PERCEPTION AND BEHAVIOR IN ONLINE LEARNING AT NURUL HASANAH KUTACANE UNIVERSITY: A CASE STUDY

YUSNAINI[1*] – LUBIS, H.[1] – SYAHRADESI, Y. T.[1] – DAMAYANTI, Y.[1] – LESTARI, F.[1]

[1] *Program Study of Nursing, Nurul Hasanah Kutacane University, Aceh, Indonesia.*

**Corresponding author*
e-mail: yusnaini84[at]gmail.com

(Received 30th April 2022; accepted 25th June 2022)

Abstract. The coronavirus crisis can not only be characterized as a disturbing period of instability, uncertainty, and danger but can also be considered a period of accelerating the diffusion of digital technologies. Colleges around the world have shifted from classroom-based to online-based learning to comply with social distancing recommendations in preventing the wide spread of this pandemic. Online learning can be applied flexibly and provides opportunities to develop wider learning. This study aims to analyze the perceptions and behavior of students in online learning at the Undergraduate Nursing Study Program Students of Nurul Hasanah Kutacane University. This research is a descriptive-analytic correlational study with a cross-sectional study approach. The population is all level II and III students of the undergraduate nursing study program at Nurul Hasanah Kutacane University, totaling 53 respondents. The results of the study generally show that there is a relationship between perception and student behavior in online learning with a p-value of 0.000. Based on the results of this study, it is hoped that the Nurul Hasanah Kutacane University can support students in online learning through online learning system training, procurement of adequate digital facilities, and benchmarking to other universities.
Keywords: *perception, behavior, online learning, digital technologies*

Introduction

Currently, the international world is facing an outbreak of coronavirus infection known as COVID-19. According to Asim et al. (2020), this virus has the potential for inter-species transmission leading to human pathogenesis. This particular respiratory coronavirus was originally named 2019-nCOV, known as severe acute respiratory syndrome coronavirus-2 (SARS-CoV-2). Adhering to general health guidelines is essential to maintaining stronger immunity to fight infection and protection from other environmental hazards. The coronavirus crisis can not only be characterized as a disturbing period of instability, uncertainty, and danger but can also be considered a period of accelerating the diffusion of digital technology (Karabag, 2020). The use of digital technology is key in efforts to combat the COVID-19 virus (Hua and Shaw, 2020). According to Li et al. (2020), one of the government's policies to limit personal contact for the sake of controlling COVID-19 infection leads to reduced accessibility of face-to-face teaching and learning. This condition indicates a disturbance in the learning process. The emergency policy of resuming teaching activities as schools across the country were closed created ambiguity and disagreement about what should be taught, how to teach, the workload of faculty and students, the teaching environment, and the implications for educational equity. The difficulties faced by the policy include weakness of online teaching infrastructure, lack of lecturer experience (including uneven learning outcomes caused by diverse lecturer experiences), information gaps, the complex environment at home, and so on.

According to Zhang et al. (2020), to overcome this problem, the government needs to further promote educational information, consider equipping lecturers and students with

standardized home-based teaching/learning tools, and conduct online teacher training, including the development of large online education. scale in national strategic plans, and support academic research into online education, particularly education to help students with online learning difficulties. During the covid-19 pandemic, schools and colleges around the world have switched from classroom-based learning to online-based learning to comply with social distancing recommendations in preventing the wide spread of this pandemic (Gudi and Tiwari, 2020). According to Wang et al. (2020), innovations in online education models make a positive contribution in preventing and controlling the situation during COVID-19. The use of online technology in the learning process makes responses more effective and reduces the risk of spreading disease (Shaw et al., 2020). Online learning is very appropriate during this Covid-19 crisis. Various benefits of online learning are felt in the field of education. According to Ali et al. (2018), online learning can be used for active learning purposes, is faster, time and cost-friendly, suitable for working independently, increasing student learning, is applicable outside the classroom and the quality of e-learning is satisfactory. which shows that online learning is effective. Mbodila et al. (2019), online learning can be applied flexibly and provides opportunities to develop wider learning. Online learning is a lifelong learning perspective is very important for the development and accessibility of education (Basak et al., 2017).

