STUDENTS' PERCEPTIONS ON THE IMPLEMENTATION OF ONLINE LEARNING DURING COVID-19 PANDEMIC IN *SMAN* 8 YOGYAKARTA

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Abstract

Due to COVID-19 pandemic, online learning has been adopted. Without proper preparation, online learning has been forced to entirely substitute face-to-face/offline learning. As a result, the researcher recommended investigating students' perceptions of the implementation of online learning at SMA Negeri 8 Yogyakarta during the COVID-19 pandemic. In this research, there were two research questions: (1) How did the students of SMA Negeri 8 Yogyakarta perceive the implementation of online learning during COVID-19 pandemic? (2) What are the advantages and disadvantages of implementing online learning during COVID-19 pandemic for the students of SMA Negeri 8 Yogyakarta? Eleventh-grade students from SMA Negeri 8 Yogyakarta participated in the research. This study employed a mixed-method approach. The researcher used the theory of perception and online learning to answer the research questions. The data was collected using survey instruments in forms of a questionnaire and an interview. The findings proved that, in terms of technological aspects, the implementation of online learning has been a success. Reduced travel costs, increased learning autonomy and efficiency, as well as more access to higher-quality education were the advantages. Finally, there were some disadvantages, like distractions, time management, insufficient study time, and a reduction in self-motivation and enthusiasm in learning.

Keywords: advantages, disadvantages, online learning, perception

Introduction

Many aspects of mankind have been pushed to adapt as a result of COVID-19 pandemic's global spread. Since the mid of March 2020, several Indonesian schools have changed their entire learning process to online learning. Numerous online applications, such as *Zoom*, *Google Classroom*, and *Microsoft Teams*, were used to facilitate the learning process. Thus, the researcher was interested in understanding how senior-high-school students felt about the use of online learning during the COVID-19 pandemic.

Perception, according to Aw (2010), is an internal system that allows people to acknowledge when a stimulus happens. According to Goldstein (2010), the stimulus will be collected and given meaning through a process known as the "perceptual process." This process converts environmental stimulus into electricity, which is then transmitted to the brain and processed to generate perceptions based on prior stimulus. As a result, perspective study enables people to learn and prepare for the future regardless of how the present seems (Sujarwo et al., 2020).

In education, online learning is very essential (Cakrawati, 2017). As per Al-Jaradat (2019), online learning improved students' performance during the learning process. During the pandemic, however, it has been administered in a different way. Online learning was once adopted as a supplement to face-to-face/offline learning. Unfortunately, due to limitations on conducting face-to-face/offline learning during the pandemic, online learning was pushed to completely replace it. Despite having adequate access to electronic devices and internet connections, according to Priyadarshini & Bhaumik (2020), the implementation of online learning during pandemic did not have the same efficiency as face-to-face learning. Additionally, Abdous (2020) emphasized the importance of a thorough online learning orientation program, particularly for first-year students.

The benefits of online learning mentioned by Charissi, Tympa, and Karavida (2020) can be divided into three categories. Travel time and money savings, as well as learning flexibility, come under the first category. The use of multimedia and multiple resources in the learning process, participation and teamwork among classmates, and an improvement in learning interaction rank second, accordingly. The very last group consists of satisfactory guidance and timely feedback as well as confidence in passing the tests. Febrianto, Mas'udah, and Megasari (2020) pointed out that doing online learning is much easier. Furthermore, based on Mahajan and Kalpana R. (2018), online learning is interactive, which increases students' enthusiasm to adopt it in the learning process. However, according to Cakrawati (2017), the most common issue experienced during online learning is a lack of internet access. Since not every student had access to such a reliable and strong internet connection, staying connected while using various online platforms was a challenge. According to Maharjan and Kalpana R. (2018), a major challenge was the failure to handle distractions when using technological devices without sufficient supervision. Students may encounter a number of distractions when studying materials outside of the classroom. As said by Putri et al. (2020), COVID-19 pandemic caused students to immediately shift to home learning despite the lack of resources and infrastructure. Since several schools' learning cultures have yet to incorporate online learning, interactions between teachers and students, as well as among students, have become uncomfortable.

