



Teachers' Perception towards Students' Learning Behavior after Online Learning

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Receive: 10/07/2023

Accepted: 10/09/2023

Published: 01/10/2023

Abstrak

Penelitian ini bertujuan untuk mengetahui persepsi guru terhadap perilaku belajar peserta didik pasca pembelajaran daring di MTs Negeri 2 Sekadau. Pendekatan penelitian yang digunakan adalah penelitian kualitatif deskriptif. Sumber data yang digunakan adalah data primer dan sekunder. Data primer meliputi 3 guru, dan Kepala sekolah MTs Negeri 2 Sekadau, dan data sekunder berupa arsip dokumen yang berhubungan dengan penelitian. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi, wawancara, dan dokumentasi. Adapun alat yang digunakan untuk dokumentasi berupa kamera handphone. Teknik analisis data berupa reduksi data, penyajian data, dan penarikan kesimpulan. Dari penelitian ini diperoleh hasil yang menunjukkan bahwa perilaku belajar peserta didik pasca pembelajaran daring mengalami perubahan yang mengarah ke arah positif dan negatif. Positifnya yaitu peserta didik dapat belajar secara mandiri walaupun sesudah pembelajaran daring, sehingga guru mudah memberikan materi pembelajaran. Perubahan negatif dari perilaku belajar yang ditunjukkan berupa malas, tidak mengerjakan tugas, telat masuk sekolah, dan tidak fokus dalam belajar. Namun, guru dan pihak sekolah telah mengupayakan agar perilaku belajar peserta didik pasca pembelajaran daring bisa membaik, salah satunya dengan memberi nasihat dan memberikan sanksi kepada peserta didik yang sering tidak masuk kelas dan jarang mengumpulkan tugas.

Kata Kunci: Persepsi Guru, Perilaku Belajar, Peserta didik, Pasca Pembelajaran Daring

Abstract

This research aims to determine teachers' perceptions of students' learning behavior after online learning at MTs Negeri 2 Sekadau. The research approach used is descriptive qualitative research. The data sources used are primary and secondary data. The primary data includes three teachers and the headmaster of MTs Negeri 2 Sekadau, while the secondary data consists of document archives related to the research. The data collection techniques used in this research are observation, interviews, and documentation. The documentation is done using a mobile phone camera. The data analysis techniques include data reduction, presentation, and conclusion drawing. The results of this research indicate that the students' learning behavior after online learning has shown positive and negative changes. The positive

aspect is that the students are able to learn independently even after online learning, making it easier for teachers to deliver learning materials. The negative changes in learning behavior include laziness, failure to complete assignments, late attendance, and lack of focus during learning. However, the teachers and the school have tried to improve the students' learning behavior after online learning, such as providing advice and imposing sanctions on students who frequently skip classes and rarely submit assignments.

Keywords: Teacher Perception, Learning Behavior, Students, Post Online Learning

Introduction

The COVID-19 pandemic has entered Indonesia since early 2020, which has greatly changed the behavior of society, from the economy to education. This has led to the implementation of online learning systems in education worldwide. In Indonesia, the implementation of online learning is in accordance with Circular Letter Number 4 Year 2020 regarding the implementation of education during the Coronavirus Disease (Covid-19) emergency. According to Putra, Maula, and Uswatun (2020), online learning is a distance learning system conducted through electronic devices such as mobile phones and computers, utilizing the internet and supporting applications such as Google Classroom, Zoom meetings, and others. All schools in Indonesia are carrying out online learning.

As time goes by, online learning gradually transitions into limited face-to-face learning. This is in accordance with Circular Letter Number 2 of the Minister of Education and Culture and the Minister of Research and Technology Number 2 of 2022 regarding guidelines.

Implementing learning during the COVID-19 pandemic allows schools or educational institutions in level 2 PPKM areas to conduct limited face-to-face learning up to 50 percent. Therefore, there is a transition period from online to limited face-to-face learning. According to Sandi and Yusron (2022), the transitional learning process during this pandemic requires school adjustment, adaptation, and readiness to implement each learning directly between educators and students. However, on the other hand, evaluation must be carried out so that each learning can be carried out comfortably, safely, and effectively (Ulfa et al., 2022). Although it requires adjustments in the process, limited

face-to-face learning is considered a good step given the less effective online learning that has been carried out in recent years.

