

UIN AR-RANIRY STUDENT'S PERCEPTION OF ONLINE LEARNING PROCESS DURING THE COVID-19 PANDEMIC

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Abstract: The Covid-19 pandemic has begun to attack Indonesia and has penetrated the world of education. The policy taken by the government to save the world of education is to conduct online learning. Online learning is the main solution in the learning process. However, in the process of implementation, online learning has obstacles that must be faced by students and students. This study aims to describe UIN Ar-Raniry student's perceptions of online learning during the Covid-19 pandemic. The method used in this study is a quantitative and qualitative approach with an exploratory descriptive method. A quantitative approach is used to tabulate the percentage of students' perceptions of the online learning process during the Covid-19 pandemic, while a qualitative approach is used to describe UIN Ar-Raniry student's perceptions of the online learning during the Covid-19 pandemic. The results of this study indicate that UIN Ar-Raniry students' perceptions of online learning are 70.24% which can be categorized in the good category. It shows that the online learning process carried out during this pandemic has been going well, although there are still some obstacles that students must face in implementing online learning. Constraints faced by students in the form of unstable networks, data packets, and a less conducive learning environment.

Keywords: perception; UIN Ar-Raniry students; online learning; Covid-19

A. Introduction

The Covid-19 pandemic has greatly impacted the world of education in Indonesia because schools and universities must carry out online learning. Online learning is carried out by the policy Indonesian government. One of the universities that implement online learning is Ar-Raniry State Islamic University Banda Aceh. This is by Circular Number: 657/03/2020 About Covid Prevention Efforts- 19 (Corona) in the PTKI environment, which reads that the PTKI leadership will transfer face-to-face lectures to distance learning from March 16-29, 2020, and will subsequently be evaluated.

However, because Covid-19 did not show a decrease in the number of positive patients, Circular Letter Number: 697/03/2020 concerning Amendments to Circular of the Director-General of Islamic Education Number: 657/03/2020 concerning Prevention of the Spread of Covid-19

(Corona) was issued in the PTKI environment which reads the lecture process until the end of the even semester of the academic year 2019/2020 at every Islamic religious college, both public and private, is fully implemented online. To follow up on the letter, Circular Letter Number: 432/Un.08/R/SE/03/2020 Concerning the Mechanism of Enforcement of Working from Home for Educators and Education Personnel as well as online/online lectures (on the network) at UIN Ar-Raniry Banda Aceh until the end of the even semester of the 2019/2020 academic year. The learning process carried out so far is different from the face-to-face learning process. Online learning can be carried out anywhere and anytime. However, some live in remote areas and do not have internet access. The problem that will be studied in this article is how students perceive the online learning process during the Covid-19 pandemic? The purpose of this research is to describe UIN Ar-Raniry student perceptions of the online learning process during the Covid- 19 pandemic.

This study uses a quantitative and qualitative approach with an exploratory descriptive method. A quantitative approach is used to determine the percentage of students' perceptions of the internet access in the area is stable.

While a qualitative approach is used to describe UIN ar-Raniry student's perceptions of the online learning process during the Covid-19 pandemic. This research was carried out at the Biology Education Study Program, Faculty of Tarbiyah, and Teacher Training at UIN Ar-Raniry Banda Aceh. The population used in this study were all Biology Education students at UIN Ar-Raniry Banda Aceh Letting 2018 who had taken online learning during the Covid-19 pandemic. The sampling technique was carried out using the quota sampling technique. The Data collection techniques are used by using a questionnaire. Some of the questionnaires used open questionnaire. Questionnaire that has been compiled through the google form which will then be distributed to the 2018 letting students who have taken courses animal development via WhatsApp by researchers. The following table was the total population and research sample:

Table 1: Total Population and ResearchSample

Study Unit	Total Population	Total Samples
1	29	10
2	19	10
3	25	10
4	30	10
Total	103	40

The data collection instrument was carried out with a questionnaire sheet. The questionnaire sheet Grid as in the Table 2.