The online learning process before and during the COVID-19 pandemic has also been implemented in Indonesia with a 20% online load for each subject and must be included in the curriculum. Meanwhile, online learning during the COVID-19 pandemic exceeds 50% and there is no maximum readiness from users, both lecturers and students. According to Aboderin (2015), online learning must be supported in curriculum development and implementation. This will ensure the availability of online learning tools and competent human resources through training (seminars, symposia, workshops and conferences) for lecturers on how to operate computers. Therefore it is important to know the success of online learning during covid-19. The success of online learning is related to several factors. The study by Abdekhoda et al. (2016) identified the success of online learning through the perceptions and behavior of students as users of online learning using the Unified Theory of Assess the Faculty of Acceptance and Use of Technology (UTAUT) model which has 5 variables consisting of 2 dependent variables (behavior intention and user behavior/usage) and 3 independent variables (performance expectancy, effort expectancy, social influence). According to Liu et al. (2019), the UTAUT model is very appropriate to be used to assess technology acceptance and use behavior that is directly influenced by perceptions or usage intentions. In a preliminary study at the Nurul Hasanah Kutacane University, it was found that the education and teaching process had used online learning through the e-learning platform during the COVID-19 pandemic. The results of interviews with 10 students and 5 lecturers, when the lecture process took place online, only 55% of students are connected to the zoom video that is taking place and their voice is not heard during online learning discussions. Students also complain about spending on internet quota purchases because the funding for internet quota is limited.

The COVID-19 pandemic has had a tremendous impact on all aspects of the field, especially education. The government's policy to prevent the spread of COVID-19 by implementing online learning is the right solution. This is supported by advances in technological innovation so that there are many media that can be used for online learning. However, not all universities have the availability of adequate resources to

optimally implement online learning, including Nurul Hasanah Kutacane University. This study analyzed the perceptions and behavior of students in online learning at the Undergraduate Nursing Study Program Students of Nurul Hasanah Kutacane University.

Materials and Methods

This research is a correlational analytic descriptive study with a cross-sectional approach. This research was conducted from January to May 2022 at Nurul Hasanah Kutacane University. The population in this study were all students of level II and III of the undergraduate nursing study program at Nurul Hasanah Kutacane University as many as 53 people. The sampling technique is total sampling, which means that the entire population is used as the research sample. Sample selection by the inclusion criteria set by the researcher. The instrument for measuring perceptions and behavior in online learning uses a questionnaire developed by Abdekhoda et al. (2016), namely the Model of Unified Theory of Assess the Faculty of Acceptance and Use of Technology (UTAUT) to see the relationship with perception. The questionnaire used was in the form of a Likert scale with 16 statement items and all statements favored. The assessment of the statement consists of 5 alternatives, namely a value of 5 for strongly agree, 4 for agree, 3 for doubtful, 2 for disagree and 1 for strongly disagree.

The data that has been collected were analyzed by univariate and bivariate. Univariate analysis was carried out on the perception and behavior variables with calculations in the form of frequency table distributions, percentages and a discussion of the description of the observed variables. While the bivariate analysis aims to see whether there is a relationship between the independent variable perception and the dependent variable student behavior in online learning.

Results and Discussion

Based on research conducted at Nurul Hasanah Kutacane University on 53 students, the results obtained based on the research objectives are as follows:

Perception of student in online learning

Table 1 shows that most respondents perceive online learning at Nurul Hasanah Kutacane University, are at good circumstances. According to a study by Nurcahyo et al. (2019), students' perceptions of online learning describe that all lecture materials can be followed online depending on students' abilities. Materials that can be accessed online are in the form of video lectures by lecturers, power points, or writing on a whiteboard that is highlighted by the video. Students need training in the use of various technology-based learning media. This is by the research of Setyaningsih et al. (2018), students perceive that online learning materials are already in the form of teaching materials (hand-out), but are not complete because they only contain theoretical concepts. According to the researcher's analysis, students' perceptions are good in online learning. This is because students enjoy the benefits of online learning, it can be carried out anytime and anywhere, makes it easy for students to follow it, and directs students to improve their digital skills so that they can align with the development of the digital era 4.0.