MTs Negeri 2 Sekadau is located on Jl. Selintah - Rawak, Sekadau Hulu District, Sekadau Regency. This school is located in a level 2 PPKM area, so it can organize limited face-to-face learning while adhering to health protocols. In addition, this school has approximately 250-300 students, with eight classrooms that accommodate an average of 35 students in each class.

Based on the observation results, the limited face-to-face learning process at M.T.s Negeri 2 Sekadau divides the students' entry time into morning and afternoon sessions. In its implementation, all students and teachers are required to comply with health protocols, such as wearing masks, washing hands before entering the classroom, and following other health protocols. This is in accordance with the joint decision of the Minister of Education and Culture, as stated in State Regulation Number O3/KB/2021, Number 384 of 2021, Number HK.01.08/MENKES/4242/2021, Number 440-717 of 2021 regarding Guidelines for Implementing Learning During the Coronavirus Disease 2019 Pandemic that: the implementation of learning during the Coronavirus Disease 2019 (COVID-19) pandemic is carried out through limited face-to-face learning with the implementation of health protocols; and/or remote learning.

Limited face-to-face learning took place for several months until the government finally issued Joint Ministerial Decree (SKB Empat Menteri) Number 01/KB/2022, Number 408 of 2022, Number HK.01.08/MENKES/1140/2022, Number 420-1026 of 2022 concerning Guidelines for Implementing Learning during the COVID-19 Pandemic. This decree states that full face-to-face learning at 100 percent

capacity can be conducted in areas safe from COVID-19. Therefore, the school authorities at MTs Negeri 2 Sekadau also implemented full face-to-face learning.

Face-to-face learning is carried out directly in schools, no longer using a system of rotating students per session. However, one of the problems after this face-to-face learning implementation is students' learning behavior, which still needs to be improved from online learning. Two impacts of student learning behavior can be observed, namely positive and negative. The positive impact is that the students are accustomed to learning independently, making their understanding of the material more accessible. An example of the negative impact is that many students become lazy in learning and often come to school late.

Learning behavior is a habit carried out by students in determining the success of teaching and learning activities. This is in line with the opinion of Hariyoga and Suprianto (2011) that learning behavior is a learning habit that students or individuals repeatedly perform, becoming an automatic or spontaneous behavior. Learning behavior requires guidance or direction to obtain exemplarity in achieving educational goals. In this case, the learning behavior of students that has been highlighted at MTs Negeri 2 Sekadau is learning behavior that needs improvement, such as frequently arriving late to school, less participation in group work, late completion of assignments, insufficient utilization of books and other learning media to deepen the material, and a lack of enthusiasm for learning in the classroom.

Based on the above explanation, the researcher concludes that the learning behavior of students after online learning at MTs 2 Sekadau needs to be studied by gathering perceptions from teachers so that it can be determined what causes the change in the learning behavior of students toward a positive or negative direction, as well as what efforts the school is making to address these issues of students' learning behavior.

Methods

This study uses a descriptive qualitative method involving observation, interviews, and documentation. The aim is to understand

teachers' perceptions regarding students' learning behavior after online learning at MTs Negeri 2 Sekadau. The research was conducted at MTs Negeri 2 Sekadau, which consists of seven buildings, three of which are dedicated to teacher rooms and administration, and four buildings with three classrooms each for teaching and learning. The research instrument used was an observation sheet. Primary data was obtained through direct observation and interviews with teachers and school staff. Secondary data includes the number of teachers and students and relevant data from the school. Data collection techniques involved observation, interviews, and documentation using a mobile phone camera. Data analysis includes data reduction, data presentation, and concluding. The validity of the data was tested through source triangulation by rechecking the sources and comparing them with the information from other respondents.

