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STUDENTS' PERCEPTION OF ONLINE LEARNING USING WHATSAPP DURING COVID-19 PANDEMIC

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ABSTRACT

The purpose of this study is to find out students' perceptions of online learning during the covid-19 pandemic by using WhatsApp. This research used quantitative descriptive research. The population of this research was 67 people, while the research sample used was simple random sampling based on the solving formula, so the sample in this study was 57 second semester of the English Tadris Department at UIN Datokarma Palu. The instrument used was a questionnaire. The results of the study indicate that online learning using the WhatsApp application has been going well or it can be interpreted that online learning during the pandemic using the WhatsApp application was very helpful. The percentage obtained in this study is; positive (4.38%), while the negative obtained (4.01%), and neutral (1.59%). Based on the percentages above, we can see that online learning using the WhatsApp application during the pandemic really helped students in the learning process even though they did not have face-to-face classes.

Keywords: *Perception; Online; WhatsApp; Covid-19; Learning.*

INTRODUCTION

The development of the digital era affects several learning processes in Indonesia because the world of education has to adjust to the development of technology. Thus, the learning process is not only implemented face-to-face but also online, even though the learning system is not yet able to be implemented more broadly at every level of education in Indonesia.

Online learning in Indonesia has been implemented thoroughly since the pandemic of Covid-19. Minister of Education and Culture of the Republic of Indonesia Nadiem Makarim has taken the necessary measures and prevention efforts Nadiem Makarim issued circular No. 3 of 2020 on coronavirus prevention in education units. It was followed by the latest Ministry of Education Circular Letter related to the Implementation of Education Policy in the emergency period of the spread of Coronavirus Disease (Covid-19) SE: No. 4 of 2020. The circular has an important point that is about the Provisions of the Teaching and

Learning Process from Home (point 2. a) that learning from home through online or distance learning is carried out to provide a meaningful learning experience for students (Asmawati, 2020).

Online learning is done with a distance learning system, where Learning and Teaching Activities (KBM) are not conducted face-to-face. According to Hartley (2001:1), online learning is a type of teaching and learning that allows teaching materials to be delivered to students using internet media, and social media.

The use of WhatsApp media really helps the teaching and learning process; for example, the teacher sends several questions to solve, and students discuss with the teacher about the material questions they want to solve. Nevertheless, the use of WhatsApp media also creates difficulties for students, namely the difficulty of students to focus more on learning because there are many disturbances in the home environment that are not conducive.

Based on some of the problems above, the research conducted pre-observation after conducting the pre-experimentation, the researcher found that many students gave their opinions, and there were pros and cons. Online learning during the pandemic triggered pros and cons in the student environment, especially for the second-semester student of English Tadris Department UIN Datokarama Palu, the academic year 2020-2021. The positive responses from students regarding online learning include helping to prevent the spread of the coronavirus, reducing the transportation costs because students can receive materials without having to go to college, as well as the use of online learning media, and students are trained to better develop their knowledge in technology. In addition to positive responses, there are also negative responses about online learning, among others, ineffective teaching and learning process because the learning is more theoretical and lacks practice, and not all students have good internet facilities.

Based on the problems that occurred about the pros and cons above, the researcher decided to conduct research on students' perceptions of online learning during the Covid-19 pandemic in the second semester of the English Tadris Department at UIN Datokarama Palu, the academic year 2020-2021.

Previous studies that are relevant to this research. The first is the research done by Sihatul Mardiah (2020) entitled "*Student's Perception on The Use WhatsApp Application in Teaching of English at Eight Grade Students of Madrasah Tsanawiyah Nurul Hidayah Bhakti Idaman Tanjab Timur Jambi*". She found that understudies' impression of utilizing the WhatsApp application when learning English, that is, understudies felt that learning English through the WhatsApp application didn't deliver the greatest outcomes. A few understudies concede that it is hard to comprehend the instructing materials given by the educator. WhatsApp application can't help in the instructing and learning cycle of the English class.

