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Perception, Attitude, and Student Awareness in Working on Online Tasks During the Covid-19 Pandemic

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Abstract. Pandemic Covid-19 requires people to carry out their activities from home, or in other words, online. Likewise, all educational activities are carried out online to avoid and break the pandemic virus's transmission chain. This study examines the effect of students' perceptions and attitudes on student awareness of doing online assignments due to the spread of the Covid-19 pandemic affecting learning in education. Learning that initially took place traditionally (face to face) shifted to virtual learning (online learning). The research method uses mixed methods with a sequential explanatory design with a total sample of 312 students of physics education at the University of Jambi. The instruments in this study used questionnaires and interviews. The data will be analyzed using SPSS 21. The research results show that students' perceptions, attitudes, and awareness in carrying out their assignments online are in a good category. This fact shows a significant effect of perceptions and attitudes on students' awareness of doing assignments online. It is evidenced by the effect of 70.5% of students 'perceptions and attitudes on students' awareness of doing assignments online. The remaining 29.5% is influenced by other variables not found in this study.

Keywords: Attitude; Covid-19; Online Learning; Perceptions; Students Awareness

Introduction

Technology has increasingly developed; all people are required to be literate towards renewal in the internet network. The internet plays an important role in life. Internet developments and applications occur in all aspects, for example, changing the way of communication, marketing (Balmer & Yen, 2017; Ha, et al., 2003), health (Zeng, 2018), lodging (Infante, et al., 2016), government (Georgescu & Popescul, 2016), travel (Batinić, 2013), and doing business (Hamid, 2008), including aspects of education (Baglama, et al., 2017). Conventional learning systems have been converted into digital form to facilitate teaching and learning system. Students are also required to be proficient in using digital media (Yustanti & Novita, 2019). However, not all students are familiar with technological advancements because many of them come from the interior with a lack of knowledge of digital technology progress. It becomes an obstacle for some students to work on assignments digitally, especially now in the midst of a pandemic. All teaching and learning activities are transferred to online learning (in the network).

The current condition is important for students to retain their right to study. Therefore, a good attitude is needed to support this. Attitude is a condition of mental-emotional readiness to take specific actions when a situation is faced (Riwahyudin, 2015). According to Rahman (2018), attitude can be defined as a tendency to behave towards a certain object. A person's attitude includes feelings (such as likes or dislikes) associated with a person's tendency to respond to particular objects (Astalini, et al., 2019). Meanwhile, according to Dimyati and Mudjiono (2013), attitude is the ability to provide an assessment that carries oneself according to the assessment. Attitude is a term that reflects a person's pleasure, displeasure, or a neutral feeling towards something. That something can be objects, events, situations, people, or groups. If something is a feeling of being happy, it is called a positive attitude, whereas if the feeling is not happy, it is a negative attitude. If there is no feeling whatsoever, it means that the attitude is neutral (Sarwono, 2016). These positive attitudes were described as necessary and conducive to their personal goals, as well as processes of learning (Dai & Sternberg, 2004).

Current conditions are important for students to continue to get their rights to obtain lessons because both educators and students can collaborate in real-time using technology (Iskandar, et al., 2020). Tertiary institutions also change the learning system online (in the network). Higher education institutions make many internet-based applications familiar with the term e-learning (both in websites and applications). It also requires the development of internet-based information system applications that are easy to use from day to day (Andrian & Fauzi, 2020). Some applications to support online learning that is currently often used are zoom, google classroom, google meet, Edmodo, Whatapps groups, and telegram. Based on Anhusadar (2020) research on applications preferred in online lectures, 91.8% of students choose the Whatsapp group application, 6.5% of students choose the Zoom application, and 1.6% of students choose email. While applications that are not preferred in online lectures, as many 80% of students chose the Zoom application, 18.3% of students chose email, and 1.7% chose the Whatsapp group. According to Ussher (2004), student satisfaction with online learning designs was conducted by teachers.

Online learning makes students more relaxed when the lecture takes place, assuming there is no direct supervision when online. As a result, some students do not understand what is assigned by the lecturer when given assignments. Besides, the awareness of students in doing assignments, both online and conventional, has not changed. Based on Sa, et al. (2019) research, many students work on assignments with the "overnight speeding system." So the task is not done optimally. Another impact is, of course, plagiarism will occur on the work done (Umar, et al., 2018). Such behavior is often devoted to the term procrastination. Burka & Yuen (2007) explains that procrastination occurs because tasks are piled up too much and must be done immediately. Implementation of one task can cause other tasks to be delayed. Procrastination as task avoidance results from feeling displeased with the task and fear of failure in doing the task (Herawati & Suyahya, 2019).