Findings and Discussion

Findings

Teachers' Perception of Students' Learning Behavior after Online Learning at MTs Negeri 2 Sekadau

The first study at M.T.s Negeri 2 Sekadau was conducted on January 30, 2023. The researcher observed students' behavior in their daily activities and during physical education classes. The students appeared orderly in activities such as going to the cafeteria, reading books in the library, and playing in the field during break time. However, some students were late entering the classroom when the bell rang. The students seemed enthusiastic during the physical education class when the theory explanation began, but their concentration decreased after 20 minutes. The teacher reprimanded the drowsy and playful students and imposed sanctions on those who were not focused. The students appeared enthusiastic during the practical physical education lessons and actively participated in every stage.

The second observation was conducted in class VII B during the Mathematics class. Some students started playing and feeling drowsy after one hour of the lesson. The teacher requested the students to behave appropriately, and the sleepy students were

asked to drink mineral water to feel refreshed. The learning process continued smoothly afterward. Some students left the school premises without permission during the break and were given sanctions.

The third observation was conducted during the Natural Science lesson in class VIII A. The students appeared active and enthusiastic at the beginning of the lesson but started to feel drowsy and less focused in the final hour. Some students were caught cheating when given tasks by the teacher. The students were enthusiastic when going home from school, but the conditions needed to be as well-organized as before the COVID-19 pandemic.

The fourth observation was conducted during the Arts and Crafts lesson in class VIII B. The students were active at the beginning of the lesson but lost focus after 20 minutes. The students were enthusiastic about practicing making coconut leaf weavings in the second class period. The students were more enthusiastic and active in practical learning.

The fifth observation was conducted in class IX A during the Social Science lesson. The students were disciplined and actively asked questions. Effective and enjoyable learning occurred between the students and the teacher. Boring online learning reduced the students' interest in studying.

The last observation was conducted during the Physical Education lesson in class IX B. The students were enthusiastic in practical Physical Education lessons, but some students needed to be more disciplined. The students were enthusiastic during the practical lesson, but some needed to be more disciplined because they went to the cafeteria before the designated time.

The students' learning behavior needs to be evaluated, especially during class entry time, when the teacher is explaining, and during the transition from break time to class time. Many students lack discipline, such as being late entering the classroom after the bell rings, feeling drowsy and playing while the teacher is explaining, and still being in the cafeteria when the bell for class entry has rung. The students need to adapt after two years of online learning. The statement above is reinforced by the Vice Principal and *Akidah Akhlak* Teacher, Mr. Syahri Muhlis, regarding the students' learning

behavior after online learning. He stated that the students experienced many changes, especially in their learning behavior in the classroom, after online learning. They become easily tired or drowsy, resulting in less effective learning. However, in addition to that, some students can adapt to the previous system (online learning), such as self-learning and faster understanding of the lessons. However, very few students need help adapting after online learning.

The Head of the Madrasah, Mr. Abdul Karis, also made a similar statement. He said the students still need to adapt to the new environment, especially since they have been learning online for over 2 years. This causes them to feel more drowsy than focused on learning. Many parents also mentioned that their children often stay up late, causing them to arrive late. This is a significant concern for us to improve the quality of learning.

The Vice Principal in charge of academic affairs and the Qur'an Hadith teacher, Mr. Asep Pendi, explained that students and teachers must adapt to online learning. His statement is: "Currently, we are experiencing difficulties teaching students. This is because, during online learning, we use a task assignment system and material delivery for approximately 10-15 minutes only. One of the reasons why we use this learning process is the limited internet network and devices for each student."

A different statement was made by the Mathematics teacher, Mr. Anas. He said that the students' behavior during mathematics class was quite good. The students also listened attentively and focused during the learning session. "I emphasize to the students, both during and after online learning, to always learn independently and continue practicing problems. It is proven that after returning to school, they remain active, and their learning enthusiasm increases, although many of them start to feel drowsy towards the end of the class. Nevertheless, overall, they are active in asking and answering my questions."

Efforts Made by the School in Overcoming Students' Poor Learning Behavior in Teaching and Learning Activities

Observations on the school's efforts to address students with poor behavior were

conducted for six days at MTs Negeri 2 Sekadau. This observation includes discipline, tardiness, congregational prayer, and behavior during learning. During the observation, students were found loitering outside during class time, arriving late to school, arriving late to congregational prayer, and buying snacks during Physical Education class.