The second is the research done by S. Bali and M.C. Liu (2018) entitled "*Students' Perceptions Toward Online Learning and Face-to-Face Learning Courses*". The after effect of this review showed that up close and personal learning discernment was higher than internet learning in terms of social presence social cooperation, and not withstand, there is no genuinely critical contrast found among levels.

The third is the research done by Antonius Setyawan Sugeng Nur Agung, Monika Widya Surkanti, and Charito A. Quinones (2020) entitled "*Students' Perception of Online Learning Covid-19 Pandemic: A case Study on the English Students of STKIP Pamane Talino*". The result of this review recommended that availability is as yet the main consideration

affecting the accomplishment of internet learning. Web-based learning for the English Language Schooling Study Program at STKIP Pamane Talino, and conceivably Indonesia by and large, requires some more amicable stages so that understudies' support can be expanded. This is particularly for understudies who dwell in country regions with restricted web associations and other emotionally supportive networks.

The fourth is the research done by D. A. Akuratiya, and D. N. R. Meddage (2020) entitled "*Students' Perception of Online Learning during COVID-19 Pandemic: A Survey Study of IT Students*". The result of the research demonstrated that this exploration review produces a good view of internet learning among IT understudies.

LITERATURE REVIEW

Online Learning

According to Settha Kuama (2012:2) online learning is a form of distance education in which all instruction and assessments are carried out using online internet-based delivery. According to Dolence & Norris (2016:54), online learning has become an important component of education, and it is believed to provide unique advantages in the learning process.

The characteristics of online learning are divided into four parts, among others: 1) Relying on the independence of learners in learning; 2) Using computer-based electronic media; 3) Utilization of various functions of electronic media so-called multimedia; 4) Using of hardware, software, and internet network (Yunus, n.d.:6).

Perception

In common terminology, perception is defined by the Longman dictionary of contemporary English as; 1) the way you think about something and your idea of what it is like; 2) the way that you notice things with your senses of sight hearing, etc.; 3) the natural ability to understand or notice things quickly.

In Philosophy, psychology, and cognitive science, perception is the process of attaining awareness or understanding of sensory information. The word "perception" comes from the Latin words *perceptio*, *percipio*, and means "receiving, collecting, action, of taking possession, and apprehension, with the main or senses. So, perception is a process preceded by sensing, that is, the process received by the individual through the senses tool (Ou Qiong, 2017:18). According to Robbins (in Setiadi, 2020:3), perception is a process taken by each individual to organize and interpret the impressions of the senses that you have in order to give meaning to the surrounding environment. Slameto (in Hasnidar, 2020:16) found that the perception process to input message or information to the human brain by the human perception continuously makes relation with the environment.

According to Toha (in Mardiah, 2020:6), there are four processes of perception, they are stimulation, registration, interpretation, and feedback. Accepted, the next process will take important rules. According to Stone and Neilson (in Kosmasarkol, 2016:8), perception is an intellectual organization of sensory stimuli both internal and external, connected with a particular person. According to Marjorie Montague (1997), a student's perception is the student feeling about something.

WhatsApp

WhatsApp is one of the major changes in mobile app communication in the recent past, its users are growing very fast on mobile phones and also on computers.

The general benefits of using WhatsApp instant messaging in the blended mobile lecture are as follows: 1) WhatsApp instant messaging facilitates online collaboration and cooperation between online students connected from school or home in a blended mobile lecture; 2) WhatsApp is a free application that is easy to use. Groups connected to WhatsApp instant messaging can share learning objects easily through comments, texting, and messaging Discussions are related to the course content taught 100% in-class; 3) WhatsApp provides students with the ability to create a class publication and thereby publish their work in the group; 4) Information and knowledge are easily constructed and shared through WhatsApp instant messaging (Barhouni, 2015:222-223).