Procrastination behavior has become a habit. Students need to have metacognitive awareness because metacognitive awareness can control cognitive activities such as developing a learning environment and selecting strategies for solving problems, monitoring the problem-solving process, and evaluating their overall performance. These conditions help students in the process of understanding construction. Isnawan (2019), Anderson & Nashon (2007) also reported that students' metacognition abilities could increase learning capacities that are meaningful and help students construct understanding. Metacognitive awareness plays a role in improving student learning outcomes. Students with high metacognitive awareness show good academic ability. Conversely, students with low metacognitive awareness show poor academic ability (Coutinho, 2007).

A recent meta-analysis of online learning (Bernard, et al., 2014; Means, et al., 2013; Oftedal, et al., 2015; Vo, et al., 2017) found that online learning was more effective than meetings to face. But it is important to know how students' perceptions of online learning. Students' perceptions are measured by how students view their work online. Anhusadar (2020) showed students' perceptions of online lectures are high; this is expected to help students implement the pandemic's learning process. Excellent and right lessons will help students improve student understanding and knowledge, as evidenced by the evaluation results that help students do online assignments (Yuliana & Winata, 2009). However, there is also a negative perception in the form of difficulty understanding the lecturer's material. Lack of interaction between lecturers and students makes it difficult for students to understand the material provided, students find it more challenging to ask questions about material that they do not understand, and lack of student concentration if online learning is carried out (Limbong & Simarmata, 2020; Mastuti, et al., 2020).

Online learning that took place during this pandemic period had many impacts. Therefore, this study examines online learning's effect on student awareness, attitudes, and perceptions about the online assignment. With the following research questions

1. What is the perception of students in implementing online learning due to a pandemic?
2. What is the attitude of students in implementing online learning due to a pandemic?
3. How is student awareness in doing assignments through online learning?
4. Is there an effect of students' perceptions and attitudes on awareness of doing assignments online?

Methods

The method used in this study is a mixed-method with an explanatory design. The explanatory design is a design with the first stage of collecting and analyzing quantitative data and afterward collecting and analyzing qualitative data to explain or elaborate quantitative results (Creswell & Clark, 2011; Kerlinger, 1964). This study's sample amounted to 312 respondents from physics education students at the University of Jambi obtained based on total sampling techniques. The total sampling technique is a sampling technique that uses the entire population (Cohen, et al., 2007), then interviews only 40 students who are willing to do the interview.

The instruments in this study used questionnaires and interviews. The questionnaire is a list of questions given to other people willing to answer (respondents) according to user requests. In the first data collection process, because it uses sequential explanation, the first data obtained is quantitative data through a questionnaire of attitudes, perceptions, student knowledge, and student awareness in doing online learning assignments. The questionnaire was developed by researchers and validated by experts in each field, and 29 valid statements were obtained with a Cronbach alpha of 0.731 using a five Likert scale. After data collection was done, the SPSS 21 application was used to analyze data intended to look for descriptive statistics as necessary quantitative results. Descriptive statistics are presented in data tables, including mean, mode, median, minimum, maximum, and standard deviation (Cohen, et al., 2007). In this study, the descriptive statistics used are mean, min, max, and category.

Below are categories of students 'perceptions and attitudes in online learning as well as students' awareness of doing assignments through online learning, which can be seen in Table 1.

Table 1. Categories of perception, attitudes, and students awareness

Category	Interval		
	Perception	Attitudes	Student awareness in doing assignments through online learning
Very Bad	10.0 – 18.0	10.0 – 18.0	9.0 – 16.2
Bad	18.1 – 26.0	18.1 – 26.0	16.3 – 23.4
Enough	26.1 – 34.0	26.1 – 34.0	23.5 – 30.6
Good	34.1 – 42.0	34.1 – 42.0	30.7 – 37.8
Very Good	42.1 – 50.0	42.1 – 50.0	37.9 – 45.0

(Kerlinger, 2014)

All obtained data from the questionnaire, namely students' perceptions, attitudes, and awareness, are calculated with the SPSS 21 application. Descriptive statistics calculate the frequency, percentage, mean, min, and max of a sample (Creswell, 2012). In this study, the quantitative analysis used parametric statistics from multiple regression to determine whether there was an influence of perception and attitude with student awareness in online assignments. This study uses SPSS 21 at a significance level of 0.025. After the quantitative activities have been completed, the research continues with qualitative activities, namely conducting interviews with students. The interviews used are semi-structured to confirm the quantitative findings that have been found. Qualitative data analysis uses the miles & Huberman technique, namely data reduction, data display, and conclusions (Miles & Huberman, 1994).