As shown by Rasmitadila et al. (2020), teachers' mastery of applications, technological tools, and computers is linked to the efficiency of online learning. Teachers' expertise and facilitation, as per Baber (2020), are essential elements in influencing students' academic achievement and satisfaction with online learning during the pandemic. Within the setting of online learning, on the other hand, students' preparedness is one of the most important elements in ensuring a successful learning process. The described preparedness is linked to several online learning capabilities such as time management, critical thinking, and collaboration (Parkes, Stein, & Reading, 2014). Most students, as shown by Imsa-ard (2020),

were able to follow online learning and use electronic gadgets featured in it. Despite the fact that most students nowadays are regarded to be "digital natives," Yalman, Basaran, and Gonen (2017) found a large gap between students' technological knowledge and their level of satisfaction.

Related Studies

Cakrawati (2017) tried using Edmodo and Quipper as online learning tools into the learning process. The findings revealed that using Edmodo or Quipper is time-effective and practical. Additionally, despite challenges such as a poor internet connection, the majority of participants thought that online learning platforms supported them in learning.

During COVID-19 pandemic, Agung, Surtikanti, and Quinones (2020) performed a case study to examine students' perceptions of online learning. The findings of this study revealed that accessibility is the most important component in achieving success in online learning. As a consequence, more accessible platforms are definitely required to assist students, particularly those who stay in rural areas, in enhancing their involvement.

Imsa-ard (2020) did a similar study. To provide answers for research questions, a mixed-method approach was used this time. The target population was Thai undergraduate students, all of whom were in their second semester of the 2019 academic year. According to the findings, the majority of students preferred face-to-face/offline learning, even though they believed their teachers gave some assistance and feedback throughout the online learning process.

Many studies have been conducted in the past to investigate and analyse students' perceptions of online learning implementation in many contexts, including Indonesia. Perceptions among students, on the other hand, may vary thanks to a variety of factors in either learning settings or individuals' particular thinking processes. As a response, the researcher wanted to find out what students at *SMA Negeri* 8 Yogyakarta felt about the unexpected change into "forced" online learning during COVID-19 pandemic. The following research questions aided the researcher in achieving the study's goal:

1. How did the students of *SMA Negeri* 8 Yogyakarta perceive the implementation of online learning during COVID-19 pandemic?
2. What are the advantages and disadvantages of implementing online learning during COVID-19 pandemic for the students of *SMA Negeri* 8 Yogyakarta?

Method

In order to address the research questions of this study, a mixed-method research approach was adopted. Precisely, this study used an explanatory mixed-method since it enabled the researcher to collect the data in two stages (Cresswell, 2012). By doing so, the researcher was able to produce a better understanding of the discussed research questions. The researcher utilized an online close-ended questionnaire consisting of 34 items to collect quantitative data. Furthermore, a semi-structured interview was conducted to gather qualitative data.

Research Setting and Research Participants

The study took place in *SMA Negeri* 8 Yogyakarta during the 2020/2021 academic year. During that period, the school implemented online learning in

response to COVID-19 pandemic. There were no students allowed to come to school unless they had urgent matters.

The students of *SMA Negeri* 8 Yogyakarta were the participants of this study. They were sixty (60) eleven-grade students from the science program.

Instruments and Data Gathering Technique

The researcher conducted the data gathering in two stages. Two instruments were utilized to collect the data for this study. Data were obtained through two stages: (1) Quantitative Data Collection, followed by (2) Qualitative Data Collection. The first stage was done by delivering the questionnaire, written in Indonesian, using *Google Forms*. The second stage was done firstly by selecting some interviewees using purposive sampling method. After that, the researcher conducted an individual interview with every interviewee according to predetermined schedule.

The questionnaire was the main source of data in this study. The questionnaire items were adapted from Imsa-ard (2020). The researcher did not use any sampling method for the first step. There were five (5) main themes of the questionnaire presented as follows: (1) Students' perceptions on the implementation of online learning, (2) Students' perceptions on the teachers, (3) Students' perceptions on their technological skills, (4) Advantages of implementing online learning during COVID-19 pandemic, and (5) Disadvantages of implementing online learning during COVID-19 pandemic.

In the semi-structured interview, there were four main questions used to dig deeper into the phenomenon: (1) How do you think about the implementation of online learning in your school? (2) Why do you have such a perception about the implementation of online learning in your school? (3) What were the benefits that you encountered during the implementation of online learning in your school? (4) What were the disadvantages that you encountered during the implementation of online learning in your school?