METHOD

This research uses a descriptive quantitative method. According to Kriyantono (2014:65), the quantitative descriptive research method is a research method that describes a problem whose results can be generalized systematically and measurably. Meanwhile, according to Syofian Siregar (n.d.:7). descriptive quantitative research is research conducted to determine the value of the independent variable, either one or more variables, without making comparisons or with other variables. Characteristics of quantitative descriptive research methods: a.) tend to have one variable. b.) it is possible to use several variables but not to compare, relate, or search for causes and consequences. c.) data analysis is directed to find the mean, percentage, or mode. d.) data analysis is carried out after the data is collected.

The number of student population at the second semester of English Tadris Department in 2021 at the State Islamic University Datokarama Palu is printed in the following table:

Table 1. Table of Population

Class	Total
TIBG 1	22
TBIG 2	23
TBIG 3	22
SUM	67

Simple random sampling is a sampling technique that provides equal opportunities for every member in a population to be sampled. Therefore, each member of the population does not have strata, so it is relatively homogeneous. Sampling in this study used the formula from Slovin Formula as follows:

$$n = \frac{N}{1 + Ne^2}$$

$$= \frac{67}{1 + 67(0,05)^2} = 57,3875 \text{ rounded up to 57 students}$$

n: Sample N: Population e: Estimated error rate

(Martono in Sevilla, n.d.:182)

Through the formula above, the desired sample size is 57 students of the second semester of English Tadris Department.

There are three variables in this study, namely student perception, online learning, and WhatsApp. These three variables cannot be compared, related, or searched for causes and consequences. Since it is descriptive. Quantitative descriptive research is carried out by describing the object of research as it is.

This study used only one instrument, namely, a questionnaire. The questionnaire is a data collection tool carried out by giving a set of questions or written statements to the respondents to respond according to the research request (Purnomo & Palupi, 2016:153). This study used a closed questionnaire where the questions given to respondents were already in the form of multiple choices so this type of questionnaire is not given the opportunity to issue an opinion (*Ibid*, 21).

Before the questionnaire is compiled, the researcher makes the questionnaire grid:

Table 2. Table of Lattice Grid Questioners

Variable	Factor	Indicator	Number of Item
Student Perceptions to Online Learning Process During Covid-19 Pandemic	Internal	1. Attitude	1,8
		2. Interest	2,10
		3. Experience	6
	External	Object	
		1. Nonhuman	4
		2. Human	3
		Environment	
		1. Family	5,7
		2. Community	9

To find out whether the questionnaire of the research instrument was valid or reliable, the researcher tested the instrument by using the validity test and the reliability test because the research instrument has to be valid so that the results can be trusted.

The validity test of this research instrument used the *product moment* formula, namely:

$$r_{count} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$$

Information:

n = Number of Respondents

x = Variable Score (Respondents' Answers)

y = Total Score of Variables (Respondents' Answers), (Sugiyono, 2010:48)

Testing instruments in the study were conducted on 32 students in the sixth semester of the English Tadris Department. The research questionnaire amounted to 10 question items and then analyzed manually using a table of total respondents' answers and a validity test helper table with the help of Microsoft Excel and a calculator. After the r_{count} was found, then the r_{table} was consulted to find out whether the questionnaire items used by the researcher were valid. Items were said to be valid if r_{count} is greater than or equal to r_{table} with a significant level of 5%. If r_{count} is less than r_{table} then the item is declared invalid. Based on the product-moment r_{table} value for $N = 32$ with a significant level of 5%, the r_{table} value listed is 0.349.

Testing the reliability of this study the researcher used the Internal Consistency Measurement Tool. After trying the measuring tool just once, then the data obtained is analyzed with the Cronbach Alpha measurement technique which is used to calculate the reliability of a test that does not have 'true' or 'wrong' or 'yes no choice'. The Alpha Cronbach Technique according to Syofian Siregar, is very commonly used. So it is a common coefficient for evaluating internal consistency.

