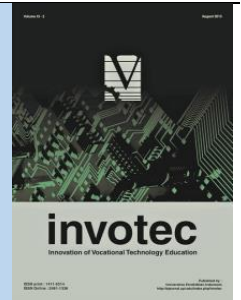




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STUDENT'S PERCEPTION OF LEARNING IN THE NEW NORMAL ERA OF COVID-19

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ABSTRACT

The Covid-19 pandemic forced learning to be adjusted to these conditions, the Ministry of Education and Culture has issued a circular letter Number 15 of 2020 regarding learning techniques in pandemic conditions or the new normal era which includes online and offline learning with a certain proportion. This study aims to determine the perception of SMK Tata Boga students towards learning in the new normal era which includes aspects of the learning experience, teaching skills in teaching, infrastructure, and the psychological condition of students when the learning process takes place. This research uses a descriptive quantitative method with a proportional stratified random sampling technique. The research population consisted of classes X, XI, and XII with a total of 179 students while the research sample was 64 students. The research instrument used a questionnaire with a Likert scale distributed via a google form link and to process research data using the TCR technique (respondent level of achievement). The overall research results calculated using the TCR technique got a score of 67.58% and were in good criteria, so it can be said that the new normal era learning carried out in one of the vocational schools went well. This research provides future benefits so that it becomes a consideration in building a system, a better curriculum. so it can be said that the learning of the new normal era carried out in one of the vocational schools went well. This research provides future benefits so that it becomes a consideration in building a system, a better curriculum.

1. Introduction

Catering is one of the majors in Vocational High Schools (SMK), learning at Vocational Schools provides students with opportunities to develop their competencies both theoretically and practically, be sporty, responsible, and honest (Komarudin & Prabowo, 2020). In mid-2019 there was an outbreak of the Covid-19 virus that infected almost all countries in the world so that the WHO officially designated the virus as a global pandemic (O'Brien et al., 2020).

The spread of the pandemic affects the teaching and learning process, learning is forced to be adjusted to the conditions that occur (Hermanto & Srimulyani, 2021) with offline and online implementation (Praharani & Cheng, 2020). Learning that is carried out online interspersed with offline provides a non-monotonous atmosphere and can fill gaps that are not fulfilled in online learning, so that students' stress levels are reduced and can make students easy to accept learning (Amponsah et al., 2021).

Online learning is carried out online through the help of the internet network (Hermanto & Srimulyani, 2021) using platforms such as *Google Meet*, *Zoom*, *Google Classroom*, *Edmodo*, and *Whatsapp Group* (Abidah et al., 2020), in achieving its successful implementation the government provides facilities in the form of quotas. internet which is shared every month (Hamid et al., 2020). Offline learning is carried out without the internet and can be face to face with educators at the same time and place (Pei & Wu, 2019), although the implementation time is limited (Komarudin & Prabowo, 2020), the media used are worksheets, modules, PPT, props etc (Suhendro, 2020). Related to this, further research is needed on a successful implementation of learning in accordance with the conditions of the current new normal era. In line with the opinion of Nasution & Ahmad (2020) that there are still many inhibiting factors and an unfavorable learning system is a problem for students' difficulties in participating in online learning. Hamid et al., (2020) in his research said that the current obstacles are that educators and students must be able to adapt, seek breakthrough methods or appropriate learning models so that learning can run well despite limitations.

The existence of a combination of learning implementation can lead to various perceptions which are the result of information on something related to what is received and seen (Handhika et al., 2016), In line with Arifin's opinion, that perception is strongly influenced by internal and external factors (Arifin et al., 2017), so that students can assess and respond to the learning process carried out during the *new normal era*. Gerritsen-van Leeuwenkamp et al., (2019) in his research said that students' perceptions were very influential on learning which gave a positive relationship to learning outcomes.

Based on the description above, the purpose of this research is to find out the perception of SMK Tata Catering students towards learning in the new normal era in terms of learning experiences, teacher skills in teaching, infrastructure, and students' psychological conditions when the learning takes place. This research provides future benefits so that it can be considered for improving a system, curriculum so that in the future it will be better.