Table 2: Grid of Questionnaire/Questionnaire Instruments

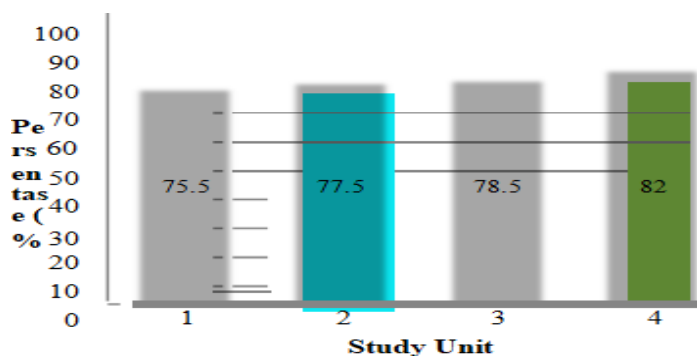
No.	Variable	Indicator Number	Questionnaire	Total
1.	Student perceptions of the online learning process in animal development courses	Quality of academic interaction	1-3	3
2.	Student perceptions of the online learning process in animal development courses	Obstacles encountered	4-8	5
3.	Student perceptions of the online learning process in animal development courses	Online learningprospects	9-10	2
4.	Student perceptions of the online learning process in animal development courses	Learning environment	11-13	3
Total				13

B. Result and Discussion

Online lectures are carried out after one month of face-to-face lectures, but still in March 2020 online lectures began to be implemented due to the Covid-19 pandemic in Indonesia. Online lectures continue until the end of the semester according to the Circular of the Chancellor of UIN Ar-Raniry Banda Aceh. Based on does not agree then a score of 2 and if the respondent's answer strongly disagrees then a score of 1. After knowing the score obtained then it is entered in the formula to find the frequency relative (percentage). answer strongly agrees then a score of 4, if the respondent's answer agrees then a score of 3, if the respondent's answer Each statement will be measured using a Likert scale. If the respondent's the results of research through a questionnaire distributed to 40 students via google form with 4 indicators, namely the quality of academic interaction, the obstacles faced during online learning and the online learning environment, the results of the respondents' answers per study unit consisting of 4 study units were found.

1. Quality of Academic Interaction

Student perceptions of academic quality indicators are measured from 3 statement items. Based on percentage of respondents' answers, average Student perceptions of each learning unit on the quality of academic interaction can be seen in picture 1 below.



Picture 1. The Average Perception Of Student Each Study Unit On The Quality Of Academic Interaction.

Based on Figure 1 can it is known that students in unit 2 have a different perception included in the good category, while students in units 1, 2, and 3 have a bad perception against these indicators.

There are indicators of the quality of academic interaction 3 statements, namely:

- I interact more often in online learning
- Online learning makes it easier for me to interact with lecturers, and
- Online learning makes it easier for me to interact with fellow students

The statement "I interact more often in online learning" students in the study unit 1 strongly agree 1 student, 8 students agree and 1 student strongly disagree, in the study unit 2 strongly agree 1 student, 7 students agree and 2 students disagree, in study unit 3 agree 6 students, 3 students disagree and 1 student strongly disagree, while in study unit 4 agree 7 students and 3 students disagree. Most students agree that when doing online learning students interact more with lecturers and with other students. According to Dini Budiani states that the interaction of teachers and participants students determine the effectiveness of learning.¹ Effective learning must involve questions because the teacher must stimulate students to ask questions. However, some students do not agree with this statement because some students do not like interactions both online and offline.