Editing is the process of checking or checking data that has been successfully collected from the field because there is a possibility that the incoming data does not meet the requirements or is not needed. The purpose of this editing is to correct errors and data deficiencies contained in field notes. Data gaps and data shortages are complemented by repeating data collection through data insertion.

Before the researcher does the data entry, the researcher must perform a coding. Coding is the activity of giving a specific code to each data that is in the same category. Code is a signal made in the form of numbers or letters to distinguish between data or data identity to be analyzed. After the data entry process is complete, the next step is to check the data to obtain accuracy. It is very important to pay attention to this research, including checking how much data is missing, whether the data is relevant to the research objectives, and how large the data is to answer the research questions. The researcher used the descriptive quantitative analysis technique with the percentage from the frequency of information divided by the number of cases.

FINDINGS AND DISCUSSION

The number of questions for internal and external factors was 5 questions and 5 positive and negative statements. In addition, a table is presented based on each factor. The following is presented descriptive statistics on the results of respondents' answers:

1. Internal Factors: Students' Perception of Online Learning During Covid-19 Pandemic in Using WhatsApp at Second Semester of English Tadris Department.

Data from internal factors contained five questions. Based on the results of the analysis, the total percentage score of respondents' answers regarding the perception of online learning during the Covid-19 pandemic using the WhatsApp application obtained a total score of respondents' answers Very Positive as much as 59, Positive 47, Neutral 39, Less Positive 59 and Negative 85. The data were classified into five categories, namely strongly agree, agree, neutral, disagree, and strongly disagree. Based on these data, the percentage score of respondents' answers regarding the perception of online learning during the Covid-19 pandemic in using the WhatsApp application in detail can be seen in the percentage table and total respondents' answers and the data recapitulation table of the percentage of respondents' answers below.

Table 3. Percentage and Total Respondents' Answers Based on Internal Factors

No	Perception	Total	Percentage (%)
1.	Very Positive	59	1.03%
2.	Positive	47	0.82%
3	Neutral	39	0.68%
4	Less Positive	59	1.03%
5	Negative	85	1.49%

Based on the results of table 3 above, shows that students' perception of online learning during the covid-19 pandemic in using the WhatsApp application in the second semester of the English Tadris Department was analyzed by looking at internal factors as much as the total number of respondents' answers 1.03% had a Very Positive perception, 0.82% have a Positive perception, 0.68% have a Neutral perception, 1.03% have a Less Positive perception, 1.49% have a Negative perception. The data recapitulation table of respondents' answers based on internal factors can be seen as follows:

Table 4. Data Recapitulation of Respondents' Answers Based on Internal Factors

No. Questions Items	Alternative Answer					Total Frequency
	1	2	3	4	5	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
1	4	1	7	19	26	57
2	1	1	6	20	29	57
6	23	19	12	3	0	57
8	30	19	6	0	2	57
10	27	15	8	5	2	57
Total	85	59	39	47	59	285
%	1,49%	1,03	0,68%	0,82	1,03%	100%

2. External Factors: Students' Perception of Online Learning During Covid-19 Pandemic in Using WhatsApp at Second Semester of the English Tadris Department.

Data from external factors contained five questions. Based on the analysis result, the total score obtained from respondents' answers regarding the perception of online learning during the covid-19 pandemic in using the WhatsApp application obtained a Very Positive total score of 73, Positive 71, Neutral 52, Less Positive 42 and Negative 47. The data were classified into five categories, namely: strongly agree, agree, neutral, disagree, and strongly disagree. Based on these data, the percentage score of respondents' answers regarding online learning during the covid-19 pandemic in using the WhatsApp application in detail can be seen in the percentage table and total respondents' answers and the data recapitulation table of the percentage of respondents' answers as follows:

Table.5 Percentage and Total Respondents' Answers Based on External Factors

Perception	Total	Percentage (%)
Very Positive	73	1.28%
Positive	71	1.24%
Neutral	52	0.91%
Less Positive	42	0.73%
Negative	47	0.82%