Data Analysis Technique

In the quantitative approach, the data obtained were calculated and presented in the form of tables. The following formula was used to calculate the data:

Known as:

     : the degree of agreement percentages

     : the total of respondents who chose the same item in each statement

     : the total of respondents

The calculated data were then discussed by the researcher.

In the qualitative approach, thematic content analysis was performed with the interview transcriptions to identify common patterns throughout the data.

Findings and Discussion

In this study, the findings were presented based on five (5) main themes of the questionnaire: (1) Students' perceptions on the implementation of online learning, (2) Students' perceptions on the teachers, (3) Students' perceptions on their technological skills, (4) Advantages of implementing online learning during COVID-19 pandemic, and (5) Disadvantages of implementing online learning

during COVID-19 pandemic. Additionally, some findings from the follow-up interview were presented to elaborate some of the questionnaire's findings.

The implementation of online learning

Table 1. Students' perceptions on the implementation of online learning
in *SMA Negeri* 8 Yogyakarta

Statements	SD	D	N	A	SA
Online learning has been successfully implemented in my school.	0	0	10	38	12
	0%	0%	16.67%	63.33%	20%
Online learning happens to be as effective as face-to-face/offline	6	32	16	5	1
learning in my school.	10%	53.33%	26.67%	8.33%	1.67%
The opportunity to practice using some applications used during the	0	0	15	34	11
online learning process is needed in my school.	0%	0%	25%	56.67%	18.33%
There were no significant problems during the implementation of online	2	13	23	18	4
learning in my school.	3.33%	21.67%	38.33%	30%	6.67%

On the first statement, 38 people (63.33%) chose "Agree," while 12 people (20%) chose "Strongly Agree." It shows that the majority of participants thought *SMA Negeri* 8 Yogyakarta had successfully implemented online learning. The second item, on the other hand, revealed a different situation. Thirty-eight participants (53.33%) chose "Disagree" as their answer to this statement. Six participants (10%), on the other hand, preferred "Strongly Disagree" on it. While the majority of participants agreed that online learning was successfully adopted, they did not believe it was as effective as face-to-face/offline learning.

In response to the third statement, 34 participants (56.67%) chose "Agree," while eleven participants (18.33%) chose "Strongly Agree." The majority of participants expressed a need for more practice on several applications used in online learning. Twenty-three participants (38.33%) preferred "Neutral" in the final statement. Thirteen participants (21.67%) chose "Disagree" and two participants (3.33%) picked "Strongly Disagree". On the other hand, eighteen participants (30%) chose "Agree," while four participants (6.67%) chose "Strongly Agree." In short, despite the fact that the majority of participants did not agree, certain students did face significant challenges as a result of the implementation of online learning.
Furthermore, Interviewee 1 and 2 elaborated more on the implementation of online learning as follows.
"Though it was not as effective as face-to-face/offline learning, I think it was successfully implemented." (Interviewee 1)
"In terms of the process, the implementation of online learning has been a success. So far, material distribution, task submission, as well as video submission have all gone smoothly." (Interviewee 2)
"Regardless of the process, I believe that practice is still necessary. In relation to the practice that I mentioned earlier, *Google Classroom*, which I consider to be a very user-friendly application, has been used since the beginning of online learning. The school eventually changed it into *Microsoft Teams* or something similar. That

was a pretty difficult app, and the situation was worsened by the fact that the teachers were not communicative enough to guide us one-on-one. In my opinion, it is not a problem if the school wants to move to another application, whether it is *Google Classroom*, *Jogja Belajar Class*, or even *Jogja Belajar*, as long as the teachers are communicating with the students." (Interviewee 2)

The findings showed that the overall learning has been successfully implemented in *SMA Negeri* 8 Yogyakarta. In terms of the procedure, including the distribution of materials and tasks, everything has been done quite successfully. Despite this, it has been found that online learning is less effective than face-to-face/offline learning. Priyadarshini and Bhaumik (2020) appeared to the same conclusion. The findings also showed that appropriate training or practice is required to familiarize students with the online learning environment. Newly-utilized apps will likely benefit from this kind of training. This was in agreement with Abdous' conclusion (2020).