The statement "Online learning makes it easier for me to interact with lecturers" students in study unit 1 agree 7 students, 2 students disagree and 1 student strongly disagree, in study unit 2 strongly agree 1 student, 6 students agree and 3 students disagreed, while in study units 3 and 4 agreed 6 students, 3 students disagreed and 1 student strongly disagreed. Some students agree that interaction with lecturers is easier to do online. According to Theodorus Pangalila states that three factors can affect the interaction between lecturers and students, namely: lecturer readiness in teaching, communication between lecturers and students as well as the personality of lecturers and students. The interaction of students with lecturers is in the form of giving motivation by the lecturers to students to

¹ Dini Budiani, "Interaksi Dosen- Mahasiswa Pada Pembelajaran Daring Bahasa Jepang," *Journal of Japanese Language Education and Linguistic* Vol. 5. No. no. April (2021): 46–62, <https://doi.org/10.18196/jjlel.v5i1.10578>.

keep their enthusiasm in learning.² However, some students do not agree with this statement because some students do not like interactions outside of learning so there is a lack of interaction between students and lecturers.

The statement "Online learning makes it easier for me to interact with fellow students" students in study units 1 and 4 agreed 6 students, 3 students disagree and 1 student strongly disagree, in study unit 2 strongly agree 1 student, 6 students agree and 3 students disagreed, while in study unit 3 agreed 8 students, 1 student disagreed and 1 student strongly disagreed. Some students agree that interaction with fellow students is easy to do online. According to Boedi & Perdamean states that the interaction process students with other students through the internet by establishing social contact between the two which will eventually create an interactive relationship between them.³ However, some students do not agree with this statement because social interaction between students and other students is limited by the internet network, if the internet network is not stable, the interaction between students cannot run well.

These statements indicate that the average percentage of student's perceptions of the quality indicators of academic interaction is included in the poor category, which is 66.04%, so it can be said that students think that interactions carried out during online learning are not going well. This is by what Novi said states that online learning causes a lack of interaction between student's perception of indicators of obstacles faced in online learning from 5 statement items.⁴

2. Obstacles Encountered

Based on the percentage students and educators and other students. According to Ely states that online learning can improve the level of interaction between students and lecturers, interaction can be done via WhatsApp or Google Meet/Zoom.⁵

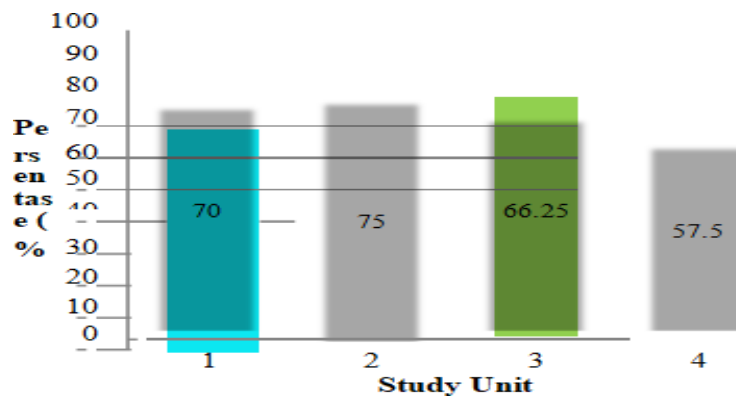
According of respondents' answers, the average perception of students each study unit on the obstacles faced in online learning can be seen in picture 2 below.

² Theodorus Pangalila, "Interaksi Sosial Dosen Dan Mahasiswa Dalam Proses Perkuliahan Di Jurusan PPKn FIS UNIMA," *PKn Progresif* 12 No 2, no. 699–706 (2017).

³ Boedi Oetoy and Perdamean Daulay, "Interaksi Sosial Mahasiswa Pendidikan Jarak Jauh (Kasus Pemanfaat Forum Komunitas FISIP UT)," *Jurnal Pendidikan Terbuka Dan Jarak Jauh*. 9 No. 2 (2020).

⁴ Novi Rosita Rahmawati, Fatimah Eva Rosida, and Farid Imam Kholidin, "Analisis Pembelajaran Daring Saat Pandemi Di Madrasah Ibtidaiyah," *Journal Primary Education* 1 No.2 (2020): 139–48.

⁵ Ely Satiyasih Rosali, "Aktivitas Pembelajaran Daring Pada Masa Pandemi Covid-19 Di Jurusan Pendidikan Geografi Universitas Siliwangi Tasikmalaya," *Geography Science Education Journal* 1, No. 1. (2020): 21–30.