2. Methods

This study uses a descriptive quantitative approach, descriptive can describe the state of the subject or the phenomenon that is happening now based on the quantitative data obtained (Williams, 2017). The subjects of this study were students of the culinary arts department, with a sample of 6 classes, namely class X, XI, and XII and a population of 179 people. The object to be studied is the

perception of learning in the new normal era of covid-19. Sample was measured using *proportional stratified random sampling technique*, and obtained 64 students.

$$\begin{aligned}
 n &= N/(1+(Nxe^2)) \\
 &= 179/(1+(179 \times 0,1^2)) \\
 &= 179/(1+(179 \times 0,01)) \\
 &= 179/(1+1,79) \\
 &= 179/2,79 \\
 &= 64,157
 \end{aligned}$$

There are 6 stages of research carried out; (1) The data collection stage, (2) the Instrument Preparation Stage, adapting the research of Maulana & Hamidi (2020) which was developed and adapted to the learning conditions *new normal era* (online and offline) using a Likert scale 5 scale Strongly Agree/S, Agree/ S, Disagree/KS, Disagree/TS, and Strongly Disagree/STS (3) Instrument validation stage, carried out by the validator (4) Instrument Trial, conducted on culinary vocational high school students outside the sample selected, (5) Data collection, carried out on 22-28 April 2021 by distributing questionnaires online via whatsapp group <https://forms.gle/gFN9hdK4jfbmGjde9>, (6) Data processing, analyzed using the Respondent Achievement Level (TCR) technique which is an assessment method by compiling samples based on their ranking on various assessed traits (Armitha, 2020). This method shows an assessment scale or *Master Scale*, which is a measurement scale that generally shows five levels of a certain trait (Armitha, 2020).

3. Results and Discussion

The results of the research calculation using TCR obtained results of 67.58%, and are in good criteria. The explanation of the aspects in more detail is as follows:

3.1 Aspects of the online learning experience

The results of the respondents' achievement level on the online learning experience aspect showed a score of 64.38% and were in good criteria.

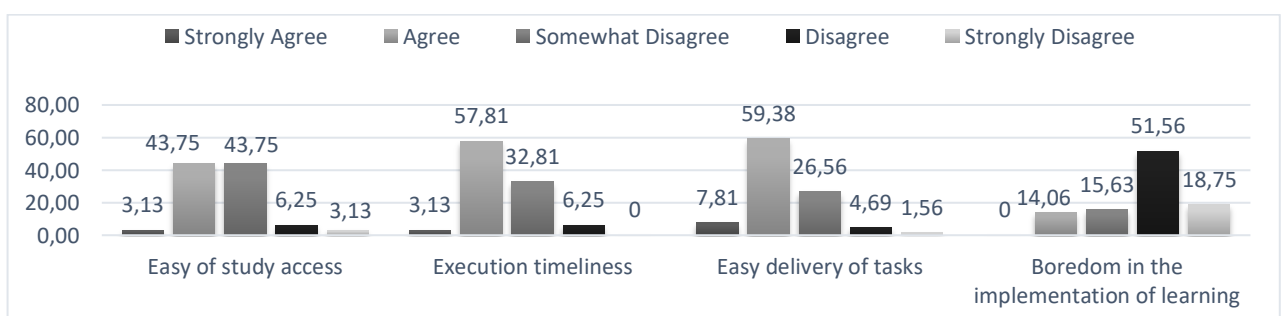


Figure 1. Questionnaire results in aspects of online learning experience

The percentage above (Figure 1) shows that online learning has been carried out optimally, the application of creative learning media and various alternative facilities for students in collecting assignments greatly affect the success of online learning. Amran et al. (2021) revealed that choosing the right learning media in delivering material will make it easier for students to learn and accuracy in time management is needed because the implementation of online learning is done with limited time. The readiness of infrastructure to support online learning such as the use of smartphones and laptops is sufficient so that students can operate them during the implementation of online learning (Amran et al., 2021). In line with this, Cahyani et al., (2021) said that the use of the internet during online learning can be a liaison between teachers and students, supporting infrastructure must also be considered so that there are no restrictions and obstacles in access during learning.

3.2 Aspects of the offline learning experience

The results of the respondents' level of achievement in the online learning experience aspect showed a score of 78.52% and were in good criteria.

