

The Influence of Students' Perceptions About Online Learning on Learning Outcomes of Class XI Students in Entrepreneurship Subjects at Sumpah Pemuda Vocational School

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ABSTRACT

This study was created to determine the effect of students' perceptions of online learning on student learning outcomes in class XI entrepreneurship subjects at Sumpah Pemuda Vocational School, West Jakarta. The research design used is quantitative, where student perception is the independent variable and student learning outcomes in entrepreneurship subjects are the dependent variable. There were 130 student populations studied, but only 98 were sampled using random sampling technique. Based on the results of the calculation of the T-test of the influence of students' perceptions, the coefficient value is 0.244 and it can be seen that the Tcount is 2.462. While T table is calculated by the formula $a/2$ ($0.05:2 = 0.025$), $n-k-1$ ($98-1-1$) = 96 for that Ttable value is 1.984 with a sig value of 0.016 ($0.016 < 0.05$). So it can be concluded that H1 is accepted, which means that there is an influence of students' perceptions about online learning on student learning outcomes in class XI of entrepreneurship subjects at the Sumpah Pemuda Vocational School, West Jakarta.

Keywords: Student perception, online learning, learning outcomes.

INTRODUCTION

On March 18, 2020, the government issued a circular stating that all indoor and outdoor activities in all sectors were temporarily suspended in order to reduce the spread of the corona virus, especially in the education sector. Minister Nadiem Anwar Makarim issued Circular Letter Number 3 of 2020 on Education Units and Number 36962/MPK.A/HK/2020 concerning Implementation of Education in the Coronavirus Disease (COVID-19) Emergency Period, so learning activities are carried out online in the context of prevention spread of the coronavirus disease (COVID-19). Therefore, online learning is a solution during a pandemic so that distance learning continues. According to Sofyana & Abdul (2019: 82) Online learning is a learning system that is carried out not face to face, but using a platform that can help the teaching and learning process that is carried out even though it is far away. The purpose of online learning is to provide quality learning services in a massive and open network to reach more and more enthusiasts of learning space.

In entrepreneurship subjects there are practical lessons. In the practicum, students are limited in practicing broad skills due to a less supportive place, besides that the absorption of students in learning the material is not as easy as what it looks like. As happened to class XI students at SMK Pledge Pemuda Joglo, West Jakarta that students need time to adapt in the face of new changes that will indirectly affect learning absorption in both theory and practice, and there is also a disturbance in concentration during the learning process. , or not supporting the internet connection, which sometimes experiences disturbances so that it hinders the delivery of learning materials. In addition, the technological and economic abilities of each student are different so that not all students support online learning activities.

Perception is the ability to see, understand, then interpret a stimulus so that it is something meaningful and produces interpretation. Perceptions of students reflect their attitudes or behavior derived from observations during the online learning process. According to Briando (2020:2), there are several indicators found in students' perceptions of online learning applied during the Covid-19 pandemic, namely: Learning Conditions, Online Learning Activities, Teaching Materials, Learning Atmosphere or Environment and Student Interaction

The results of these observations will lead to a perception where the perception can be positive or negative depending on the observations of each individual. When online learning takes place, some students think that online learning is not fun and very boring because they only read, see and

observe the material given directly from the teacher. This assumption is different from what is expected by teachers who are trying to make learning as interesting as possible so that students feel happy, comfortable and don't feel burdened to take part in online learning.

Based on the explanation above, the researcher decided to examine the perceptions of students at the Sumpah Pemuda Vocational School, West Jakarta after online learning on entrepreneurship subjects.

RESEARCH METHOD

The research approach used in this study is a quantitative research approach with association methodology. The variables that are connected in this study are variables consisting of students' perceptions of variables (x) on learning outcomes (y).

The researcher uses a simple random sampling technique, which is a method of determining the sample in a non-random way without regard to status (Sugiyono, 2011: 57)). In finding the number of samples in this study, the Slovin formula was used and from this formula, 98 students were sampled.

In collecting data, researchers used questionnaires, observations, and documentation. The instruments used are questionnaire sheets, observation sheets, and data on student learning outcomes in the first semester of the 2021/2022 academic year. The questionnaire instrument on the learning independence variable uses indicators including: (1) learning conditions (2) online learning activities (3) teaching materials (4) learning atmosphere or environment, and (5) student interaction.

The data analysis technique used in this research is a simple linear regression test. Before testing the hypothesis through linear regression, the researcher conducted a prerequisite test in the form of a normality test and a linearity test first.

RESULT AND DISCUSSION

Researchers conducted prerequisite tests first so that the data used were linear and normal. The following are the results of the linearity test and normality test that have been carried out

1. Prerequisite Test

a. Normality Test

The normality test in this study is using the Komolgorov-Smirnov test with decision criteria if H_1 is greater than 0.05 then the data is declared

normally distributed and if H_0 is less than 0.05, then it is declared not normally distributed. The following is the normality test result;

Table 1. Normality Test Result

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		98
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	5,80134637
Most Extreme Differences	Absolute	,075
	Positive	,075
	Negative	-,067
Kolmogorov-Smirnov Z		,802
Asymp. Sig. (2-tailed)		,828

a. Test distribution is Normal.
 b. Calculated from data.