Picture 2. The Average Perception Of Students Each Study Unit On The Obstacles Faced In Online Learning

Based on Figure 2 can it is known that students in units 1, 2, 3, and 4 have a good perception of these indicators. There are 5 indicators of obstacles faced, namely:

- Not all students have internet access
- Preparation of technology and information infrastructure for online learning requires a lot of money
- Students are not able to use technology
- I find it difficult to focus when doing online learning, and
- The cost for online learning is not cheap

The statement "Not all students have internet access" students in study unit 1 strongly agree 5 students, 4 students agree and 1 student disagrees, in study units 2 and 4 strongly agree 4 students, 5 students agree and 1 student disagrees, while in study unit 3, 5 students agree and 5 students disagree. Most students agree that not all students have good internet access. This is by what Galuh states that online learning cannot run properly due to the biggest obstacle in every corner of the village which lacks an internet network so accessing the internet is very difficult⁶. However, some students do not agree with this statement because the student has wifi at home so that the internet network is smooth.

Thus, the statement "Preparation of technology and information infrastructure for online learning requires a large amount of money" students in study unit 1 strongly agree 4 students and 6 students agree, in study units 2 and 3 strongly agree 5 students, 4 students agree and 1 student disagrees, while in study units 5 students strongly agree and 5 students agree. Most of the students agreed that the preparation of technology and information infrastructure to conduct online learning would require a large amount of money. According to Tuti states that creatively designed information and communication technology can help solve educational and learning problems and can provide many

⁶ Galuh Asprilia Fadhilah, "Peran Lingkungan Belajar Dalam Menyikapi Pembelajaran Daring Di Era Covid-19," *Biomatika. Jurnal Ilmiah Fakultas Keguruan Dan Ilmu Pendidikan* Vol. 6. No (2020): 106–16, <https://doi.org/10.35569>.

benefits in efforts to improve the quality of education and learning.⁷ Meanwhile, the preparation of information and communication technology infrastructure has a weakness, namely, the equipment used is relatively expensive and requires special skills to operate it. Thus, the technology and information infrastructure for online learning costs a lot.

The statement "Students are not able to use technology" students in learning unit 1 are very agree 2 students, 4 students agree, 3 students disagree and 1 student strongly disagrees, in study unit 2 strongly agrees 1 student, 5 students agree and 4 students disagree, in study unit 3 agree 3 students and 7 students disagree, while in study unit 4 agree 2 students, 7 students disagree and 1 student strongly disagree. Some students do not agree that they are not able to use technology because nowadays technology plays an important role in life so there are very few students who are not able to use technology. According to Ibnu Rusydi suggest that information technology plays a role in creating fast, accurate, regular, accountable, and reliable services. For information technology to develop rapidly, it requires the availability of humans who master high technology.⁸ While, some students agree with this statement because some students have not been trained to use new technology which makes it difficult to use.

Based on data statement "I find it difficult to focus when doing online learning" students in the study unit 1 strongly agree 2 students, 5 students agree and 3 students disagree, in study unit 2 strongly agree 3 students, 6 students agree and 1 student disagrees, in study unit 3 strongly agree 3 students, 4 students agree and 3 students disagree, while in learning unit 4 strongly agree 4 students, 4 students agree and 2 students disagree. Some students agree that when doing online learning students find it difficult to focus. A similar opinion is also expressed by Hilna Putra, et al that it was difficult for students to focus on online learning because the home atmosphere was not conducive. The learning environment affects whether or not students focus on following a lesson.⁹ However, some students do not agree with this statement because some students more comfortable with the implementation of online learning which makes students more focused on learning.

