet network.	25	28	16	1	2	4.01	High
15	The attendance list of online learning is carried out by the teacher / school.	9	27	30	4	2	3.51	High
16	The attendance list on online learning easily to do by students.	9	28	28	5	2	3.51	High
17	The online learning media prepared by the teacher is adequate.	2	19	39	11	1	3.14	Medium
18	The media used by teachers in online learning is varied enough.	0	17	41	12	2	3.01	Medium
19	The media used by the teacher on online learning is suitable to the materials on basic competency.	4	37	27	4	0	3.57	High
20	The school provide support facilities on online learning by providing assistance to purchase internet quotas to students.	22	29	18	2	1	3.96	High

The data presented above clearly demonstrated students' perceptions of the five previously mentioned indicators. After analyzing the data obtained from the questionnaire, it was found that 12th grade students of SMK N 8 Purworejo have "Medium" perception toward the implementation of online learning during COVID-19 pandemic as the mean score for the questionnaire was 3.21. It lays on the range between 2.60 – 3.39in medium category. The researchers use data from interviews to supplement the quantitative data from questionnaires. Based on these findings, data on the types of online platforms used and the obstacles encountered by students during the learning process were gathered. The following section will provide a more detailed description of the students' perceptions of each of these indicators.

To provide more complete perception, the result of thematic analysis based on the interview is presented below.

Table 3. Themes and codes the students' perception on online learning during COVID-19 pandemic

Theme	Code
1. Learning Process	a. Providing learning material
2. Learning Media Platform	a. Google Classroom
	b. Zoom meeting
	c. Google meeting
3. Difficulties faced by students	a. Difficulty in understanding material
	b. Difficulty in time management
	c. Internet connection
4. Solutions students expect	a. More of learning method variation

b. Learning on schedule
c. Intensity number of assignment
d. Period of delivery assignment

Table 3 shows the result of interview analysis about learning method, material delivery, duration of online learning, interaction, intensity number of assignment, attendance list, media platform on online learning, and provided facility by the school. The detail explanation can be described below.

1) **Learning Method**

The findings from the interview, as well as the results of the questionnaire, are presented in item 1, students have high perceptions or agree with a mean score is 3.76 on the statement *"During the COVID-19 pandemic, learning was carried out online."* This demonstrates that the teaching and learning process cannot be carried out face-to-face in order to stop the spread of the coronavirus, and students agree that online learning is a learning solution that can be applied during this COVID-19 pandemic. For the results of the questionnaire item 2 has an mean score is 2.75, students have a medium perception or partially agree and partially disagree with the statement *"The methods that used by teacher on online learning are interesting."* This shows that for some students, the method used by the teacher is still monotonous and is strengthened by the questionnaire item 3 which has an mean score is 2.85, it means that students also have the perception of medium or partially agree and partially disagree on the statement *"The methods that used by teacher are varied enough."* This had been mentioned by some students that teachers have not used various methods in online learning. As a student named VNR said in the interview:

> *"Untuk metode pembelajarannya guru hanya upload materi ke google classroom dan setelah itu memberi tugas mbak."*

Another student (RM) said:

> *"Lewat Google classroom, link tugas, kadang ya pake kertas terus kirim ke sekolah, pernah waktu itu make video pembelajaran itu tapi kayaknya kurang efisien jadi udah gak make itu lagi."*

But the teacher (Mr. A) said as follows:

> *"Kita memakai google classroom, tetapi ada beberapa guru yang mencoba teleconference menggunakan zoom, google meet tapi anak mengeluh, mengeluh karna pulsanya, karna sinyal jelek. Jadi untuk semester ini kita hanya menggunakan google classroom.*

2) **Material Delivery**

Base on the results of the questionnaire item 4, students have high perception or agree with the mean score is 3.58 on the statement *"The learning materials presented by teacher is suitable to basic competence."* This shows that the students believed the material presented by teacher is suitable to basic competencies.

For the results of the questionnaire item 5 has an mean score is 2.65, that students have a medium perception or partially agree and partially disagree with the statement *"The material delivery on online learning is clear enough."* This shows that some students still feel unclear about the material presented by the teacher and reinforced by a questionnaire item 6 which has an mean score range is 2.58, it means that students have low perceptions or disagree on the statement *"The learning materials are accepted and easy to understand by students."* This shows that there are still many students who have difficulty understanding the material provided by the teacher. Based on my own experience when doing an internship at SMK N 8 Purworejo, learning material is delivered in text or ppt form and uploaded in google classroom along with assignments and quizzes, then students are asked to learn to understand the material themselves before doing assignments, and if there are students who do not understand, can directly ask the teacher concerned. As one student named VNR said:

> *"Kalo saya pribadi lebih paham pas pembelajaran tatap muka mbak daripada pembelajaran online. Kalo tatap muka kan langsung dapet penjelasannya langsung dari guru, dan kalo ada yang kurang paham atau jelas bisa langsung bertanya."*

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Another student (RM) said:

"Alhamdulilah agak bisa memahami materi yang dikasih mb hehe, kalo ada yang kurang paham ya ada yang tanya ke pak A, ada yang ke temen mb, kalo aku si lebih sering ke temen, penyampaian materi dari pak A cukup jelas."

