Coastal Students' Perspectives Regarding the Utilization of Online Learning Platforms

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Abstract. In today's school, online learning platforms are necessary. They might not be adequately represented in educational institutions, though. Understanding coastal students' perspectives regarding the utilization of online learning platforms is the main objective of the study. For this study, the authors employed a descriptive qualitative approach. 32 social science students of Senior High School 2 Tanjungpinang took part in responding to the interview. Based on the findings, some coastal students think that adopting online learning platforms is not the best option. Although 60% of students claim that online learning has been well received, they are nevertheless disrupted by unstable signals. In the meantime, 40% of students respond negatively despite signal interference. There are various challenges, such an unstable network and the restricted devices, like smartphones and computers, that prevent students from understanding the lessons that their teacher is teaching. However, students who use online learning systems effectively find it easier to repeat lessons because the materials may be neatly restored. Online learning, according to some students, is more time efficient. As a result, they learn about modern technology and experience something new by utilizing online learning platforms.

1 Introduction

Learning may now take place outside of the classroom and outside of school hours, thanks to technology. Online learning means utilizing a laptop or smartphone as a learning tool during your learning. The flexibility of time and place on numerous platforms is an advantage of using online learning. The term "online learning" [1–8] refers to the delivery of education over computer networks using a variety of tools, including the internet, instant messaging, email, and audio and video conferencing. It enables students to learn at their own speed, as determined by their own accommodations. Online instruction requires a significant speculation of time and assets, as well as appropriate planning. Students use open-source e-learning to learn. Open-source e-learning platforms are used to educate students. E-learning has brought back the joy of studying and has shown to be more attractive among students due to its positive and creative content delivery [9–11].

On Earth's surface, the coastal area is a transition zone between the entirely terrestrial and purely marine components. It is widely acknowledged as a vital component of the world, including a varied range of natural processes and resources. The presence of different of resources present in coastal areas resulted in a global concentration of human activity and settlement near beaches and shorelines. About half of the world's population lives near the shore, and while the population of coastal areas varies greatly between locations, there is a general tendency of people relocating from upland to coastal areas [12]. Tanjungpinang is one of the coastal areas in Indonesia.

The field of perception is concerned with describing how the senses work, as well as the sensations and actions that arise from sensory stimulus [13]. Difference does not imply that anything is incorrect. In the same society, various people have different experiences and create distinct expectations. Aspects such as our past experiences and lessons learned, our personalities, and our motives all influence our expectations of the world around us, including what we want from it, what will occur in it, and what should occur. We prefer to choose information that matches to our expectations and ignore information that does not. Our behaviors are shaped by our perceptions, or the interpretations we give to the information we have access to. When we understand how an individual perceives the situation in which they work, we can typically understand their behavior in that context [14]. In short, perception is someone's opinion, response, or comprehension of something or information in the research received from sight and hearing using the media as a learning tool, where one's perception differs from others.

Some studies discussing students' perception on online learning have been done worldwide in the last few years. A previous study was done by Bhestari & Luthfiyyah found that the use of MALL in learning English is seen positively by EFL students in Cirebon. When EFL students use MALL to study English, they notice how simple it is to use and how beneficial it is. First, they are as follows in terms of perceived ease of use of MALL: adaptable to use anywhere, easy and

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understanding, and the ability to select the learning according to what they want to learn. Second, EFL students' perceptions on the use of MALL in learning English include the following: providing fascinating features with different material, giving many exercises, providing enjoyable learning, and being able to develop their English abilities [15]. In addition, a study conducted by Rinanda et al. mentioned the same fact. Students have positive thoughts about using the Learn English Conversation app to improve their English-speaking skills of vocational school in Surakarta, Central Java. From a cognitive aspect, all participants were positive and said that utilizing the Learn English Conversation app will help students' English-speaking learning both inside and outside the classroom. They believe that Learn English Conversation app offers good learning opportunities, especially in terms of solving students' speaking challenges such as pronunciation, intonation, vocabulary, and phrases. In terms of the conative component, the participants noted their good experiences with the Learn English Conversation app in learning to talk, which helped them enhance their speaking abilities, and they were also eager to utilize it outside of class to pass the time [16].