The statement "The cost for online learning is not cheap" students in study unit 1 strongly agree 3 students, 5 students agree and 2 students disagree, in study unit strongly agree 4 students, 5 students agree and 1 student disagrees, in study unit strongly agrees 4 students, 4 students agree and 2 students disagree, while in study unit 4 strongly agree 5 students and 5 students agree. The average

⁷ Tuti Andriani, "Sistem Pembelajaran Berbasis Teknologi Informasi Dan Komunikasi," *Media Komunikasi Ilmu-Ilmu Sosial Dan Budaya* 12 No. 1 (2015): 127–50.

⁸ Ibnu Rusydi, "Peranan Perkembangan Teknologi Informasi Dan Komunikasi Dalam Kegiatan Pembelajaran Dan Perkembangan Dunia Pendidikan," *Jurnal Warta Edisi* : 53, 2017.

⁹ Hilna Putra, Luthfi Haamdani Maula, and Din Azwar Uswatun, "Analisis Proses Pembelajaran Dalam Jaringan (Daring) Masa Pandemi Covid-19 Pada Guru Sekolah Dasar," *Jurnal Basicedu* 4 No. 4 (2020), <https://doi.org/https://doi.org/10.31004/basicedu.v4i4.460>.

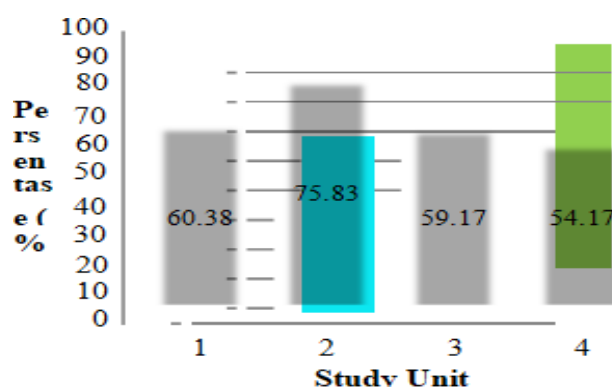
student agrees that the costs incurred for online learning are not cheap because online learning uses a quota or internet network that must be purchased. This is different from what Mokhammad Iklil, et al that online lectures do not require sophisticated and expensive facilities, just use PCs, notebooks, tablets, and smartphones whose prices are currently quite affordable by the public.¹⁰ However, some students do not agree with the statement because according to students the cost of online learning is not expensive depending on the application used during learning. If only WhatsApp is used without using zoom meetings, online learning will greatly save the quota.

These statements indicate that the average percentage of students' perceptions of the indicators of obstacles faced is included in the good category, which is 78.63%, so it can be concluded that students think that there are many obstacles they face when doing online learning. This is by what Ely Satiyasih stated that the obstacles faced when doing online learning were the poor internet connection in the area where students lived, students felt that the level of understanding of the material was relatively better in the face-to-face lecture process.¹¹ Another obstacle is that not all lecturers and students are ready to operate the learning system online quickly, including preparing study materials for online learning. Obstacles in online learning can be overcome by using wifi too.

3. Online Learning Prospects

Student perceptions of online learning prospect indicators from 2 statement items. Based on the percentage the stability of the internet network and also lecturers can prepare the better online learning for the next semester.

Based of respondents' answers, the average student perception of every study unit on the prospect of online learning can be seen in picture 3.



Picture 3. Average Student Perceptions Of Every Study Unit On The Prospect Of Online Learning

¹⁰ Mokhammad Iklil Mustofa, Muhammad Chodzirin, and Lina Sayekti, "Formulasi Model Pembelajaran Daring Sebagai Upaya Menekan Disparitas Kualitas Perguruan Tinggi," *Walisono Journal of Information Technology*. Vol 2., No (2019): 151–60, <https://doi.org/http://dx.doi.org/10.21580/wjit.2010.1.2.4067>.

¹¹ Rosali, "Aktivitas Pembelajaran Daring Pada Masa Pandemi Covid-19 Di Jurusan Pendidikan Geografi Universitas Siliwangi Tasikmalaya."

Based on Figure 3, it can be seen that students in units 1 and 2 have perceptions that are included in the good category, while students in units 3 and 4 have poor perceptions of these indicators. There are 2 indicators of online learning prospects, namely: (1) Open learning resources on the internet provide bright prospects for online learning, and (2) I recommend online learning to other students.