Based on the results of table 5 above, shows that students' perceptions of online learning during the covid-19 pandemic in using the WhatsApp application in the second semester of the English Tadris Department were analyzed by looking at external factors, and the total respondents' answers were Very Positive (1.28%) had a Positive perception (1.24%), have a Neutral perception (0.91%), have a Less Positive perception (0.73%), have a Negative perception (0.82%). The data recapitulation table of respondents' answers is based on external factors. Is presented as follows:

Table 6. Data Recapitulation of Respondents' Answers Based on External Factors

No. Questions Items	Alternative Answer					Total Frequency
	1	2	3	4	5	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
3	3	3	18	17	16	57
4	0	0	3	25	29	57
5	2	2	7	21	25	57
7	16	20	13	6	2	57
9	26	17	11	2	1	57
Total	47	42	52	71	73	285
%	0,82%	0,73%	0,91%	1,24%	1,28%	100%

Based on the results of the analysis obtained from both factors, namely internal and external factors, the total number of these two factors is the total score of respondents' answers is Very positive as much as 132, Positive 118, Neutral 91, Less Positive 97, Negative 132. The data were classified into five categories, namely Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. Based on this data, the total number of these two factors, and the total respondents' answers regarding Students' Perceptions of Online Learning During the Covid-19 Pandemic in using WhatsApp application can be seen in the data recapitulation table of the total percentage of respondents' answers below.

Table 7. Data recapitulation of the Total Percentage of Respondents' Answers from the Two Factors

No. Questions Items	Alternative Answer					Total Frequency
	1	2	3	4	5	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
1	4	1	7	19	26	57
2	1	1	6	20	29	57
3	3	3	18	17	16	57
4	0	0	3	25	29	57
5	2	2	7	21	25	57
6	23	19	12	3	0	57
7	16	20	13	6	2	57
8	30	19	6	0	2	57
9	26	17	11	2	1	57
10	27	15	8	5	2	57
Total	132	97	91	118	132	570
%	23.16%	17.02%	15.96%	20.70%	23.16%	100%

Based on table 7 above, shows that students' perceptions of online learning using the WhatsApp application based on both factors, namely internal and external factors, have a Very Positive percentage (23.16%), Positive (20.70%), Neutral (15.96%), Less Positive (17.02%), and Negative (23.16%). Thus, the researcher combined the total answers of Very Positive respondents added to the total answers of Positive respondents, and so with the total answers that are Less Positive, the total answers are added to the Total Negative answers.

The total number of results from both factors, namely external and internal factors Very Positive + Positive 132+118 = 250 Less Positive + Negative 132+97= 229 Then the total amount in percentage is as follows:

$$\frac{250}{57} \times 100\% = 4.38\%$$

$$\frac{229}{57} \times 100\% = 4.01\%$$

From the total number of Very Positive and Positive answers that have been combined which are processed based on the results of the questionnaire that has been distributed to the respondents than the percentage formula is used, then the results obtained are Positive as much as 4.38% and Negative as much as 4.01% and Neutral as much as 1.59%. As for if it is described in the form of a table of research results, it can be seen in the table of total and percentage of respondents' answers below:

Table 8. Table Percentage Perception

No	Perception	Total	Percentage (%)
1.	Positive	250	4.38%
2.	Negative	229	4.01%
3	Neutral	91	1.59%

Thus, it can be said that students' perceptions of online learning using the WhatsApp application have a larger percentage, namely the Positive percentage, which is 4.38% with a total of 250 respondents' answers.

Online Learning during the pandemic using the WhatsApp Application Students experience many obstacles such as limited quotas and not all regions have good internet facilities so it is rather difficult for them to take lessons or the teaching and learning process because these limitations prevent students from being able to take online lectures. On the other hand, the use of the WhatsApp application during the pandemic helps in the teaching and learning process and the WhatsApp application is an application that is very easy to use because almost all users use the application.