Results and Discussion

Pandemic Covid-19 requires people to carry out their activities in the home, or in other words, online. Likewise, many educational activities are carried out online to avoid and break the chain of virus transmission. Therefore, this study's renewal is how students' attitudes and perceptions of doing online assignments affect or not on students' awareness in carrying out assignments online during the ongoing pandemic.

Perception

Data analysis results using the SPSS 21 application regarding students' perceptions of online learning during the Covid-19 pandemic can be seen in Table 2.

Table 2. Students' perceptions of online learning during the Covid-19 pandemic

Classification					Mean	Min	Max	%
Range	Respond	M	F	Total				
10.0 – 18.0	Very bad	0	0	0				0.0
18.1 – 26.0	Bad	3	2	5				1.6
26.1 – 34.0	Enough	13	28	41	38.0	19	48	13.1
34.1 – 42.0	Good	32	160	192				61.5
42.1 – 50.0	Very good	15	59	74				23.7
Total		63	249	312				100

Table 2 contained data from 312 respondents of Jambi University, analyzed using the SPSS 21 application program. The percentage of students' perceptions of doing assignments online in the good and very good categories was 61.5% and 23.7%,

respectively, from a total of 312 students, and none of them were in the very bad category. The average score was 38.0, which indicated the students had good perceptions, the maximum score was 48, and the minimum score was 19. It can also be seen from the results of the interviews conducted.

"How did you carry out your daily activities, especially in studying, during the Covid-19 pandemic?". "I don't feel disturbed in studying because I am doing distance learning or online, so it has little effect on me with the Covid-19 virus."

Based on the results of questionnaires and interviews conducted by researchers, it can be seen that students' perceptions in dealing with the Covid-19 pandemic are very good. They are not affected by a Covid-19 pandemic in their learning because they can do online or distance learning. It is also supported by students' initial perceptions about online learning because having a positive perception of online learning can influence the student in learning. Student perceptions of online learning are very important (Martens, et al., 2007), wherein online learning, it is expected those good perceptions by students have a positive impact (Martin, et al., 2018). The feeling of pleasure will certainly affect students' ease in understanding the material learned, and students think about solving problems easily. Good or positive students' perception of online learning is an important factor in achieving successful learning. Besides, with the positive student perception, it is expected that learning objectives to be achieved can be fulfilled properly.

Several studies have explained that there were good students' perceptions of online learning; for example, research from Tsang (2010) explains that online learning can improve student perceptions and learning outcomes. Furthermore, there is also research by Donnelly (2009) that explains online learning can give students positive perceptions of the learning process. Meanwhile, the study by Murray, et al. (2012) explains that students selectively access online learning material based on their positive perceptions about the material to be studied, influencing their assignments and assessments' achievement and learning outcomes. Thus, of course, students 'perceptions of online learning conducted at Jambi universities during the covid-19 pandemic will significantly impact online learning results that will be carried out and very important the existence of research conducted on the students' perceptions.

Student attitudes

Data analysis results using the SPSS 21 application regarding students' attitude of online learning during the Covid-19 pandemic can be seen in Table 3.

Table 3. Students' attitudes of online learning during the Covid-19 pandemic

Classification					Mean	Min	Max	%
Range	Respond	M	F	Total				
10.0 – 18.0	Very bad	0	0	0				0.0
18.1 – 26.0	Bad	3	1	4				1.3
26.1 – 34.0	Enough	16	29	45	39.0	23	47	14.4
34.1 – 42.0	Good	29	158	187				59.9
42.1 – 50.0	Very good	15	61	76				24.4
Total		63	249	`				100

Table 3 contained data from 312 respondents of Jambi University, analyzed using the SPSS 21 application program. The percentage of students' attitudes of doing assignments online in the good and very good categories was 59.9% and 24.4%, respectively, from a total of 312 students, and none of them were in the very bad category. The average score was 39.0, which indicated the students had good attitudes, the maximum score was 47, and the minimum score was 23. Student attitudes regarding online learning also support

this. Students' attitudes towards online learning are very important (Martens et al., 2007) because having a positive attitude in online learning can influence these students in their learning.