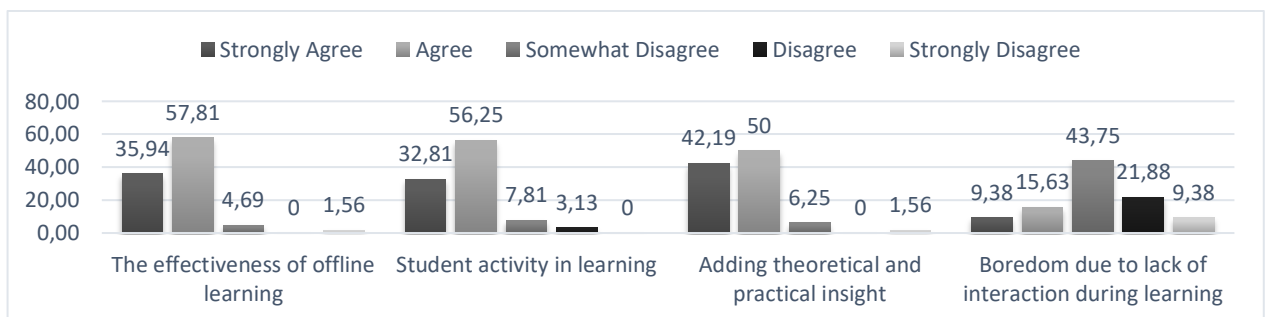


Figure 2. The results of the offline learning experience questionnaire

The percentage above (Figure 2) shows that offline learning is considered more effective because students can experience the learning experience directly, especially in subjects related to practice. Mocanu et al., (2021) says that face-to-face learning is more suitable when applied to material related to practice. Bączek et al., (2021) also said that the form of visualization of learning using video can help students in projecting it, but a learning experience is still needed, besides that learning experience is very important and will be very useful in supporting the world of work. So that in offline learning students will get a better learning experience and can interact more freely with educators.

3.3 Aspects of teacher skills in online learning

The results of the respondents' level of achievement in the online learning experience aspect showed a score of 64.90% and were in good criteria.

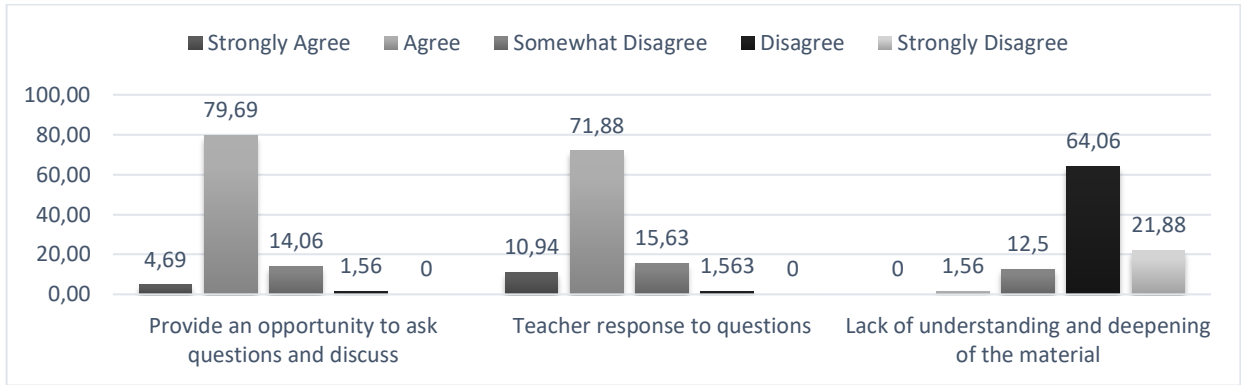


Figure 3. Questionnaire results of teacher skills aspects in online learning

The percentage above (Figure 3) shows that educators already understand online learning methods, starting from the readiness of learning tools, learning media, and good time management. Pratama & Mulyati (2020) said that one of the weaknesses of online learning in the new normal era is the limited learning time, therefore it is very important for educators to be able to use time as efficiently as possible. Praharani & Cheng (2020) also said that the application of appropriate, creative, and interesting learning media related to the material presented would certainly make it easier for students to understand the material being taught. In line with what Subakti & Handayani (2021) said that educators must have the ability to analyze every situation so that the selection of learning support methods or media becomes appropriate to be applied to more effective learning than before.

3.4 Aspects of teacher skills in offline learning

The results of the respondents' level of achievement in the online learning experience aspect showed a score of 71.25% and were in good criteria.