***Table 1**. Features of some proctoring systems.*

Variable	Frequency (N)	Percentage (%)
Perception (Good)	30	56.6
Perception (Less)	23	43.4

Behavior of student in online learning

Table 2 shows that the behavior of students in online learning is mostly lacking, meaning that students are still not optimal in participating in online learning. According to Mustofa et al. (2019), the online learning system has a positive contribution to encouraging disparities in the quality of higher education in Indonesia. Indications such as minimizing limited access to higher education of a certain quality, reducing limited facilities that have been considered as one of the obstacles to the low quality of higher education, eliminating understanding limitations on certain materials and online learning systems provide broad access to educational resources, especially at universities leading. Based on the researcher's analysis, student behavior in online learning with a low category means that students still have not maximized the use of online learning related to taking online applied classes, carrying out assignments, and online exams. Therefore, higher education leaders must provide support for developing student abilities in the form of guidance or training, benchmarking to other universities.

***Table 2**. Frequency distribution of behavior of student in online learning.*

Variable	Frequency (N)	Percentage (%)
Behavior (Good)	24	45.3
Behavior (Less)	29	54.7

Relationship between perception and behavior of a student in online learning

The chi-square results in *Table 3* test that the p-value is 0.000 (<0.05), which means that there is a significant relationship between perceptions and student behavior in bold learning. This is to the study of Khoirunnisak (2016), which describes that perception is influential and significant in student behavior in bold learning. Sedana (2009) explained that there is a positive and significant correlation between behavioral intentions (perceptions) and the use of bold learning behaviors (behaviors). According to the researcher's analysis, the behavioral intention (perception) of students in online learning will be seen from their desire to take part in online learning according to the lecture schedule by utilizing online applications both provided by the government and Google (zoom, classroom, Edmodo) and e-learning at Nurul Hasanah Kutacane University.

***Table 3**. Features of some proctoring systems.*

Variable	Behavior				Total		p-value
	Good		Less				
	N	%	N	%	N	%	
Perception (Good)	21	70	9	30	30	100	0.000
Perception (Less)	3	13	20	87	23	100	

Conclusion

The results of the study can be concluded that most of the perceptions of students in online learning are in a good category, most of the students' behavior in online learning and there is a relationship between perceptions and student behavior in online learning at Nurul Hasanah Kutacane University. Therefore, it is hoped that the Nurul Hasanah Kutacane University can support students in online learning in the form of online learning system training, procurement of adequate digital facilities, and benchmarking to other universities.

Acknowledgement

The authors would like to thank the entire academic community of Nurul Hasanah Kutacane University for their extraordinary support and participation during the implementation of this research.

Conflict of interest

The author declares that there is no conflict of interest involved with any party in this research.

REFERENCES

[1] Abdekhoda, M., Dehnad, A., Mirsaeed, S.J.G., Gavgani, V.Z. (2016): Factors influencing the adoption of E-learning in Tabriz University of Medical Sciences. – Medical journal of the Islamic Republic of Iran 30: 7p.

[2] Aboderin, O.S. (2015): Challenges and prospects of E-learning at the National Open University of Nigeria. – Journal of Education and Learning 9(3): 207-216.

[3] Ali, M., Hossain, S.K., Ahmed, T. (2018): Effectiveness of E-learning for university students: evidence from Bangladesh. – Asian Journal of Empirical Research 8(10): 352-360.

[4] Asim, M., Sathian, B., Van Teijlingen, E., Mekkodathil, A., Subramanya, S.H., Simkhada, P. (2020): COVID-19 pandemic: public health implications in Nepal. – Nepal Journal of Epidemiology 10(1): 817-820.