The teachers' performances

Table 2. Students' perceptions on the teachers in *SMA Negeri* 8 Yogyakarta

Statements	SD	D	N	A	SA
The teachers in my school could organize the learning process well.	0	5	23	24	8
	0%	8.33%	38.33%	40%	13.33%
The teaching and lessons were clearly organized and delivered by the teachers in my school.	1	12	27	15	5
	1.67%	20%	45%	25%	8.33%
The teachers in my school could arouse my interest in learning.	2	15	30	11	2
	3.33%	25%	50%	18.33%	3.33%
The teachers in my school showed willingness to provide assistance during the learning process.	0	3	21	24	12
	0%	5%	35%	40%	20%
The teachers in my school provided useful feedback and/or suggestions for me during the learning process.	1	8	20	28	3
	1.67%	13.33%	33.33%	46.67%	5%

On the first item, twenty-four participants (40%) selected "Agree," while eight (13.33%) selected "Strongly Agree." It is clear that the teachers at *SMA Negeri* 8 Yogyakarta were successful in facilitating online learning, as the majority of participants agreed. Despite this, twenty-three participants (38.33%) chose "Neutral," implying that some students thought the teachers' performances were not yet adequate. The second item's findings revealed a different scenario. Twenty-seven participants (45%) chose "Neutral" for this statement. In addition, fifteen participants (25%) selected "Agree" and five participants (8.33%) selected "Strongly Agree." However, twelve (20%) participants chose "Disagree," and one (1,67%) participant chose "Strongly Disagree." This indicated that students thought the teachers' teaching strategies and material distribution were unsatisfactory. The third item came out with a similar result. Thirty participants (50%) chose "Neutral" as their response. Besides that, fifteen participants (25%) chose "Agree" and five (8.33%) chose "Strongly Agree." However, twelve participants (20%) chose "Disagree" and then another (1.67%) chose "Strongly Disagree" on the

statement. The large number of people who chose "Neutral" suggested that the teachers' instruction was ineffective in triggering students' interest. The fourth statement generated a positive result. Twenty-four people (40%) chose "Agree," and twelve people (20%) chose "Strongly Agree." Given the fact that twenty-one participants (35%) chose "Neutral," it appears that the majority of participants believe that most teachers in *SMA Negeri* 8 Yogyakarta can still provide valuable assistance during online learning.

Twenty-eight participants (46.67%) chose "Agree" in the final statement. In addition, three participants (5%) selected "Strongly Agree." Twenty people (33.33%) chose "Neutral" as their answer. Finally, the majority of participants agreed that teachers had already provided helpful feedback and/or suggestions during online learning, though some thought they were not yet optimal.

Moreover, Interviewee 1, 2, 3, and 4 elaborated more on the theme as follows.

The process is primarily concerned with material distribution. It is clear that some teachers really are not tech-savvy, which resulted in a situation where learning materials were not distributed to students in an optimal manner. There are some teachers who are better at teaching in face-to-face/offline setting. It has previously occurred where a good teacher was around, but the teaching was not optimal due to the online learning process." (Interviewee 1)

"I also think that the teachers could not boost my interest in learning. I believe that students' individual preferences towards subjects have a greater impact on their learning interest in those subjects. However, I can enjoy subjects that I previously disliked simply because I have a teacher who is easy-going, communicative, humorous, and entertaining." (Interviewee 2)

"When it comes to the teachers, I have a strong belief in some of them, despite the fact that several of them only give us materials and tasks first then do not communicate with us for one or two weeks." (Interviewee 3)

"Some of them have shown a willingness to provide students with feedback and/or guidance, while others have remained passive." (Interviewee 4)

The results revealed that teachers' overall performance was just not satisfactory. Rasmitadila et al. (2020) identified the importance of teachers' knowledge to the effectiveness of online learning. Students also discovered that each teacher has a different set of technological skills. Some teachers have done incredibly well. However, during the online learning period, a few teachers at *SMA Negeri* 8 Yogyakarta did not seem to have made significant progress. The students were unsatisfied with the teachers' instruction, materials, and task distribution. In this area, Baber (2020) made a similar discovery. Furthermore, the findings revealed that teachers had failed to spark the interest of students in learning. At last, the teachers showed a willingness to help as well as provide constructive feedback and/or suggestions. That matches a finding published by Imsa-ard (2020) on a related topic.