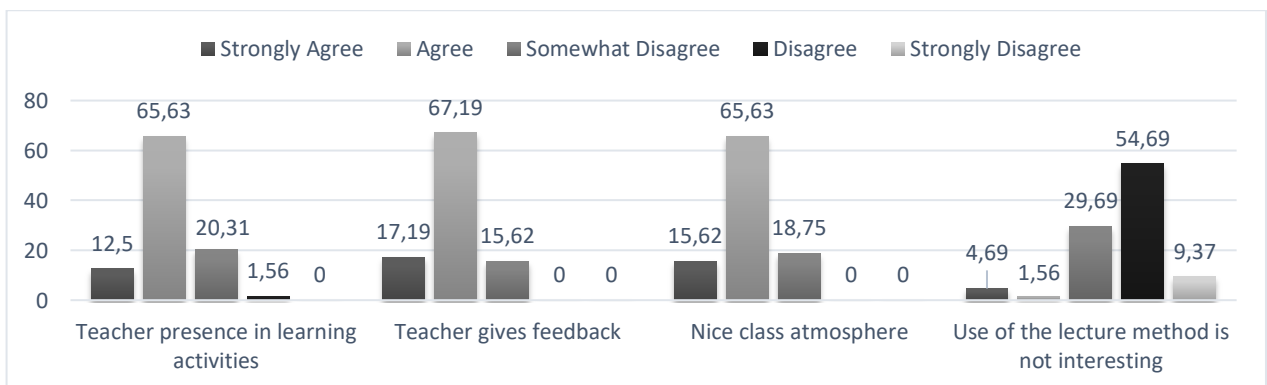


Figure 4. Questionnaire results of teacher skills aspects in offline learning

The percentage above (Figure 4) shows that offline learning is running as it should, educators or students are used to doing offline learning but what makes the difference is the condition where

the learning atmosphere continues to run by implementing health protocols and time constraints because it is still in a pandemic situation. Subakti & Handayani (2021) says that during learning in the new normal era, the obstacle is the limited learning time so educators must be able to maximize that time. Amran et al., (2021) revealed that with the limited learning time during this new normal era, educators must prepare all learning tools to the maximum so that learning objectives can still be achieved properly. In line with what Kumar & Sharma (2021) said that the teacher's skills in sorting out appropriate and interesting learning methods will make it easier for students to understand the material being taught so that even though the learning time is limited, it will still run and be covered very well.

3.5 Aspects of online learning facilities and infrastructure

The results of the respondent's level of achievement on online learning facilities and infrastructure showed a score of 57.42% and were in fairly good criteria.

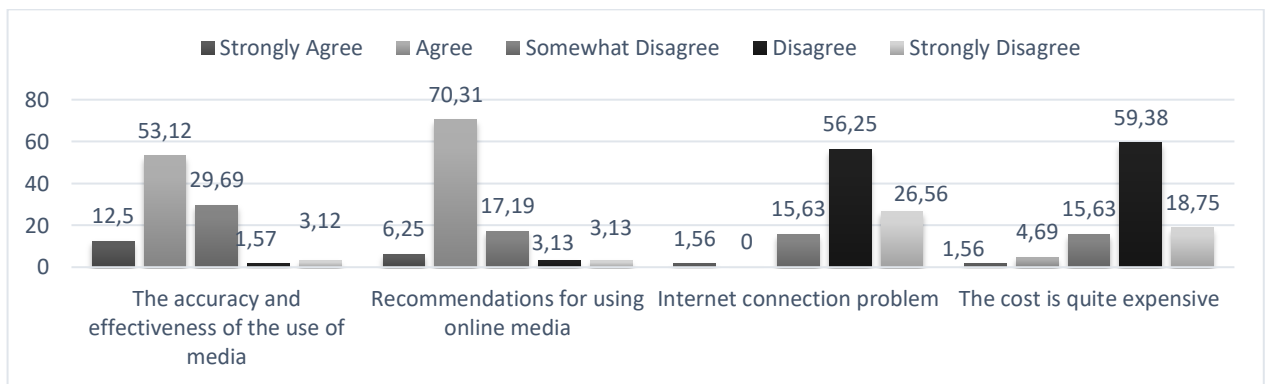


Figure 5. Results of questionnaire aspects of online learning facilities and infrastructure

The percentage above (Figure 5) shows that the use of online learning support applications must consider the ease of reach by students (Widodo et al., 2020). Argaheni (2020) said the condition of supporting infrastructure in online learning can affect the ongoing learning activities such as the condition of the internet in the area or the condition of inadequate devices. According to Bączek et al., (2021) in online learning, the role of supporting infrastructure is very important because as a means of connecting educators with students, these facilities must be fulfilled both for educators and students so that learning can be carried out smoothly and learning objectives can be achieved.