[5] Basak, S.K., Wotto, M., Bélanger, P. (2017): Factors affecting to e-learning in continuing education in Africa: A review of literature. – International Journal of Engineering Sciences & Management Research 4(1): 86-97.

[6] Gudi, S.K., Tiwari, K.K. (2020): Preparedness and lessons learned from the novel coronavirus disease. – The International Journal of Occupational and Environmental Medicine 11(2): 108-112.

[7] Hua, J., Shaw, R. (2020): Corona virus (Covid-19) “infodemic” and emerging issues through a data lens: The case of china. – International Journal of Environmental Research and Public Health 17(7): 12p.

[8] Karabag, S.F. (2020): An unprecedented global crisis! The global, regional, national, political, economic and commercial impact of the coronavirus pandemic. – Journal of Applied Economics and Business Research 10(1): 1-6.

[9] Khoirunnisak, W. (2016): Implementasi Model Penerimaan Unified Theory of Acceptance and User of Technology (UTAUT) Untuk Menganalisis Faktor-Faktor Penerimaan Dosen Terhadap Penggunaan E-Learning Share-ITS. – Institut Teknologi Sepuluh Nopember 179p.

[10] Liu, D., Maimaitijiang, R., Gu, J., Zhong, S., Zhou, M., Wu, Z., Luo, A., Lu, C., Hao, Y. (2019): Using the unified theory of acceptance and use of technology (UTAUT) to investigate the intention to use physical activity apps: cross-sectional survey. – JMIR mHealth and uHealth 7(9): 9p.
[11] Mbodila, M., Mkabile, B., Ndebele, C. (2019): Critical success factors for the effective implementation of e-learning in South African higher education institutions. – J. Gend. Inf. Dev. Afr.(JGIDA) 8(3): 229-249.
[12] Mustofa, M.I., Chodzirin, M., Sayekti, L., Fauzan, R. (2019): Formulasi model perkuliahan daring sebagai upaya menekan disparitas kualitas perguruan tinggi. – Walisongo Journal of Information Technology 1(2): 151-160.
[13] Nurcahyo, W., Agustina, Y., Efriadi, A.R. (2019): Model Perancangan Pembelajaran Blended Mata Kuliah Keilmuan Akuntasi Di ITB-AD Jakarta. – JTP-Jurnal Teknologi Pendidikan 21(2): 179-199.
[14] Li, L., Lin, M., Wang, X., Bao, P., Li, Y. (2020): Preparing and responding to 2019 novel coronavirus with simulation and technology-enhanced learning for healthcare professionals: challenges and opportunities in China. – BMJ Simulation & Technology Enhanced Learning 6(4): 196-198.
[15] Sedana, I.G.N. (2009): Penerapan model UTAUT untuk memahami penerimaan dan penggunaan learning management system studi kasus: Experential e-learning of Sanata Dharma University. – Jurnal Sistem Informasi 5(2): 114-120.
[16] Setyaningsih, N.H., Febriani, M., Zuliyanti, Z. (2018): Persepsi Dosen dan Mahasiswa terhadap Pembelajaran Apresiasi Sastra Berperspektif Gender. – Jurnal Pendidikan Bahasa Indonesia 6(2): 138-151.
[17] Shaw, R., Kim, Y.K., Hua, J. (2020): Governance, technology and citizen behavior in pandemic: Lessons from COVID-19 in East Asia. – Progress in Disaster Science 6: 11p.
[18] Wang, C., Cheng, Z., Yue, X.G., McAleer, M. (2020): Risk management of COVID-19 by universities in China. – Journal of Risk and Financial Management 13(2): 6p.
[19] Zhang, W., Wang, Y., Yang, L., Wang, C. (2020): Suspending classes without stopping learning: China's education emergency management policy in the COVID-19 outbreak. – Journal of Risk and Financial Management 13(3): 6p.