

## LECTURER'S PERCEPTION OF STUDENT'S ABILITY PANDANARAN UNIVERSITY IN ONLINE LEARNING

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### ABSTRACT

This type of research is a survey research using three data collection techniques are questionnaires, documentation, and interviews. The variables studied were the Lecturer's Perception of Creative Thinking Ability X1; Lecturer's Perception of Logical Thinking Ability (X2); and Student Ability in Virtual Class and WhatsApp Group Online Learning (Y). The results showed that (1) Lecturer's Perception of Creative Thinking Ability (X1) had a significant effect on Ability in Online Learning Virtual Class and WhatsApp Group with the Standardized Coefficients value of 0.958 or 95.8%. This means that the Lecturer's Perception of Creative Thinking Ability 95.8% influences Ability in Virtual Class and WhatsApp Group Online Learning; (2) Lecturer's Perception of Logical Thinking Ability (X2) has a significant effect on Ability in Online Learning Virtual Class and WhatsApp Group with the Standardized Coefficients value of 0.045 or 4.5%. This shows that Logical Thinking Ability (X2) influences Ability in Virtual Class and WhatsApp Group Online Learning.

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### 1. INTRODUCTION

Dunwill (2016) is of the view that in the coming years there will be many changes that can be seen in the next 5-7 years with the emergence of a class trend. These tendencies are in the form of: (1) changes that occur in classroom layouts, (2) virtual and additional reality that will change the educational landscape, (3) flexible assignments in bridging various styles, and (4) massive online open courses and learning options online which has an impact on the implementation of education.

Online learning in Indonesia itself is something new, both for students and educators who are not prepared to face and implement online learning (Maulipaksi, 2020). This condition is also experienced by lecturers and students in various universities in Indonesia. In order for lecturers and students to understand well about online learning, there are many issues that need to be investigated in depth, namely interest, access to learning resources, and the role of parents (Hadi, 2020). Implementation of online learning for students and teachers or (students and lecturers) must have and be able to use online learning support devices, including Android, PC, and Iphone (Gikas & Grant, 2013), not only internet access, but also purchasing power students and teachers (students and lecturers) for data pulses/quota for internet access or having a Wifi network which is the main factor in supporting the success of online learning (Sadikin & Hamidah, 2020) during the pandemic

A pandemic is a disease outbreak that occurs in a wide and global geographical (region) condition and spreads to 209 countries in the world, including Indonesia. The impact of this pandemic is that various activities carried out by bringing in many people or gathering (gathering) must be avoided and/or eliminated. The Indonesian government's policy in controlling the spread of the corona virus has a

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major impact on various people's lives, such as socio-cultural aspects, economic aspects, health aspects, and more so on the education aspect. This Corona virus not only causes death, but also psychological pressures that hit the world community (Suryawan, 2020).

The implementation of online learning uses various media, such as Google Classroom, Edmodo, and Schoology (Sadikin & Hamidah, 2019), also using the WhatsApp application (So, 2016). In addition, according to Singh (2018) social media such as Facebook and Instagram can also be used in online learning. The results of research from Ferdiana, S. (2020) show that the most preferred media for students in online learning is the whatsapp group by 41.7%. The results of research published by Nurdin & Anshusadar (2020) show that the features that can be used in WhatsApp are in the form of text (writing), voice messages (voice), Video Calls, receiving and sending images, videos, and other documents (in the form of power points).

In this online learning, many obstacles are faced, both by lecturers and students. These obstacles include: (1) Virtual Class and WhatsApp operating systems which are new for lecturers and students in learning; (2) the limited ability of students to use Virtual Class and WhatsApp facilities because they use non-standard cellphones, and do not have laptops; and (3) students' thinking skills both creatively and logically are uneven or unequal in solving problems encountered in online learning. Based on this, point 3 becomes a very crucial problem to solve, because sometimes quota limitations, cellphones are lost, damaged, email disturbances, no network are used as justifications, when in fact technology literacy and laziness are also the causes.

## 2. METHOD

This type of research is survey research. This research was conducted to obtain information about the perception of research subjects through data collection once in the field (Fraenkel, Wallen & Hyun, 2012). Through this survey study, the researcher attempted to interpret, record, analyze, and interpret the data obtained both orally (interviews) and in writing (questionnaires) from the variables studied. The sampling technique is random sampling with reference to the Krejcie technique (Sugiyono, 2001), where Krejcie calculates the sample size based on an error of 5% and the sample obtained has a 95% confidence level of the population.