3.6 Aspects of offline learning facilities and infrastructure

The results of the respondents' level of achievement in the aspect of offline learning facilities and infrastructure showed a score of 75.52% and were in good criteria.

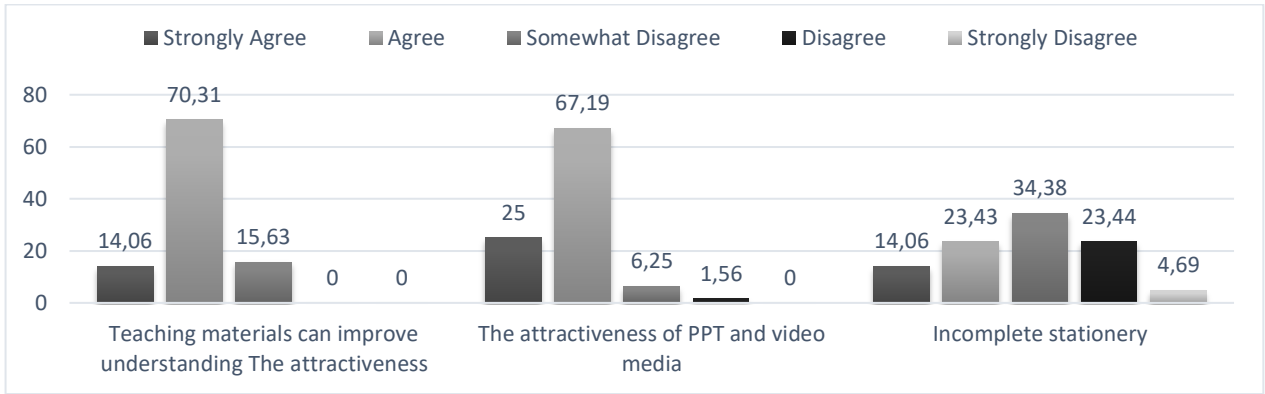


Figure 6. Results of the questionnaire aspects of offline learning facilities and infrastructure

The percentage above (Figure 6) shows that although the development of technology is growing rapidly, the use of modules or worksheets in the form of hardcovers is still favored by students. In addition, educators must maximize the use of the facilities provided by the school such as the use of projector screens, props, and other facilities. This is in line with the opinion of Ryn & Sandaran (2020) that educators must be smart in choosing the means used by adjusting teaching materials. Pratama & Mulyati (2020) also said that the delivery of material would be easier if the use of supporting facilities and good material delivery made it easier for students to understand what the educator was saying. The role of infrastructure in the learning process is very important because if there are adequate facilities and the skills possessed by educators, learning can run effectively.

3.7 Aspects of psychological conditions during online learning

The results of the respondent's level of achievement in the aspect of offline learning facilities and infrastructure showed a score of 50.73% and were in a fairly good criterion.

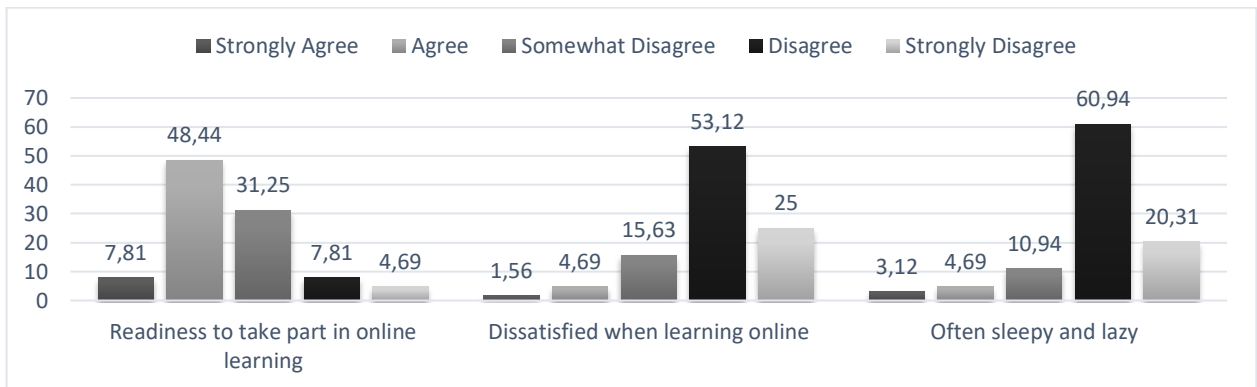


Figure 7. Results of questionnaire psychological aspects of online learning

The percentage above (Figure 7) shows that supervision of students during online learning needs to be carried out optimally. Parents of students have a big role in the success of online learning that synergizes with educators to prepare to learn or provide motivation so that students'