Student awareness in doing assignments

Data analysis results using the SPSS 21 application regarding students' awareness of online learning during the Covid-19 pandemic can be seen in Table 4. Table 4, which comes from 312 respondents from Jambi University and the results of calculations using the SPSS 21 application program. The percentage of students' awareness of doing assignments online in the good and very good categories was 55.1% and 28.2%, respectively, from a total of 312 students, and none of them were in the very bad category. The average score was 35.0, which indicated the students had good awareness in doing assignments, the maximum score was 42, and the minimum score was 18. A high score indicated that students submitted assignments on time, and when asked, students can answer and provide explanations. Students seem to appreciate assignments given online by doing them seriously - not just submitting their assignments.

Table 4. Students' awareness of doing assignments during the Covid-19 pandemic

Classification					Mean	Min	Max	%
Range	Respond	M	F	Total				
9.0 – 16.2	Very bad	0	0	0				0.0
16.3 – 23.4	Bad	3	1	4				1.3
23.5 – 30.6	Enough	18	20	48	35.0	18	42	15.4
30.7 – 37.8	Good	23	149	172				55.1
37.9 – 45.0	Very good	19	69	88				28.2
Total		63	249	312				100

From the questionnaires and interviews conducted by researchers, it can be seen that students' awareness in doing assignments through online learning is well. Students not only do the work to collect the task, but they do it seriously. Learning is the main task of a student, but not all students have good learning management. Learning management can influence student achievement or learning outcomes. A learning management problem that is often experienced by school students is the delay in doing assignments. The behavior of postponing academic assignments is called academic procrastination (Harriott & Ferrari, 1996). According to Booth & Gerard (2011) and Ferrari & Díaz-Morales (2007), procrastination can be seen from various certain limitations, including procrastination only as procrastination behavior, procrastination as a habit or behavior pattern, and procrastination as a personality trait. Based on previous research, some students still use the "Overnight Speeding System" to study, do assignments one day before being collected, do assignments at school before the bell rings, chat while working on assignments, and delay collecting the duty (Sa, et al., 2019). The factors that influence academic procrastination or procrastination can be categorized into external and internal factors. External factors are factors that exist from outside the individual include: parenting style and environmental conditions. In comparison, internal factors are factors that exist in individuals, namely, elements of personality structure. According to Bandura & Schunk (1981), mutually deterministic personality structures place all things interacting; the center is a self-system that refers to cognitive structures and then guides the mechanisms and functions of perception, evaluation, and behavior regulation. So that if the functions of perception and evaluation are good, then the behavior that appears, especially awareness in learning, will be positive.

Regression

The influence of perception and attitude on students' awareness can be seen in Table 5 below.

Table 5. Results of simple regressions

Variable	Unstandardized Coefficients		t	sig.	R	R Square
	B	Std. Error				
1 (Constant)	14.247	3.327	4.361	.000	.840	.705
Perception	.157	.134	2.328	.017		
Attitude	.153	.129	2.296	.015		

Table 5 shows the results of a multiple regression test found that the regression equation is $Y = 14.247 + 0.157X_1 + 0.153X_2$. The results of multiple regression analysis show that the coefficient of determination is (R square) 0.705. It means that there is a contribution of perception and attitude to student awareness in doing assignments through online learning of 70.5%. Simultaneously, the remaining 29.5% is influenced by other variables not found in this study.

According to Bandura & Schunk (1981), mutually deterministic personality structures place all things interacting; the center is a self-system that refers to cognitive structures and then guides the mechanisms and functions of perception, evaluation, and behavior regulation. So that if the functions of perception and evaluation are good, then the behavior that appears, especially awareness in learning, will be positive. It indicates that student awareness in carrying out online assignments is also influenced by student knowledge in online learning, students' perceptions and attitudes. Because with good attitudes and perceptions, students feel happy to learn from home, and students do not feel the negative impact on learning from home (online) during the 19th plague. E-learning activities are very flexible because they can be accessed and conduct without being hindered by time and place. E-learning gives the instructor flexibility to provide access to students to get other references related to learning material. It is very useful to improve learning quality (Asrial, et al., 2019; Vázquez-Cano, 2014).

Conclusion

The research results show that students' perceptions, attitudes, and awareness in implementing online learning, especially doing their tasks online due to a Covid-19 pandemic, are in a good category. There is a significant influence of perceptions and attitudes on students 'awareness in doing assignments online. Statistic results show that their perceptions and attitudes influence 70.5% of students' awareness of online assignments. Following the research design used, the quantitative results are supported by qualitative results.

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