Surprisingly, some other research showed students' negative perception. Syauqi et al. found that most students in Mechanical Engineering Education at Yogyakarta State University say that online learning is still unproductive and does not suit their necessities. This is evidenced by the huge percentage of students who replied to the questionnaires with "disagree". Evaluation of progress and thorough preparation of both teachers and institutions for online learning are essential for it to be fully successful. Students' knowledge, attitudes, and capacities will increase as the teacher's competence to manage learning, learning resources, and knowledge transfer strategies improves [17]. Another study has shown that most Unitomo Vocational School students in Surabaya struggle with the material. The difficulty in comprehending the information is due to the use of an internet-based distance learning approach. Aside from being inexperienced with internet-based distance learning, another challenge is a lack of teacher experience in delivering information via online learning. Data and signal quota limits are frequently utilized to solve challenges faced by the students in online learning [18]. Furthermore, when students learn using online platform, the problem that is often faced is that there is no internet quota so students cannot access the online platform provided by the school. No matter how effective an online learning platform is, if it is not backed up by a reliable internet connection, it will have a limited impact. Poor network makes most students cannot access the platform. There are also many students who find it difficult to understand what is being taught through online learning. Many students cannot focus when online learning is taking place. Students can also be distracted by their surroundings when studying online. For example, the sound of vehicles passing in front of the house, etc. Online learning makes both teachers and students have a hard time. However, many students also enjoy receiving online learning [19–21]. The latest study found that the majority of students strongly agreed that high-tech gadgets are pricey, which may be a sign that there is a financial issue prohibiting the students from having access to the necessary resources for online learning. Furthermore, their present tools are neither quick nor modern, which has caused a loss experience with the online learning process. One of the primary reasons that students had a negative experience with the online learning approach was a poor internet connection. They do not consider online education to be a helpful method of instruction or a remedy for their learning difficulties [22].

Some previous studies discussed students' perception toward online learning application such as MALL and Learn English Conversation App. Others discussed students' perception toward online learning in general. None of them studied students' perception toward online learning platforms (Google Meet, WhatsApp, Telegram, and Learning Management System). Therefore, the objective of this study is to find out coastal students' [23–25] perspectives regarding the utilization of online learning platforms during teaching learning processes.

2 Method

In this study, the authors applied qualitative method [26–29]. The research design used in this study was a case study. The process's outcomes report is often narrative, consisting of a series of illustrated summaries of major components of the case [30]. In this study, the authors involved 32 eleventh-grade social science students of Senior High School 2 Tanjungpinang. The authors used purposeful sampling [27, 28] with the consideration that those who always accessed online platforms and did the assignments given by the teachers. Response of students was obtained through opened-structure interview as an instrument in this study. The authors spread out a list of interview consists of 10 questions to students via WhatsApp as platform in the form of voice note.

3 Result and Discussion

From 10 questions given to students, 6 questions were answered with a positive response, while the other 4 questions were answered with a negative response. Most students' responses can be seen in the following figure:
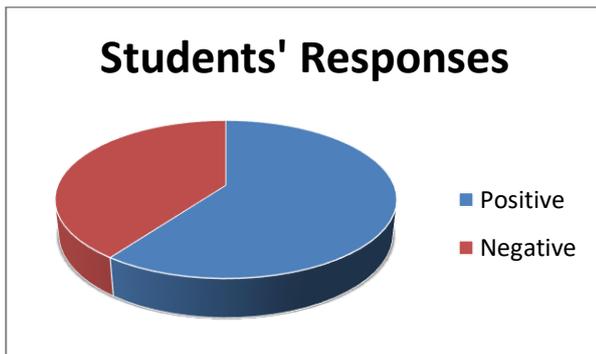
Fig. 1. Students' responses

Based on the gathered data i.e., students' responses, all students understood what online learning is as mentioned in the first question "What is your opinion about online learning?". "*The word "online learning" refers to learning that takes place through the internet using electronic media, such as computers and smartphones*". It is supported by Harake who says that one can have an online learning process by adopting the modern technology such as the internet, a computer/laptop, a portable tablet, or a mobile phone [22]. Most of students argued that they can recognize well how to use the platforms which was questioned in the second question "Do you understand how to use online learning platforms (Google Meet, WhatsApp, Telegram, Learning Management System) that are used by teacher?". "*For me, for more than a year, I have learned to use the online system, so far I have had no problems and it is easy to adapt to the applications provided*". Bhestary and Luthfiyyah also reveal that students are fully aware of the benefits and simplicity of the mobile learning tools provided [15].

The third question "What are the advantages of online learning?" was responded by the students by mentioning that advantages of online learning are in the terms of time, students can access the material anywhere and anytime, students can look for reference material from the internet, so they are not fixated on books and materials provided. Most students stated that "*The convenience that I get in this online learning is that it is easy to get material through internet access*" *and "It can be reached (accessed) easily, flexible study time*".