## 3. RELIABILITY AND DISCUSSION

### 1. Validity or Validity Test

Validity test is used in a study to measure the validity or effectiveness of a questionnaire that has been compiled. The tested questionnaire is declared valid if the questions in the questionnaire reveal something about what the questionnaire will measure (Ghozali, 2012:52). Meanwhile, Sugiyono (2014) states that the validity of a test must meet several criteria, including:

- a. If  $r > 0.30$ , then the question items in the questionnaire are valid,
- b. If  $r < 0.30$ , then the question items are declared invalid.

The results of the data validity test for variables X1, X2, Y are shown in the following table:

Based on data processing, the results of the measurement of the validity of the X1 variable indicate that the question items in the questionnaire consisting of 10 questions are declared valid because the calculated r coefficient is greater than the critical r result with a value of 0.30. a questionnaire consisting of 10 questions is declared valid because the calculated r coefficient is greater than the critical r result which is worth 0.30. The measurement of validity for the Y variable shows that the question items in the questionnaire consisting of 10 questions are declared valid because the calculated r coefficient is greater if compared to the critical r value of 0.30.

### 2. Reliability or Reliability Test

Reliability or reliability tests are carried out to find out how reliable a measuring instrument can be trusted. A questionnaire that is asked is declared reliable (has reliability) if the answers given in the statement are consistent or stable from time to time. Furthermore, the questionnaire is said to be reliable if it gives a Cronbach Alpha value  $> 0.60$  (Ghozali, 2012).

The variable (X1) is  $0.97 > 0.60$ , thus this variable can be used to test the Classical Assumptions. The value of Cronbach's Alpha variable (X2) is  $0.980 > 0.60$ , thus this variable can be used to test the

Classical Assumptions. While the value of Cronbach's Alpha variable (Y) is  $0.970 > 0.60$ , thus this variable can be used to test the Classical Assumptions.

#### Classic Assumption Test Results

The use of linear regression equation can describe the functional relationship between a group of independent variables and the dependent variable. Classical assumption test used in this research consists of Normality Test, Heteroscedasticity Test and Multicollinearity. Each of these tests is described as follows:

##### 1. Normality Test

The use of the Normality test for Ghazali (2006) aims to find out whether in the regression model used, the confounding variable (residual) is normally distributed. The regression model used is said to be good if the information is fairly distributed or close to reasonable. Information testing can be tried using the Kolmogorov-Smirnov non-parametric statistical test, by using this test to determine whether the information used is fairly distributed or not. If the value of Sig is 0.05, then the information is fairly distributed and vice versa. Based on the non-parametric Kolmogorov-Smirnov statistical test, with this test it can be seen that the above data is normally distributed because the values of Sig X1, X2 and Y > 0.05, then the data is normally distributed.

##### 2. Heteroscedasticity Test

Heteroscedasticity testing in a study aims to test whether the regression model used has an inequality of variance from the confounding (residual) from one observation to another observation. In terms of understanding this regression, a good regression model is one with homoscedasticity or no heteroscedasticity in the regression model. Based on the scatterplot graph, the dependent variable Y shows that the points are scattered randomly and do not show that all the points in the graph do not form a certain clear pattern and the points are scattered randomly below the number 0 on the Y axis (Ghozali, 2010). 2012: 139). This indicates that there is no heteroscedasticity in the regression model used in this study.

##### 3. Multicollinearity Test

The use of the multicollinearity test aims to test the regression model used whether there is a bond or correlation between the independent variables (independent variables) or also the influencing variables. The regression model is said to be good, there should be no correlation between the independent variables. If the independent variables are correlated, then these variables are said to be not orthogonal. Orthogonal variables are independent variables whose correlation value between independent variables is equal to zero (Ghozali, 2013). In a research, multicollinearity test was tried to see the value of TOL (Tolerance) and Variance Inflation Factor (VIF) of each independent variable on the dependent variable. If the tolerance value (TOL) is found to be more than 0.10 and the variance inflation factor (VIF) value is not more than 10, then the model is declared to have no indication of multicollinearity (Suliyanto, 2011). It can be seen that there is no single independent variable that has a VIF value > 10, thus it can be said that there is no symptom of multicollinearity among the independent variables.