The statement "Open learning resources on the internet provide bright prospects for online learning" students in study unit 1 strongly agree 1 student, 8 students agree and 1 student disagrees, in study unit 2 strongly agree 3 students, 6 students agree and 1 student disagreed, in study unit 3 agreed 9 students and 1 student disagreed, while in study unit 4 agreed 6 students, 3 students disagreed and 1 student strongly disagreed. The average student agrees that online learning has bright prospects with the existence of open learning resources from the internet. This is in accordance with what Rediana Setiyani states that the internet can access unlimited and actual information sources very quickly. The internet also makes it easier for students to find references, journals and published research results. Students can use search engines to find materials quickly, besides that the materials found on the internet tend to be up to date.¹² However, there are students who do not agree with this statement because not all sources from the internet can be trusted in learning.

The statement "I recommend online learning to other students" students in study unit 1 strongly agree 1 student, 4 students agree and 5 students disagree, in study unit 2 agree 8 students and 2 students disagree, in study unit 3 agree 4 students and 6 students disagree, while in study unit 4 agree 2 students, 7 students disagree and 1 student strongly disagree. Some students do not recommend online learning to other students. This is because online learning can make students bored and less focused on learning if it is done continuously without being combined with offline learning.¹³

4. Learning Environment

Student perceptions of online learning environment indicators from 3 statement items. Based on the percentage of respondents' answers, the average to be more creative in online and offline learning systems so that success in learning can be achieved properly or effectively. However, some students agree with this statement because with online learning students can save on transportation costs, living expenses abroad, and can gather with their families.

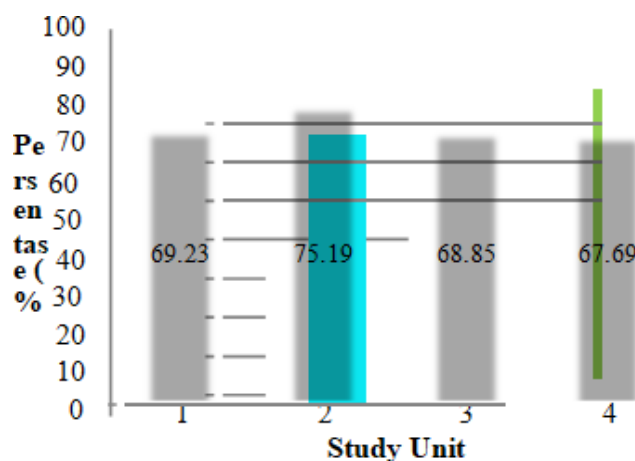
These statements show that the average percentage of students' perceptions of online learning prospects is included in the unfavorable category of 67.19%, so it can be said that the average student thinks that online learning has poor prospects. Students hope that in the future this Covid-19 pandemic can end so that students can do offline learning again. This is contrary to what Andri stated that hopes

¹² Rediana Setiyani, "Pemanfaatan Internet Sebagai Sumber Belajar," *Jurnal Pendidikan Ekonomi Dinamika Pendidikan* 5 no 2 (2010).

¹³ Rio Erwan Pratama and Sri Mulyati, "Pembelajaran Daring Dan Luring Pada Masa Pandemi Covid-19," *Jurnal Gagasan Pendidikan Indonesia*. 1 No. 2 (2020): 49–59, <https://doi.org/10.30870/gpi.vli2.9405>.

for online learning in the future after the Covid-19 pandemic ends, namely online learning is still carried out to train the skills of teachers and students in the era of the 4.0 century. Technological developments are currently developing rapidly so that in the future it is hoped that online learning will be better with the latest innovations.¹⁴

Perception of students every study unit on the online learning environment can be seen in picture 4 below.