From the fourth question "What are disadvantages of online learning?", disadvantages of online learning are mentioned by the students, such as constrained on the network. There are also students who do not have an internet quota so they cannot participate in online learning. They said, "*Slow internet network, sometimes expensive internet quota prices, sometimes limited access to computers and smartphones. There are so many disturbances at home, especially if it rains and the electricity blacks out, the network will be disrupted*".

Most students responded the fifth question "Are you capable of understanding the material easily? Why?" by saying that they found it difficult to know and understand the material. "*Yes, face-to-face I can understand more easily but online I have difficulty because sometimes the network becomes an obstacle when studying*" *and "Maybe many of the students have difficulty in understanding the material as well as me. Due to the limited time and tools used, it became difficult for me to understand the material, so I had to study harder than before in order to achieve maximum grades*". In line with this finding, Sumartono et al. found that the teacher's lessons were poorly understood by the majority of students [18].

When the students were given the sixth question "Can online learning be used to build social interaction between you and others? Why?", few students said that they can build social interaction to another students. "*I can build social interaction between myself and other students by chatting on WhatsApp or other social media*" However, many other students said that they cannot build social interaction when online learning is taking place because they can't meet face to face with other friends. "*With online learning, I am less able to build social interaction with other students because we only interact with screens and do not meet in person*". In addition, Kuong argues that lack of social interaction may lower participants' happiness with online learning and prevent them from seeking out other students' assistance [7].

When they were given the seventh question "Are you able to effectively receive the material presented by teacher during online learning? Why?", few students said that they can receive the material delivered by the teacher well because there is no signal interference. "*Yes, I can accept the material presented by the teacher well. Because I use the Wi-Fi at home so there is no delay or my internet is interrupted and if I can't attend, I can search for it directly via Google*" While many other students said they could not accept the material presented by the teacher because there was a signal disturbance. "*No. Sometimes when the teacher delivers the material, there are many obstacles, such as an inaudible voice or a problematic network*".

Responding the eighth question "How was your experience during online learning?", there are students who said their experience during online learning was fine, they could get to know today's technology well and gain new knowledge. "*My experience is to enhance the understanding and ability to use a variety of apps in the learning process*". When the students were asked the ninth question "Which one do you prefer, online or offline learning? Why?", most students choose offline learning because they feel high school is too short to spend online, the students also want to know and explore how school life is. Students also want to get to know and interact with teachers and other friends directly. "*Of course, I prefer offline learning because we can meet friends, can interact physically face to face and chat with each other and can also receive material to the fullest by the teachers who usually teach us at school*". Novita et al., in their research finding, reveal the same fact that the students favor learning in a regular educational setting [31].

Responding the last question "What is your solution about online learning for the future?", half of students said that when online learning was carried out, it was better to give guidance to teachers and students in advance on how to operate and access the platforms so that students and teachers would not be confused anymore. "*In my opinion, in online learning, it would be better if both parties, both students and teachers, were given further guidance so that students who had difficulty accessing it were given convenience and given guidance so that they were both comfortable*". The school must also prepare for the internet data for students because not all students get free internet quota assistance from the government. "*Free internet quota is given to make online learning easier*". Meanwhile, the other half students said they did not have a solution for online learning in the future because they hoped that online learning would soon be replaced with offline learning, "*There is no. Hopefully it will go back to offline school like before*".

4 Conclusion

In accordance with the results, coastal students believed that utilizing online learning platforms was less than ideal because there was a barrier, such as an unstable network and a tool that was only used occasionally, which prevented them from understanding what the teacher was trying to explain. However, by utilizing the online learning platforms, students may learn how to use them effectively and make it simpler for them to repeat lectures because the teacher's materials can be organized efficiently. Therefore, some students claimed that online learning is more time efficient. To interact socially with others, half of the students gave a positive response, their being able to interact with others using the platforms that had been used, while the other half gave a negative response, they're not being able to build social interaction with others only through the platforms. This makes students prefer offline learning because they will not be constrained by limited networks and tools.

The authors concluded that 60% of coastal students at Senior High School 2 Tanjungpinang accept that online learning has advantages, particularly in the utilization of the platforms and is always accessible. However, many students find it challenging to complete online learning since the network is frequently interrupted, preventing them from accessing the platforms and preventing them from understanding the provided learning content. Eventually with the help of online learning, students can learn about and experience the latest technology.

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