For the results of the questionnaire item 7 has a mean score is 3.17, students have medium perceptions or partially agree and partially disagree with the statement *"By choosing the right method and media students easily understand the learning material presented by the teacher."* This shows that some students agree with the selection of appropriate learning methods and media the learning material presented by the teacher is easily understood by the students.

3) **Duration on online learning**

For the results the questionnaire item 8 has an mean score is 2.50, that students have low perceptions or disagree with the statement *"The duration of online learning is the same as face-to-face learning."* This shows that the duration of online learning is shorter than the duration of face-to-face learning, but in the questionnaire item 9 students have high perceptions with a mean score is 3.50, which means that students agree on the statement *"Online learning takes place on schedule."* This shows that most students agree that the schedule during online learning has been carried out on time or on schedule.

4) **Interaction**

Base on the results of the questionnaire item 10 and item 11 have a mean score is 2.99 and 3.13, it means that students have a medium perception or partially agree and partially disagree with the statement *"The interaction on online learning is good enough."* and the statement *"There is interaction between teacher and student, student with teacher and student with student on online learning."* This result shows that there is still a lack of interaction that occurs when online learning takes place, both students and teachers and students with students. As said by a student named FC in an interview:

"Kurang berinteraksi dengan teman mbak jelas mubal pembelajaran online bikin spaneng."

Other student (VNR) saud:

"Paling interaksi ~~gt~~ *kalo ada kesulitan atau ada yang kurang paham whatsapp pribadi gurunya mbak, atau tanya temen."*

(RM) said:

"Kalo ada yang kurang paham ya ada yang tanya ke pak A, ada yang ke temen mba, kalo aku si lebih sering ke temen."

5) **Intensity number of assignment**

Based on the results of the questionnaire item 12 and item 13 have a mean score is 3.08 and 2.89, it means that students have a medium perception or partially agree and partially disagree with the statement *"The intensity of the number of assignments given by the teacher on online learning is enough."* and the statement *"The task given by the teacher on online learning can be completed suitable to the deadline for completion."* From this, it shows that some students still feel that the assignment given by the teacher is more and for some students also still complain about the deadline for submitting assignments which sometimes cannot be completed according to the deadline for completing the assignment, as said by a student named FC in an interview:

"Kesulitan soal waktu suka gak nentu ngumpulinnya seumpama ada tugas gt, ya kurang efektif lah mbak menurutku, seakan akan tu kayaknya dikejar sama tugas gitu, tiap pegang hp liat ada tugas, padahal tugas yang kemarin belum selesai gitu aja terus mbak."

Another student (RM) said:

"Iya mba setiap tugas dikerjain kadang ya telat waktunya, kalo ada yang belum mengumpulkan ya masih di peringatkan buat ngerjain trus dikasih waktu dan kalo tetep ga ngerjain nilainya di kosong. Kesulitannya membagi waktu buat ngerjain tugasnya mb soalnya kalo pagi sampe siang sekarang bantu bantu ortu mb. Kalo saya si selonya kadang malem kalo ngerjain tugas."

(VNR) said:

"Tugas ya mengerjakan tapi kebanyakan gak tepat waktu."

However, the teacher (Mr. A) said:

> *"Tugas-tugas dibikin satu minggu juga banyak yang belum mengumpulkan, ya hambatannya disitu."*

The result of the questionnaire item 14 students have a high perception with a mean score is 4.01, which means that students agree with the statement *"The teacher provides tolerance for the completion of assignments to students in anticipation of a substandard internet network"* This was also said by a student named FC:

> *"Diperingatkan dulu mbak sama guru kok belum mengerjakan tugasnya, ada yang terkendala sinyal atau hp mbak jadi kalo telat mengumpulkan masih bisa disusulkan tugasnya, tapi setelah diperingatkan dan dikasih toleransi waktu belum juga dikerjakan atau dikumpulkan ya dari guru nanti nilainya kosonggitu aja mbak."*

Another student (RM) said:

> *"Kalo ada yang belum mengumpulkan ya masih di peringatkan buat ngerjain trus dikasih waktu dan kalo tetep ga ngerjain nilainya di kosong."*

6) Attendance list

For the results of the questionnaire item 15 and item 16 students have a high perception with a mean score is 3.51 and 3.51, which means that students agree with the statement *"The attendance list of online learning is carried out by the teacher / school."* and the statement *"The attendance list on online learning easily to do by students."* Then supported by my own experience when doing an internship at SMK N 8 Purworejo, for the attendance list a google form link is provided which is uploaded to the google classroom by the teacher according to the course schedule and students click on the link from google classroom and fill in the name and class for the attendance list.