Picture 4. Average student perceptions every study unit of the online learning environment

Based on Picture 4, it can be seen that students in unit 2 have perceptions that are included in the good category, while students in units 1, 2, and 3 have poor perceptions of these indicators. There are 3 learning environment indicators, namely: (1) The online learning environment helps me understand the material, (2) The online learning environment inspires me to study harder in understanding the material being taught, and (3) I study more diligently when participating in online learning.

The statement "The online learning environment helps me understand the material" students in study unit 1 agree 6 students, 3 students disagree and 1 student strongly disagree, in study unit 2 strongly agree 2 students, 7 students agree and 1 student disagreed, in study unit 3 agreed 8 students, 1 student disagreed and 1 student strongly disagreed, while in study unit 4 agreed 5 students, 4 students disagree and 1 student strongly disagree. Some students agree that a conducive learning environment is very helpful for understanding the learning material. This is by what was said by Harjali, et al stating that a conducive learning environment can support the development of knowledge, attitudes, and skills

¹⁴ Andri Anugrahana, "Hambatan, Solusi Dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-19 Oleh Guru Sekolah Dasar," *Jurnal Pendidikan Dan Kebudayaan*. 10 No 3 (2020), <https://doi.org/https://doi.org/10.24246/j.js.2020.v10.i3.p282-289>.

needed by students in their daily lives¹⁵. However, some students do not agree with this statement because some students have a noisy learning environment so it will interfere with concentration while studying.

The statement "The online learning environment inspires me to study harder in understanding the material being taught" students in learning unit 1 agree 6 students, 3 students disagree and 1 student strongly disagree, in study unit 2 strongly agree 2 students, 7 students agree and 1 student disagrees, in study unit 3 agree 7 students, 1 student disagree and 2 students strongly disagree, while in learning unit 4 3 students agree, 5 students disagree and 2 students strongly disagree. Some students agree that the online learning environment can improve student learning activities to understand the material being taught. For example, students can re-learn material that is not understood by accessing the internet. This is by what Asrilia, et al stated that the online learning system from home can provide wider opportunities to explore or understand the material to be taught.¹⁶ However, the teacher must be able to choose and provide limits on the scope of the material to be taught as well as applications and methods that are suitable for use in the learning. Meanwhile, some students do not agree with this statement because some students prefer the learning environment in the classroom compared to the online learning environment.

The statement "I study more diligently when taking online learning" students in study unit 1 agree with 4 students, 5 students disagree and 1 student strongly disagrees, in study unit 2 agree 9 students and 1 student disagree, while in study unit 3 and 4 agree 3 students, 4 students disagree and 3 students strongly disagree. Some students agree that online learning can make them diligent in studying. This is by what was said by Pusvyta Sari states that the use of e-learning can make students active participants, involved in the process, and able to share knowledge and can learn collaboratively with other students.¹⁷ Thus, active, collaborative, enthusiastic learning can be created and can use various learning styles. However, some students do not agree that the existence of online learning does not affect the student's diligence in learning.

These statements indicate that the average percentage of students' perceptions of learning environment indicators is included in the unfavorable category, which is 62.29%, so it can be concluded that students think that online learning has a poor learning environment, such as an unfavorable home atmosphere. so that students cannot focus on learning. According to Galuh Asprilia (2020: 114) states

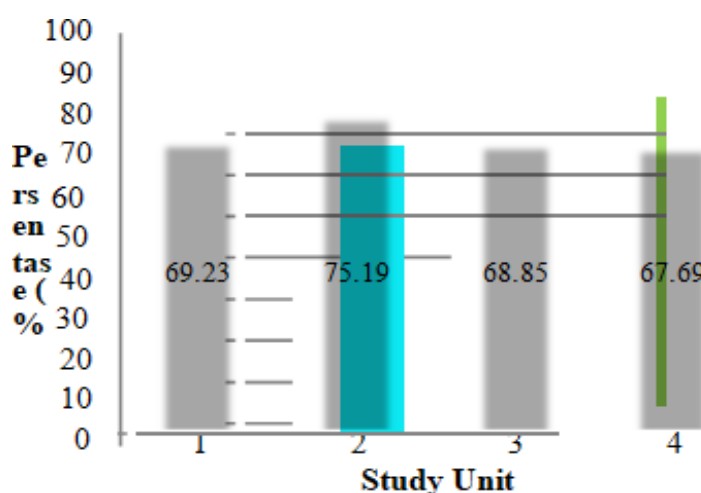
¹⁵ Harjali et al., "Strategi Guru Dalam Membangun Lingkungan Belajar Yang Kondusif: Studi Fenomenologi Pada Kelas- Kelas Sekolah Menengah Pertama Di Ponorogo," *Jurnal Pendidikan Dan Pembelajaran*. 23. No. 1 (2016): 10–19.