#### Hypothesis test

##### 1. Multiple Linear Analysis Results

The model used to analyze the information in this research is multiple regression analysis. The analysis requires that the data used in the calculation is at least information on an interval scale. Tests to identify the effect (X1), (X2), and (Y) used the SPSS 26.0 application for Windows.

$$Y = a + b_1X_1 + b_2X_2 + e$$

$$Y = 1.60 + 0.958X_1 + 0.04 X_2 + e$$

The multiple linear regression equation above shows that the two independent variables have a positive influence on the dependent variable. The calculation results are explained as follows:

- a. The constant beta regression coefficient (a) is 1.60 The value of this constant indicates that if the variable Lecturer's Perception of Creative Thinking Ability X1, Lecturer's Perception of Logical Thinking Ability (X2) will increase by 1.60

- b. The regression coefficient of the Lecturer's Perception variable on Creative Thinking Ability (X1) is 0.958. This means that Lecturer's Perception of Creative Thinking Ability (X1) has a positive effect on Ability in Virtual Class Online Learning and WhatsApp Group (Y), which is 0.958
- c. The regression coefficient of the Lecturer's Perception on Logical Thinking Ability (X2) is 0.045. This means that the Lecturer's Perception of Logical Thinking Ability has a positive effect on the Ability in Virtual Class and WhatsApp Group Online Learning, which is 0.045.
- d. The value of Adjusted R Square is 0.998. This value shows the effect of the independent variable simultaneously (simultaneously) on the dependent variable. So that it can be seen that simultaneously (simultaneously) the influence of the independent variables (in this study is 99.8%, while the remaining 1.9% is influenced by other variables that are not included in this study. Therefore, Lecturer Perceptions of Creative Thinking Ability and Ability Logical Thinking of PIPS FKIP Students Affects Students' Ability in Virtual Class and WhatsApp Group Online Learning.

## 2. Test F or Simultaneous

Based on the results of the ANOVA (Analysis of Variance) test, the Fcount value is 625 which is greater than Ftable 2.71 ( $625 > 3.32$ ), with a significance level of 0.000 ( $0.000 < 0.05$ ). These results indicate that Lecturer's Perception of Creative Thinking Ability X1, Lecturer's Perception of Logical Thinking Ability (X2) on Ability in Virtual Class Online Learning and WhatsApp Group (Y), thus the first hypothesis simultaneously has a significant effect on Ability in Virtual Class and WhatsApp Online Learning. Group (Y) is acceptable.

## 3. t test or Partial

Statistical t test (partial) to see how far the influence of one independent variable individually in explaining the variety of dependent variables (Ghozali, 2012: 98). The results of the t-test of the independent variables are interpreted as follows:

- a. Lecturer's Perception Variable on Creative Thinking Ability (X1) obtained tcount greater than ttable ( $47.16 > 1.66$ ) with a significance level smaller than the level of distrust of 5% ( $0.000 < 0.05$ ). Thus the second hypothesis which states that the lecturer's perception of creative thinking skills (X1) partially has a significant effect on the ability in Virtual Class Online Learning and WhatsApp Group can be accepted.
- b. Lecturer's Perception Variable on Logical Thinking Ability (X2) obtained tcount greater than ttable ( $2.22 > 1.66$ ) with a significance level smaller than the level of distrust of 5% ( $0.000 < 0.05$ ). Thus, the third hypothesis which states that the Lecturer's Perception of Logical Thinking Ability partially has a significant effect on Ability in Online Learning Virtual Class and WhatsApp Group can be accepted.

## DISCUSSION

The Influence of Creative Thinking Ability and Logical Thinking Ability on Virtual Class and WhatsApp Group Online Learning Ability.

The results showed that the ability to think creatively and the ability to think logically had a significant effect on the ability to learn online virtual classes and whatsapp groups during the Covid-19 pandemic. Based on table 12 in this study, it is known that the Lecturer's Perception variable on Creative Thinking Ability (X1) obtained tcount greater than ttable ( $47.16 > 1.66$ ) with a significance level less than 5% distrust level ( $0.000 < 0.05$ ). Students must have critical power, have various new ideas and ideas, have the courage to express their opinions, have expressive abilities, and be sensitive to the problems encountered in online learning. According to one respondent that generally students are brave in expressing their ideas during online lectures, especially via WA groups, dare to ask and answer questions submitted by their colleagues. The results of their answers are conveyed via Chat and in the form of recordings. In terms of lectures, students also remind each other to always be orderly in lectures in the sense of listening and reading power points of lecture materials delivered by lecturers. According to one of the group admins, even though we only lecture via whatsapp, we try to be serious and when we are given the opportunity to ask questions about material in power point that we don't understand, we ask the lecturer, then the answers are presented in the form of a recording to make it easier for us to study it

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again when in boarding houses. We have to be sensitive and brave in facing this kind of lecture model. After finishing college, we were absent in WA and in the Virtual Class.