Students' technological skills

Table 3. Students' perceptions on their technological skills

Statements	SD	D	N	A	SA
1 I have the ability to do online learning in my school.	1	2	18	31	8
	1.67%	3.33%	30%	51.67%	13.33%
2 I think that it is easy to use gadgets (e.g., computer, smartphone) for online learning in my school.	0	1	6	26	27
	0%	1.67%	10%	43.33%	45%
3 I did not face any significant problems during online learning in my school.	1	7	26	17	9
	1.67%	11.67%	43.33%	28.33%	15%
4 I have adequate experience to join online learning in my learning.	0	1	19	30	10
	0%	1.67%	31.67%	50%	16.67%
5 The internet access in my current location is not sufficient to join online learning in my school.	15	30	11	2	2
	25%	50%	18.33%	3.33%	3.33%

On the first item, thirty-one participants (51.67%) selected "Agree," while eight participants (13.33%) selected "Strongly Agree." It shows that the majority of participants thought they had already mastered the skills needed to participate in online learning. The second item clearly highlighted the conclusion of the first. Twenty-six participants (43.33%) chose "Agree" and twenty-seven participants (45%) chose "Strongly Agree". As a result, the vast majority of participants agreed that using specific devices during online learning is easy.

The third item produced a slightly different outcome. Twenty-six people (43.33%) chose "Neutral" as their response. Despite this, seventeen people (28.33%) chose "Agree," and nine people (15%) chose "Strongly Agree." Only a small percentage of the participants chose "Disagree," with seven (11.67%) choosing "Disagree" and another (1.67%) choosing "Strongly Disagree." Although some participants did not have major difficulties, the number of participants who chose "Neutral" indicated that online learning was not yet being applied comfortably in the classroom.

The following statement obtained a positive result: Thirty people (50%) chose "Agree," and ten people (16.67%) chose "Strongly Agree." Considering that nineteen participants (31.67%) chose "Neutral," it is reasonable to assume that the majority of participants already had an adequate knowledge of online learning. Per the final statement, thirty participants (50%) chose "Disagree," while fifteen participants (25%) chose "Strongly Disagree." Eleven people (18.33%) chose "Neutral" as their response. With all of this in mind, it is reasonable to suggest that the majority of students have not had any major issues with internet connectivity in their current location.

In addition, Interviewee 1, 2, and 3 elaborated more on their technological skills which are presented as follows.
"From its introduction, online learning has been different. That is indeed unfortunate because I do not really feel I had any significant problems when studying online." (Interviewee 1)

"In relation to online learning, my location's internet connection is quite good. There have been no significant issues with the internet access or the applications used throughout the learning process." (Interviewee 2)

"As a student of the modern era, I find it easier to follow this because I feel I have enough skills to participate in online learning." (Interviewee 3)

"This modern generation is extremely able to quickly learn features, especially when it comes to mobile phones or laptops." (Interviewee 3)

Students' technological abilities are critical during online learning. Participants, most of whom were between the ages of sixteen and seventeen, appeared to be capable of learning online. As part of the learning process, this includes the capacity to operate technological devices or gadgets. This is in accordance with Imsa-ard's viewpoint (2020). The students have had sufficient online learning experiences. Students utilized certain applications to learn online prior to COVID-19 epidemic. They manage to keep a relatively consistent connection throughout the process. *SMA Negeri* 8 Yogyakarta is located in the city of Yogyakarta's Special Region, making it one of areas in the province with dependable internet connectivity. As Yalman, Basaran, and Gonen point out, students' technical capabilities appear to be at contradiction with their degree of satisfaction (2017).

Advantages of implementing online learning during COVID-19 pandemic

Table 4. Students' perceptions on the advantages of online learning
in *SMA Negeri* 8 Yogyakarta

Statements	SD	D	N	A	SA
Online learning helps me reduce operational costs to travel to/from school.	1	2	15	24	18
	1.67%	3.33%	25%	40%	30%
The use of various applications during online learning in my school ease the communication between my teachers and me.	0	11	22	19	8
	0%	18.33%	36.67%	31.67%	13.33%
The use of various applications during online learning in my school increases my learning autonomy.	0	6	18	28	8
	0%	10%	30%	46.67%	13.33%
The use of various applications during online learning in my school enhances the learning quality.	2	9	27	17	5
	3.33%	15%	45%	28.33%	8.33%
Online learning encourages sufficient access to education in my school.	1	8	27	18	6
	1.67%	13.33%	45%	30%	10%

On the first item, twenty-four participants (40%) chose "Agree" and eighteen (30%) chose "Strongly Agree," according to the table. Despite the fact that fifteen participants (25%) preferred "Neutral," it is reasonable to conclude that the majority of participants believed that one of the benefits of online learning is the reduced cost of travel. The findings of the second item obtained another promising outcome. Despite the fact that twenty-two participants (36,67%) chose "Neutral" and eleven participants (18,33%) chose "Disagree," the number of participants who

chose "Agree" (nineteen or 31,67%) and "Strongly Agree" (eight or 13,33%) is enough to confirm that the majority of participants agreed on the use of multiple online applications which assisted communication.