¹⁶ Asrilia Kurniasari, Fitroh Setyo Putro Pribowo, and Deni Adi Putra, "Analisis Efektivitas Pelaksanaan Belajar Dari Rumah (BDR) Selama Pandemi Covid-19," *Jurnal Review Pendidikan Dasar*. 6 No 3, no. September (2020), <https://doi.org/https://doi.org/10.26740/jrpd.v6n3.p246-253>.

¹⁷ Pusvyta Sari, "Memotivasi Belajar Dengan Menggunakan E- Learning," *Jurnal Ummul Qura* 6 No.2 (2015): 20–35.

that the role of the learning environment will determine the success of online learning during this pandemic. Online learning will be carried out properly and efficiently if the learning environment is conducive and effective¹⁸. Meanwhile, Unik Hanifah states that the role of parents in learning online, namely to supervise and guide during learning so that learning is carried out well so that students use technology to learn. Parents or guardians play an important role in the success of online learning¹⁹.

Student perceptions of the online learning process in animal development courses during the COVID-19 pandemic as a whole were measured from 4 indicators with 13 statements. Based on the percentage of respondents' answers, the average student perception per learning unit of the online learning process in animal development courses during the COVID-19 pandemic can be illustrated in picture 5 below.



Picture 5. Average student perceptions per learning unit of the online learning process in animal development courses during the Covid-19 pandemic.

Based on data at Picture 5, it can be seen that students in unit 2 have a perception that is included in the good category, while students in units 1, 2, and 3 have a poor perception of the online learning process. Average percentage categorized in the good category. According to (Muthuprasad et al., 2021) Online learning was found to be beneficial because it provided learners with flexibility and convenience. Students preferred well-structured content that included recorded videos that were posted on university websites²⁰. This shows that the online learning process at UIN Ar-Raniry is good, although there are still many obstacles that students and students must face.

¹⁸ Fadhilah, "Peran Lingkungan Belajar Dalam Menyikapi Pembelajaran Daring Di Era Covid-19."

¹⁹ Unik Hanifah Salsabila et al., "Peran Orang Tua Dalam Penggunaan Teknologi Pada Pembelajaran Online Tingkat SD Di Masa Pandemi Covid-19," *Jurnal Inovasi Penelitian* 1 No 8 (2021), <https://doi.org/https://doi.org/10.47492/jip.v1i8.334>.

²⁰ T Muthuprasad et al., "Students' Perception and Preference for Online Education in India during COVID-19 Pandemic," *Social Sciences & Humanities Open* 3 No. 1 (2021), <https://doi.org/https://doi.org/10.1016/j.ssaho.2020.100101>.

C. Conclusion

Based on the results of the research above, it can be seen that the student's perception of the online learning process in animal development courses during the Covid-19 pandemic is 70.24% and can be online learning process, which is 70.24%, is included in the good category. It can be said that the online learning process for animal development courses during the Covid-19 pandemic is going well. The findings of this study revealed that, in the aftermath of Corona, the majority of students had a positive attitude toward online classes.

The learning process during the COVID-19 pandemic, of course, has several obstacles in its implementation. Constraints that are often experienced by students and students in the implementation of online learning are in the form of an unstable internet network, wasteful data packets, and a learning environment that is not conducive. This is an obstacle that must be faced by students and students in conducting online learning.

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