7) Media platform on online learning

Based on the results of the questionnaire item 17 and item18 have a mean score is 3.14 and 3.01, it means that students have a medium perception or partially agree and some do not agree with the statement *"The online learning media prepared by the teacher is adequate."* and the statement *"The media used by teachers on online learning is varied enough."* This shows that the teacher has not used various media in online learning so that students don't feel bored. The learning media used by teachers on online learning is only Google Classroom, as said by student name VNR in the interview:

> *"Ya cuma google classroom mbak yang digunakan guru dalam pembelajaran online ini."*

Other student (RM) said:

> *"Lewat Google classroom, link tugas, kadang ya make kertas terus dikirim ke sekolah, pernah waktu itu make video pembelajaran itu tapi kayaknya kurang efisien jadi udah gak make itu lagi."*

(IYP) said:

> *"Pakai Google classroom doang mbak."*

However, the teacher (Mr.A) said as follows:

> *"Kita memakai google classroom, tetapi ada beberapa guru yang menggunakan teleconference menggunakan zoom, google meet tapi anak mengeluh, mengeluh karna pulsanya, karna sinyal jelek. Jadi untuk semester ini kita hanya menggunakan google classroom."*

The result of the questionnaire item 19 students had high perception with a mean score of 3.57, which means that students agreed with the statement *"The media used by the teacher on online learning is suitable to the materials on basic competency."* This shows that the media presented by the teacher in online learning is in accordance with the basic competency material.

8) Provided facility by the school

For the result of the questionnaire item 20 students have high perceptions with a mean score of 3.96 which means students agree with the statement *"The school provide support facilities on online learning by providing assistance to purchase internet quotas to students."* This shows that students agree that schools make it easy for online learning to take place by distributing internet SIM cards to students. As said by a student named VNR:

> "*Kalo untuk* kuota si sekolah *pernah ngasih kartu perdana internet mbak, tapi ya itu hanya bisa buat buka aplikasi yang sebenernya juga gk kita pake pas pembelajaran online ini mbak,*

jadi kartu nya itu gk ada kuota internet untuk browsing, jadi hanya bisa digunain untuk aplikasi aplikasi yang tertera di kartu perdana internetnya"

Other student (IYP) said:

"*Kuota aman mbak kana da bantuan dari Kemendikbud 4x dari bulan September-Desember.*"

(FC) said:

"*Kuota yang dapet dari sekolah kartu perdana itu nggak bisa dipake, selama pandemi pake kuota sendiri mbak.*"

(LF) said:

"*Sejauh ini si kuota aman mba, udah ada bantuan kuota belajar kan dari Kemendikbud.*"

Thus, in doing online learning there are other obstacles faced by students and teachers. Not only about purchasing internet data, bad internet connection, but also some students complaining about cellphones that do not support downloading applications or media used for online learning. To respond to this situation, the school or teacher has provided other supporting facilities to their students. One of them is that students who cannot access online learning from home are allowed to go to school to take part in online learning in the library or students can submit assignments directly to the teacher concerned. And another obstacle as explained by the result of the interview with the English subject teacher named Mr. A said:

"*Karena tidak semua guru itu punya basic yang sama. Kita menggunakan google classroom. Ada beberapa guru yang juga mencoba teleconference menggunakan zoom menggunakan google meet, tapi anak mengeluh karna pulsanya, ya memang kita tidak bisa 100% memaksakan siswa. Tetapi sebenarnya yang terpenting bukan alatnya yang diutamakan, justru yang terpenting adalah mereka itu kedisiplinannya kurang. Jadi memang kelemahannya pjj karakter siswa tidak bisa terbentuk, guru sulit untuk membentuk karakter siswa. Mungkin untuk solusi yang saya harapkan ya dari faktor orang tua karna ketika pjj itu kan siswa posisinya ada di rumah, dimana itu semua kontrolnya ada di orang tua, bagusnya orangtua memantau dan mengawasi anak, mungkin kerjasama itu yang bisa membantu.*"

5. Conclusion

This study has shown that 12th grade students of SMK N 8 Purworejo have "Medium" perception toward the implementation of online learning during COVID-19 pandemic as the mean score was 3.21 that lays on the range between 2.60 – 3.39 in medium category. There are several difficulties faced by students and teachers. This difficulty makes online learning less effective. First, the signal or internet connection is bad, not all students live with good network access. Second, related to a bad internet connection, it is also influenced by the use of media platforms in online learning, where applications are easily accessible by students only through google classroom. Third, the lack of interaction that occurs during online learning between students and teachers, and students with students.

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