Twenty-eight participants (46.67%) chose "Agree" for the third item, while eight participants (13.33%) chose "Strongly Agree." Only a few of them chose "Neutral" or "Disagree" as their answer (less than 50% in total). It was noted that the majority of participants agreed that using multiple online applications increased their learning autonomy.

For the fourth and fifth statements, the most common response was "Neutral." For both items, twenty-seven participants (45%) chose "Neutral." The number of people who chose "Agree" or "Strongly Agree" surpassed those who chose the other two options. In the fourth statement, this demonstrates that online learning does improve learning quality, though nearly half of the participants believe it is still not at its peak. On the last point, the findings show that, while not perfect, online learning has facilitated sufficient access to high-quality education. Furthermore, Interviewee 2, 3, and 4 gave elaborations on the issue presented as follows.

"One of them is the transportation cost. We no longer have to go to school; instead, we can learn from the comfort of home." (Interviewee 4)

"Many applications have proven to be useful in keeping our communication with teachers. Even if some teachers have not used these applications to their full potential, the students have got the benefit." (Interviewee 4)

"After that, I believe that online learning has supported me in enhancing my learning independence. Some apps were used, like *YouTube*, which significantly helped me during my independent study. Several teachers have also provided us with a video recording of the teachers' explanations." (Interviewee 3)

"Second, it is possible that online learning has improved learning efficiency. For some people, online learning may appear to be a series of tasks, forcing them to seek answers. Instead, only students with genuine intentions will really learn. They would, in fact, be motivated." (Interviewee 3)

"On the positive side, the teachers provide a lot of materials, which also guarantees that we really get all of them. That is not the same as face-to-face or offline learning. Whenever students participate in face-to-face/online learning, they will receive materials if they choose to write what the teachers have manually written in class' board, but if they do not, they will not have any." (Interviewee 2)

Online learning seems to have some beneficial effects, despite its unsatisfying procedure. The expense of travel is one of them. Students could save a lot of money on travel because of regulations that prevent them from going to school. Further, the applications featured in the process have made online communication, particularly between students and teachers, much simpler. Charissi, Tympa, and Karavida identified something similar (2020). Likewise, students' learning autonomy has enhanced as a result of their usage of these applications. They considered that online learning had a significant impact on their own learning capabilities growth. They are more dependent on others during face-to-face/offline learning, so online learning has impacted some of them. Some students have mentioned that the apps they were using improved their learning quality. Some students have noticed an increase in their ability to obtain a high-quality education.

Disadvantages of implementing online learning during COVID-19 pandemic
Table 5. Students' perceptions on the disadvantages of online learning
in *SMA Negeri* 8 Yogyakarta

Statements	SD	D	N	A	SA
I encountered some challenges in terms of communication during online learning in my school.	4	27	18	8	3
	6.67%	45%	30%	13.33%	5%
I encountered a lot of distractions during online learning in my school.	3	17	29	9	2
	5%	28.33%	48.33%	15%	3.33%
I could not manage the time well during online learning in my school.	1	9	29	18	3
	1.67%	15%	48.33%	30%	5%
I could not join online learning smoothly due to some technical problems (internet connections, electronic devices' performances, etc.) during online learning in my area.	5	36	10	8	1
	8.33%	60%	16.67%	13.33%	1.67%
I found that online learning demotivated me.	3	8	19	24	6
	5%	13.33%	31.67%	40%	10%

On the first item, twenty-seven participants (45%) selected "Disagree," while four participants (6.67%) selected "Strongly Disagree." Besides the fact that eighteen participants (30%) chose "Neutral," this shows that the majority of participants disagreed that online learning reduced communication throughout the learning process.

In contrast, "Neutral" was the most common response for the second and third statements. For both issues, twenty-nine participants (48.33%) picked "Neutral." However, those who picked "Disagree" and "Strongly Disagree" for the second item dominate those who picked the other alternatives, while those who picked "Agree" or "Strongly Agree" for the third item surpass those who picked the other alternatives. On the second statement, this shows that there were incidental interruptions during online learning, but that some participants thought these were minor. On the third item, the findings reveal that participants struggled with time management when learning online.