The purpose of this research is to find out the student's perception of online learning during the covid-19 pandemic by using WhatsApp. In this case, the researcher has conducted research by using a questionnaire. This research used a descriptive quantitative research method. The sample used in this study was second-semester students from TBIG classes 1,2, and 3 and the population was 57 people. Before conducting the research, the researchers conducted a test of the research instrument whether the research instrument was valid and reliable. The trials in this study were 4 times. The first trial was carried out on March 9, the second trial was carried out on March 10. On March 10 the research instrument was declared valid and reliable. Then the researcher revised the research questionnaire again because there was a change in the question of the questionnaire. Then the third trial was carried out, which was carried out on June 2, and the fourth trial was carried out on June 3 and was declared valid and reliable. The research instrument trial was conducted in the sixth semester of the English Tadris Department with as many as 32 respondents.

After That, the researcher distributed questionnaires through the WhatsApp application in the form of a Google Form. The questions were as many as 10 questions and of the 10 questions five negative questions and five positive questions regarding online learning during a pandemic using the WhatsApp application. The first step taken was for the researcher to contact each TBIG class representative 1, 2, and 3 to distribute the questionnaire to their class groups. In the distribution of the questionnaires in the first week of June 11, the researcher got thirty-six respondents from each class TBIG 1,2, and 3. Then the second week on June 19 the researcher got seven respondents. In the third week on June 26, the researcher got five respondents. In the fourth week on July 3, the researcher got nine respondents. The difficulty in this study was collecting respondents because during a pandemic the learning process is shifted to online learning, so the students learn from home. Therefore, the researcher had difficulty in collecting respondents because the researcher could not distribute questionnaires directly and face to face and the process of collecting questionnaires was filled was very long. Therefore, the researcher asked the respondent's telephone numbers one by one to contact the chairman of the second-semester commissariat from TBIG 1-3. Then the researcher contacted each respondent several times to fill out the questionnaire. After getting 57 respondents who had completed the questionnaire, the researcher then analyzed the data from the questionnaire in the form of numbers (percentages) which discussed students' perceptions of online learning during the pandemic (Covid-19) using the WhatsApp application. The perception referred to in this study is the level of students' perception of online learning during the covid-19 pandemic in using the WhatsApp application based on attitudes, interests, and experiences, family environment, and community environment. The results of research conducted by the researcher showed that from 57 samples, the total respondents answered Positive was 4.38%, Negative 4.01%, and Neutral 1.59%. Based on the results of data processing, it can be seen that the larger percentage is the positive percentage (4.38%) for online learning during the Covid-19 pandemic using the WhatsApp application. This study shows that online learning using the WhatsApp application has been going well or it can be interpreted that online learning during the pandemic using the WhatsApp application is under expectations regarding both educational staff and lecturers who use the WhatsApp application.

CONCLUSION

Based on the results of analytical research on second-semester students in the English Tadris Department at UIN Datokarama Palu, it can be concluded that students of the English Tadris Department in the second semester had a positive perception because the percentage obtained by the researcher was positive, where as many as 4.38% students had a positive perception of learning online during the pandemic Covid-19 using the WhatsApp application. From Internal Factors, 1.03% had a Very Positive perception, 0.82% had a Positive perception, 0.68% had a Neutral perception, 1.03% had a Less Positive, and 1.49% have a Negative perception. While the external factors were a total of respondents' answers in which 1,28% had a Very Positive perception, 1.24% had a Positive perception, 0,91% had a Neutral perception, 0.73% had a Less Positive, 0.82% have a Negative perception. Overall, the total respondents' answers regarding online learning during pandemic covid-19 in the second semester English Tadris Department at UIN Datokarama Palu, can be seen the

results obtained were positive (4.38%) and negative (4.01%) and neutral (1.59%). It can be seen that a larger percentage of online learning during a pandemic using the WhatsApp application is positive with a percentage 4.38%.

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