

How Elementary School Students Respond to Online Learning

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Abstract

The objective of this study was to determine the attitudes of students at Public senior high school 8 Sumedang towards Indonesian language learning, which is conducted online and only face to face, at Public senior high school 8 Sumedang. The study was conducted from March to April 2024, and the sample of 135 students, or 30% of the total population, was randomly selected. In this study, a questionnaire attitude toward learning Indonesian, both online and face to face, was used to collect data. The data were analyzed descriptively to get frequency, percentage, mean, and standard deviation values. These values were used to determine the tendency of students' attitudes toward learning Indonesian. Based on the results of the study, it is clear that the attitudes of students at Public senior high school 8 Sumedang toward learning Indonesian both online and face-to-face are relatively good.

Keywords: Indonesian, Online Learning, Limited Face to Face

Introduction

After around two years of implementing online learning, a limited face-to-face learning policy has progressively begun to be applied in order to improve quality and ensure maximal and structured results.

Attitude is primarily a behavioral tendency that can be defined as a person's response to a stimuli (Baidun, 2023). Attitudes are always associated with objects; that is, attitudes are generated, taught, or changed in connection to a specific item that can be clearly defined. Attitudes have two aspects: motivation and feeling, which are natural traits that distinguish a person's attitudes, abilities, or knowledge (Baidun, 2019). Another viewpoint holds that attitude is each person's evaluation of an object. The object of an attitude might be concrete or abstract, and it summarizes a person's nature. Attitudes are often associated with an individual's stable and tough beliefs/feelings (Baidun, 2022). There are variances in feelings, The behavior of each student in learning, both positive and negative, reflects the student's attitude about subjects, including learning Indonesian.

An equally crucial feature is pupils' ability to conduct independent learning about Indonesian directly. Attitudes toward Indonesian language research are closely tied to students' experience and independence in learning and discovering notions about Indonesian language lessons. The Indonesian language discoveries made will help students' perspectives towards this inquiry evolve further.

The Indonesian language learning process in class can be evaluated for each student by assessing their attitudes toward Indonesian. Attitude is crucial because it allows the teacher to determine each student's attitude to learning by showing whether the student rejects or embraces Indonesian language study. Students at SMA Negeri 8 Sumedang responded differently to studying Indonesian. This is a terrible student attitude toward the learning process. Students with a positive attitude toward certain Indonesian language classes are more diligent in their studies, resulting in maximum learning results,

whereas students with a negative attitude are uninterested in learning, resulting in less-than-optimal learning outcomes.

A positive mindset can help students learn Indonesian, whereas a negative attitude can inhibit them from learning Indonesian. The disparities in attitudes displayed by pupils throughout Indonesian language study will eventually influence their learning outcomes.

Methods

The research method is descriptive comparative, with a quantitative approach. This sort of comparative research compares variables on the same subject at different times and using different learning methods. In this study, students contrasted their perceptions toward Indonesian language learning conducted online versus limited face-to-face. The study took place at State High School 8 Sumedang from March to April 2024. This survey included all 450 students from Sumedang State High School 8. The sample size for this study was 135 students, which represented 30% of the population and was picked at random. The data gathering strategy in this research involves a questionnaire method, specifically a questionnaire about views on learning Indonesian online and restricted face-to-face.

Results and Discussion

Results

This is a comparative descriptive study with a quantitative approach, therefore the condition of the object will be described using data acquired from a questionnaire. The results of a study on the attitudes of students at State Middle School 8 Sumedang regarding learning Indonesian online yielded a maximum score of 80 and a minimum of 40. Research on State Middle School 8 Sumedang students' views towards limited face-to-face Indonesian language study yielded a maximum score of 88 and a minimum score of 43 out of 20 statements with a score of 8 to 4.

According to the results of the questionnaire analysis, students' attitudes toward face-to-face Indonesian language learning are limited to the fairly good category, indicating that overall students participate in learning actively and enthusiastically because they enjoy participating in Indonesian language learning, re-studying the material provided by the teacher, and discussing it with them. friends and create a summary of the content, pay close attention to the teacher's explanation, and complete the assignments assigned by the teacher. The school's limited face-to-face learning imposes specific limitations, such as the number of pupils, the majority of whom have parental consent, and a 65% daily entry schedule. This learning method can be described as blended learning. Even while learning can be done face-to-face, it is still limited and must be tailored to all facilities so that both distance and face-to-face learning can be used. According to Akhmad Baidun (2023), new behaviors will eventually become old habits or routines. New experiences gained through online learning provide knowledge and expertise in the realm of technology. The world has entered the digital era, and it need competent human resources to keep up. When technology is used more effectively in the learning process, new habits emerge. A study describes the use of technology and face-to-face learning as a successful paradigm in many examples of integration in the school system.

Students at State Middle School 8 Sumedang have a limited attitude toward learning Indonesian online and in person, with the maximum percentage falling into the same category: fairly good (52% and 48%, respectively). In the very good category, online learning has a higher percentage of student attitudes (8%) than face-to-face learning (5%). This demonstrates that there is no substantial difference in students' views regarding changes in learning techniques, whether online or limited face-to-face. This could imply that, despite changes in learning methods, the majority of students think Indonesian is a pleasant topic rather than a tough one, but there are still a few students who believe Indonesian is a difficult and confusing subject. Thus, students become bored and less interested in learning Indonesian.

According to Cartono (2022), there are several indicators of students' attitudes toward learning Indonesian, including: 8) The social implications of Indonesian, defined as student behavior and

behavior based on instinctive social attitudes that arise while studying or participating in the process of learning Indonesian. In research, students are actively involved in the process of finding Indonesian, which allows them to indirectly develop and deepen their understanding of the language.

So, on general, learning methods have little influence on students' attitudes towards a subject. According to Baidun (2021), the most essential aspect of analyzing attitudes about Indonesian is that when students initially start school, they do not immediately enjoy Indonesian language classes. Most of the current situation demonstrates that students' views toward studying Indonesian at school are negative and difficult to accept because they believe that learning Indonesian is a tough and dangerous subject. However, this can be addressed by making kids feel comfortable through positive relationships between professors and students.

According to Baidun (2023), multiple variables influence attitude formation, including the influence of culture, which has unknowingly established a line of influence on attitudes toward various situations. Radio, television, newspapers, magazines, and other forms of mass media all have a significant impact on shaping people's attitudes and beliefs.

Educational and religious institutions, as a system, have an impact on attitude formation because they lay the groundwork for understanding and moral concepts within the individual, as well as emotional factors, a type of attitude that is sometimes based on emotions and serves as a channeling frustration or diverting forms of ego defense mechanisms. Anggraeni (2022).

Conclusion

Based on the findings of the research data analysis, it is possible to conclude that there is no difference in Sumedang 8 State High School students' attitudes toward Indonesian language learning whether it is done online or in limited face-to-face settings, as evidenced by the highest percentage scores of 48% and 52%, both of which are in the "pretty good" category. Suggestions for future researchers include the ability to directly observe students' attitudes during the teaching and learning process. Furthermore, teachers, particularly Indonesian language teachers, can mold students' attitudes to be more positive.

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