Munandar (2012) if the markers of creative thinking are:

1. Easy thinking, including: a) creating many relevant ideas/answers; b) easy flow of thought.
2. Flexible thinking, including: a) creating diverse ideas; b) able to change the method or approach used; c) different directions of thought in each action.
3. Original thinking, is to share answers that are not common, different from others that are not often given by the majority of people.
4. Thinking in detail (elaboration), includes: a) improving, raising, and enriching an idea; b) breaking down the details; c) expand an idea.

Virtual Class for administration of student attendance in lectures, journals for lecturers, face-to-face journals, material titles and subjects and lecture dates. For other facility applications in the virtual class, it has not been used optimally because of frequent disturbances (network constraints) virtual class needs to be made training for lecturers and students in its use, such as video conferencing (BigBlueButton, Zoom, Google Meet, and Cisco Webex). For lecturers who have mastered IT, it may be very easy to use virtual class facilities. For zoom and google meet, in general, lecturers and students have often used it when attending webinars or online training.

Fitriyani's research results (2020) that online learning is the best solution in the midst of the covid-19 pandemic. Online learning causes controversy for teaching staff, on the one hand it is considered only effective for giving assignments, on the other hand students find it difficult to understand the material being taught. In addition, the ability in terms of mastery of technology and also the economic ability of students is different. Unstable internet connections, expensive internet quotas, unsupported devices used are obstacles to online learning, but learning must continue.

Most students or students choose to use WhatsApp learning media. Teachers, for example, use WhatsApp as a learning medium in the network (online) by utilizing various available facilities or features such as photos, videos, documents (power point), video calls (Lestari, 2021) besides being able to use voice recordings if there are chat questions from students or students which are then answered by teachers and lecturers in the form of recordings as well. Students are encouraged to choose to use whatsapp and virtual class facilities in lectures which have a positive impact on the use of technology-based learning media (learning digitization) but the negative effects of accompaniment also exist, especially for recovery in WhatsApp Group, including:

- Lack of Academic Honesty.
- Loss Characters.
- Seriousness Level.

The lecture process using whatsapp groups and virtual classes is practical but thin. Whatsapp groups are practical (fast, cheap, and easy to access). Virtual classes are practical because virtual classes have available learning options such as zoom meetings, video conferences, places to input teaching materials, assignments, absences, and lecturer journals. Between the whatsapp group and the virtual class, the hope is still thin, because what the lecturer expects in the learning objectives is not achieved optimally when the lecturer distributes material and the network is disrupted, automatically consuming and consuming time, so what is expected is not delivered optimally.

#### 4. CONCLUSION

Based on the results and discussion of the research, it can be concluded as follows:

1. Lecturer's perception of students' creative thinking skills, logical thinking skills, students' abilities in online learning Virtual Class and WhatsApp Group is quite capable.
2. Lecturer's Perception of Creative Thinking Ability X1, Lecturer's Perception of Logical Thinking Ability (X2) of Ability in Online Learning Virtual Class and WhatsApp Group (Y), thus the first hypothesis simultaneously significantly influences Ability in Online Learning Virtual Class and WhatsApp Group ( Y) is acceptable.

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3. Lecturer's perception of creative thinking ability (x1) partially has a significant effect on Ability in Virtual Class Online Learning and WhatsApp Group can be accepted. Meanwhile, the Standardized Coefficients value is 0.958 or 95.8%. this matter. shows that partially Lecturer's Perception of Creative Thinking Ability 95.8% has an effect on Ability in Online Learning Virtual Class and WhatsApp Group.
4. Lecturer's Perception of Logical Thinking Ability partially has a significant effect on Ability in Online Learning Virtual Class and WhatsApp Group can be accepted. Meanwhile, the Standardized Coefficients value is 0.045 or 4.5%. This shows that partially Logical Thinking Ability (X2) has an effect on Ability in Virtual Class and WhatsApp Group Online Learning.

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