Based on the table above, the significant value of Komolgrov-Smirnov Z is 0.828. The results of the normality test above show that the sig of the two variables is 0.828 greater than 0.05. The student perception variable (X), the learning outcome variable (Y) is declared to be normally distributed, which means that H_1 is accepted and H_0 is rejected.

b. Linierity Test

The linearity test in this study is to see the relationship between the independent variables, namely student perceptions and the dependent variable, namely entrepreneurship learning outcomes in the following table:

Tabel 2. Linierity Test Result

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Persepsi Siswa *	Between Groups	(Combined)	6173,420	22	280,610	,945	,540
		Linearity	1689,588	1	1689,588	5,689	,020
		Deviation from Linearity	4483,832	21	213,516	,719	,801
	Within Groups		22274,702	75	296,996		
	Total		28448,122	97			

Based on the data table from the linearity test above, a significant value of 0.801 was obtained. The linearity test data shows that the sig value is $0.801 > 0.05$, which means that H1 is accepted and H0 is rejected. So that there is a linear relationship between students' perceptions of learning outcomes on entrepreneurship subjects for class XI Entrepreneurship students.

2. Hipotesis Test

Hypothesis testing is done in the following way:

a. Summary Output

Model Summary^a

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,244 ^a	,059	,050	11,234

a. Predictors: (Constant), Persepsi Siswa

b. Dependent Variable: Hasil Belajar Siswa

Based on the table above, the results in the Summary Model obtained an R value of 0.244 which means that the relationship between the independent variables and the dependent variable can be categorized as having a low relationship and there is a large influence of student perceptions on learning outcomes which is the coefficient of determination r square (R²) of 5.9 % while the remaining 94.1% is influenced by other variables outside of the study.

b. Anova Output

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	764,999	1	764,999	6,082	.016 ^b
	Residual	12115,531	96	126,203		
	Total	12880,531	97			

a. Dependent Variable: Hasil Belajar Siswa

b. Predictors: (Constant), Persepsi Siswa

Based on Table above the results of the ANOVA model output above, it is used for a significant level to be determined if the sig value in the ANOVA output table <0.05 then H1 is accepted and H0 is rejected. The results of the ANOVA model in this study were obtained with a sig value of $0.016 < 0.05$, which means H1 is accepted. So that there is a significant effect of student perceptions on learning outcomes

c. Coefficient Output

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	109,238	8,749		12,488	,000
	Persepsi Siswa	,164	,087	,244	2,482	,016

Based on Table above, the output coefficient is 0.164 and the number is 109.236. From the data, a simple linear regression equation is obtained as follows:

$Y = 109.236 + 0.164x$, the equation shows a coefficient value of 0.164 which means that if the student's perception (X) increases by 1 point, it will be followed by an increase in entrepreneurship learning outcomes of 0.164. Based on the results of the sample analysis above, it can be concluded that there is a significant influence between students' perceptions of learning outcomes. This is reinforced by the level of the relationship between the two variables which is weak and the large contribution / contribution of the influence of student perceptions on learning outcomes is only 1.64% and 98.36% is influenced by other factors.

In addition to the simple linear regression test, the researcher also calculated the effect of students' perceptions with the T test to determine whether the independent variable had a significant effect on the dependent variable. Where $T_{table} > T_{count}$ then H_0 is accepted, and if $T_{count} > T_{table}$ then H_1 is accepted.

Based on the results of the calculation of the T-test of the influence of students' perceptions, the coefficient value is 0.244 and it can be seen that the T_{count} is 2.462. While T_{table} is calculated by the formula $a/2$ ($0.05:2 = 0.025$), $n-k-1$ ($98-1-1$) = 96 for that T_{table} value is 1.984 with a sig value of 0.016 ($0.016 < 0.05$). So it can be concluded that H_1 is accepted, which means that there is an influence of students' perceptions about online learning on student learning outcomes in class XI entrepreneurship subjects at the Sumpah Pemuda Vocational School, West Jakarta and H_0 is rejected.

Discussion

The results of this study have an R value of 0.244 and there is a large influence of student perceptions about online learning on learning outcomes. The coefficient of determination r square (R^2) is 5.9% while the remaining 94.1% is influenced by other variables outside of the study. The T test shows that T_{count} is 2.462 which is greater than T_{table} is significant 0.025 and df 96 is 1.984 so that the effect of student perception (X) on student learning outcomes in entrepreneurship subjects (Y) is significant.

The results of this study are strengthened by the opinion in the theoretical study proposed by Irwanto (2017: 2), Perception is the process of receiving stimuli (objects, qualities, relationships between symptoms, and events) until the stimulus is realized and understood is called perception. Because perception is not just sensing, there are writers who state perception as the interpretation of experience. Because perception occurs after sensing and also illustrates that a person's perception occurs after the stimulus is received by the senses and is then realized and understood, after perception is realized and understood, there is an interpretation of experience.

CONCLUSION

Based on the results and discussion of the research that has been described regarding the effect of students' perceptions of online learning on student learning outcomes in class XI entrepreneurship subjects at Sumpah Pemuda Vocational School, can be concluded that: There is a significant influence between students' perceptions of learning online online on the learning outcomes of class XI. This is proven based on the results of the Summary Model output which obtained an R value of 0.244 the level of the relationship between two variables and R square the contribution / contribution of the influence of student perceptions on student learning outcomes of 5.9% and 94.1% influenced by other factors.

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