psychological conditions remain in good health and condition. Argaheni (2020) said that in online learning students are glued to the device for a long time, this can interfere with the psychological condition of the student. Educators, technology, learning resources used, and students are the main components in increasing the success of online learning (Mustofa et al., 2019). In line with what Amran et al., (2021) said that the teacher's role is considered important in controlling students' psychology, by always providing motivation, not being too rigid in dealing with student problems and of course not being too burdensome for students with assignments, so it is hoped that the psychological condition of students will remain in good condition so that they are easy to work with to concentrate on understanding the material being taught.

3.8 Aspects of psychological conditions during offline learning

The results of the respondent's level of achievement on the physiological condition aspect of offline learning show a score of 77.5% and are in good criteria.

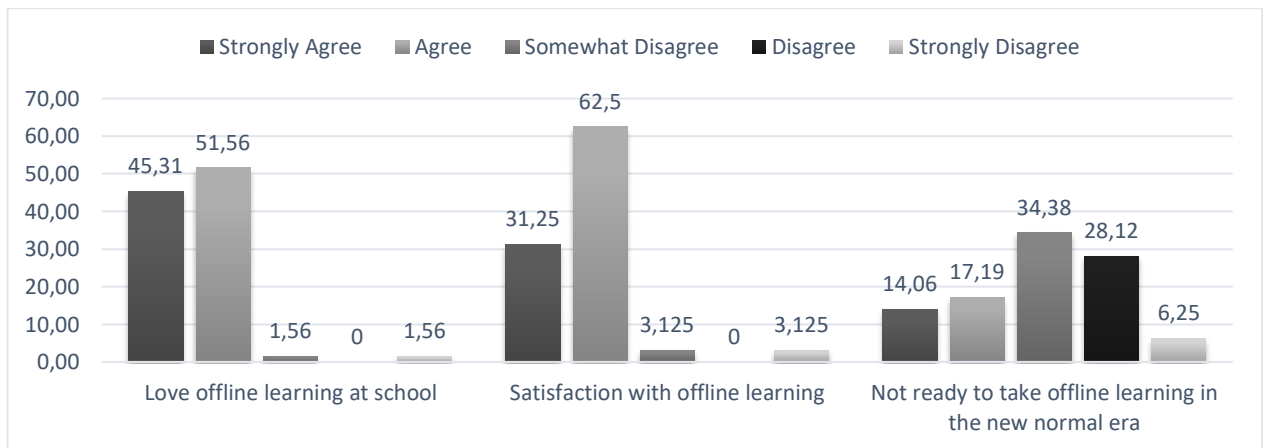


Figure 8. Results of questionnaire aspects of psychological conditions of offline learning

The percentage above (Figure 8) shows that offline learning has the advantage of applying material related to practice in addition, students can interact directly with educators and classmates. Cahyani et al., (2021) said that face-to-face learning is very effective to use in implementing practical learning. According to Mocanu et al., (2021) good practice learning is carried out directly by educators and students because if there are errors or mistakes, the educators can immediately correct them. In addition, Yu & Jee (2021) also said that during face-to-face learning the educator has full power in controlling the class, making it easy to convey material and motivation. So during learning, educators have the flexibility to convey material and motivation, students can also interact with their friends directly so that learning conditions are not monotonous which can affect students' psychological conditions in participating in learning activities.

4. Conclusion

Based on the results of research and discussion of online or offline learning that has been carried out, it can be concluded: 1) aspects of the learning experience produce good perceptions, ease of access in collecting assignments and several alternatives provided by the teacher make it easier for students to carry out learning. 2) aspects of the teacher's skills in delivering the material produce good perceptions, the many applications of creative and interesting media can make it easier for students to understand the material. 3) the infrastructure aspect produces a good perception, the learning facilities facilitated by the school and the government has been coordinated to help facilitate the learning process. 4) aspects of psychological conditions produce good perceptions, the motivation given by parents and teachers has a positive impact, generate a sense of readiness and enthusiasm in students to take part in online and offline learning. The advantages and disadvantages described above can be used as improvements in the learning system so that in the future learning success can be achieved properly and effectively.

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