In response to these issues, the school took actions such as reprimanding, imposing sanctions such as cleaning the school environment, reporting to the vice principal of student affairs, and giving additional tasks. Gradually, student behavior improved with increased discipline, punctuality, and active participation in learning.

The statement above is in line with the opinion of the Madrasah Principal, Mr. Abdul Karis, regarding the school's efforts to address students' poor behavior in teaching and learning activities. He said that the school is firm enough in giving sanctions, ranging from reprimands to calling the parents of the students. Moreover, many students intentionally skipped school during online learning and slept while explaining the material. During full face-to-face learning, some students still arrive late and skip school. "I often see the security guard reprimanding students who arrive late and skip school during class hours." In addition, the school's efforts involve creating and striving for comfortable, interesting, and enjoyable learning for students. This aims to make students feel comfortable and enthusiastic about learning so that issues like skipping, tardiness, and drowsiness in class can be slowly overcome. He also communicates frequently with parents about their child's sleep schedule and play environment so that student behavior inside and outside school can continuously be monitored.

Furthermore, the researcher interviewed the Vice Principal of Student Affairs, Mr. Syahri Muhlis, and also the Akidah Akhlak teacher. According to him, the school, especially the teachers, always strives to improve students' discipline in participating in learning. One way is by providing exciting and enjoyable lessons so students naturally develop an interest and look forward to the next class. However, sometimes some students feel drowsy and play in class, so

he instructs them to wash their faces to ensure smooth learning.

From the explanations that have been presented, the school has made various efforts to address students' poor learning behavior. One of them is imposing strict sanctions and creating a comfortable and exciting learning environment for students. In addition, the school also communicates with parents to monitor students' behavior inside and outside school. Teachers also do their best to improve students' discipline in participating in learning. However, some students still have issues with discipline, such as tardiness, skipping, and drowsiness in class, but the school is trying to address these issues.

Discussions

Analyzing the findings from interviews and observations can be explained using B.F. Skinner's behaviorist theory. According to Skinner, behavioral change results from the experiences students acquire, both through the learning process in and outside of school. Additionally, Skinner adds that these changes occur due to the relationship between stimuli and responses, whether through interactions with peers or the community, thus shaping students' learning behaviors (Arifin, 2021). Students playing with their friends, feeling sleepy during lessons, and arriving late to school are behavioral changes in students' learning. During math lessons, students can only maintain their focus for one hour, after which they start to feel sleepy.

From the above observations and interviews, it is evident that teachers and students need to adapt to the changes in the learning system. The observation results show that many students are not focused throughout an entire subject. They can only focus for one hour, so teachers need to make lessons interesting and enjoyable to help students maintain their focus until the end of the lesson. Additionally, the interview results mention that some students still frequently arrive late, and there are even cases where students leave the school grounds without permission from the security guard during break time.

Teacher Perception of Student Learning Behavior after Online Learning

Based on observations, the researchers found that many students were still unfocused during the learning process. Students frequently arrived late for class during the first period and after breaks. This is in line with a study by Putri and Febriani (2022) that found that students' habits during online learning carried over into face-to-face learning, resulting in lateness and frequent sleeping during class, making learning less effective.

Many students were found playing with their friends during the learning process, prompting the teacher to reprimand them and assign additional tasks and an agreement letter. Putri and Febriani (2022) reported a similar situation where teachers warn students not to repeat the same behavior. Students were asked to write agreement letters not to repeat the behavior. However, researchers found that this disciplinary action lasted only a day or when the particular teacher was around, and students resumed playing during other classes.

Putri and Febriani (2022) also stated that students being late to school were caused by not being able to wake up early due to being accustomed to waking up late during online learning. Through observation and interviews with latecomers, it was found that their tardiness was primarily due to a habit developed during online learning.