Aside from that, the fourth item's findings suggested a different situation. Thirty-six participants (60%) chose "Disagree" for this statement. There were also five people (8.33%) who chose "Strongly Disagree" to "Strongly Agree" on it. This demonstrated that the participants recognized that a large number of them had encountered technical difficulties that prevented them from fully participating in online learning. Twenty-four participants (40%) picked "Agree," whereas six participants (10%) picked "Strongly Agree" on the last item. Considering the number of people who chose "Neutral" (nineteen or 31.67%), it is acceptable to say that the majority of people thought online learning had lowered their enthusiasm to study.

Moreover, Interviewee 1, 3, and 4 elaborated on the disadvantages as follows.

"My family has also become a source of distraction for me. I lost my learning mood when I was asked to help my parents and/or siblings when I am doing online learning from home." (Interviewee 1)

"In managing time, I believe it is a challenge for me, especially in the evening hours. As a result, we will have very little or no time with other people, such as my family. It is very difficult because there are so many tasks during daytime online learning. It also appears that the teachers are unaware that the students have several other different tasks. It is generally because of this that it becomes problematic." (Interviewee 3)

"Many applications have proven to be useful in keeping our communication with teachers. Even if some teachers have not used these applications to their full potential, the students have got the benefit." (Interviewee 4)

"When it comes to technical issues, maybe it is more about the internet connection. It is simply ordinary. It used to be correlated with internet packages, which gradually became more costly. Moreover, each area has its own internet signal strength, which may have an impact on the learning. It is often difficult for me, particularly during video meetings using Zoom or Google Meet, because of the audio lags which makes it difficult to follow on." (Interviewee 4)

"My desire to learn has clearly faded away as well. Since I have been staying at home and doing pretty much everything in my bedroom, I have felt like I have become lazier. Not only that, but once I am left behind, I find it difficult to catch up on the materials." (Interviewee 4)

In regards to the disadvantages, the students noticed three issues. The first highlights some of the distractions that occur during the learning process. Students joined in online classes from the comfort of their own homes since online learning was designated as the major form of instruction during COVID-19 pandemic to support specific rules related to virus outbreak prevention. Students who have their own bedroom, which allows them to be less distracted than those who have not, would not be concerned about this issue. This is made worse by the fact that teachers are unable to monitor students one-on-one, resulting in a situation that is consistent with Maharjan & Kalpana R. (2018). The second aspect to note is time management. Because they typically had to work after the classroom time finished, many students found it difficult to keep a regular schedule. The amount of time allocated to complete tasks was not always sufficient. This was a problem since the students may have had a different plan or timetable in mind during the process. Finally, online learning demotivated the students. Some students felt as if they had become much lazier as a result of the implementation of online learning.

Conclusion

The majority of students considered the implementation of online learning in *SMA Negeri* 8 Yogyakarta was a success, according to the findings. The main aspect is the success of the technical process, which involves material and task distribution, internet connections, and gadget and/or electronic device performance. Apart from this, online learning, which covered the whole learning process, was not perceived as effective or comfortable as face-to-face/offline learning during COVID-19 pandemic. The lack of any real interactions between teachers and students had a major influence on students' performance, particularly in terms of their motivation to learn. Nevertheless, the students considered that their teachers

had provided them some helpful feedback and/or suggestions, even though it was not ideal. On the other hand, the majority of students said that they already have the capabilities needed to learn online, to the point where running gadgets and/or electronic devices involved in online learning was effortless for them.

Students at *SMA Negeri* 8 Yogyakarta have benefited from the implementation of online learning. One of them is the reduction of travel costs. Students have benefited from the broad variety of online learning applications, which also have helped them preserve communication with their teachers, enhance their learning autonomy, and increase classroom learning efficiency. Furthermore, online learning has increased students' access to higher-quality education. The students, on the other hand, encountered certain disadvantages. When students learned from their homes, there were additional distractions, particularly if they did not have their own bedroom. Another problem discovered was time management. The length of the learning period throughout the day was insufficient in relation to the amount of time required to complete provided tasks/assignments. Finally, the students stated that online learning had reduced their desire and enthusiasm for studying.

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