Despite the negative aspects mentioned above, teachers also noticed that students became more independent, as evidenced by an increase in students visiting the library and frequently discussing lessons with their peers. Therefore, during Social Sciences classes, the teacher implemented a group discussion method, and students actively asked and answered questions, making the learning process more effective. This is in line with Kelirik's (2019) statement that group discussion is one of the effective methods in developing learning in the classroom, increasing students' understanding of a subject. Additionally, the teacher still needs to adapt to providing interesting and fun lessons to students. Online learning implemented for about two years has made teachers somewhat rigid in providing explanations and preparing lesson materials. As a result, teachers assign students more tasks,

whether done in school or as homework. Homework is expected to provide time for students to review and recall the lessons at home. This is in line with Saragih, Palobo, and Sianturi's (2019) statement that assigning homework to students is a way to encourage learning at home.

What Efforts Does the School Make to Address Poor Learning Behaviors of Students During Teaching and Learning Activities?

Based on observations and interviews conducted by the researchers, the school's efforts to address poor learning behaviors of students during teaching and learning activities are done in three stages.

a. Verbal Warning

A mild warning is given to students who violate school regulations but do not repeat the same behavior. Teachers, security guards, and student affairs coordinators usually give this mild warning. Of course, this mild warning is accompanied by sanctions in the form of cleaning the school environment toilets and giving additional assignments by teachers. Mild warnings are usually accompanied by motivation or reinforcement so students can learn lessons from their violation. This is in line with the opinion of Endelta, Chan, and Zahyuni (2022), who say that forming good student behavior it is not only done by habituation that is carried out continuously but also by reinforcing so that students are more enthusiastic and motivated in learning. Usually, the violations committed are being late to school, being outside when the bell rings, and being in the cafeteria during the learning process. This was observed during a physical education lesson, where some students went to the cafeteria when the practice explanation was ongoing.

b. Calling the parents of the student.

Calling parents is usually done when the student repeatedly violates school rules, such as not attending school for a month, committing actions that harm the school, such as damaging school facilities, and frequently skipping school for more than three days. Calling parents is intended to inquire whether there are problems with the student, whether within the family environment or with the student himself/herself. This is in line with research

conducted by Petriani and Ananda (2018), who stated that the role of parents and teachers is significant in communicating student behavior in school so that students can be well-guided and guided. In addition, this call is also intended to provide direct information to parents about what their child has done in school, such as damaging school equipment, so that clarity can be obtained between the school and the parents of the student. However, during the researcher's observations, no student behavior was observed that resulted in calling their parents. However, from interviews, it was mentioned that a student only attended school for a month. When the parents were called, an important thing was conveyed, their family was experiencing economic difficulties due to Covid, so the school decided to visit the family and provide a scholarship to the student so they could go back to school.

c. Expelled from school

This option is the last if the student repeatedly commits serious violations at school. This is in line with the statement from Anggraini and Subadi (2016) that sanctions against students begin with a warning, followed by calling parents, and the last option is expulsion from school. This is also consistent with what Herman, Wibowo, and Rahman (2019) stated, that the imposition of a sanction in the form of expulsion from school is due to students committing severe violations, such as drug use and distribution, so that the school is entitled to take firm action to prevent other students from falling into the same behavior. However, to date, there has been no student at MTs Negeri 2 Sekadau whom the school has expelled. This is certainly due to good relationships between the school and the parents of students so that student behavior can be monitored both within and outside of school. In addition to the firm actions mentioned above, the school always provides advice and motivation to students to remain enthusiastic about learning. This is in line with the statement made by Herpratiwi (2016), that providing reinforcement or motivation to students will provide a good stimulus and can improve students' learning behavior. Therefore, before learning begins, teachers always provide motivation and

encouragement to students to study harder so that they can achieve their goals in the future.

Conclusion

Based on the research findings, teachers' perceptions towards students' learning behavior post-online learning in MTs Negeri 2 Sekadau are pretty good. Although some students still face difficulties adapting to full in-person learning, some can learn independently and form good discussions with their peers. The school also tries to address poor learning behaviors by reinforcing advice and learning motivation and giving warnings or sanctions to students who violate regulations. Warnings or sanctions vary, ranging from mild to severe, depending on the students' mistake level. Therefore, it can be concluded that MTs Negeri 2 Sekadau is making sufficient efforts to address poor learning behaviors during the teaching and learning process.

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