

Students' Perception Of Sleman Geschool Web-Based Learning Application In Junior High School

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Abstract. This study aimed to find out students' perception of Sleman GeSchool Web-Based Learning Application in junior high school. This study was classified into qualitative research. This research study took place on one of the junior high schools in Sleman. The subjects of this study were the eighth graders students consisting of 5 boys and 5 girls. Observations, interviews and documentations were used to collect the data. The qualitative data were analysed using descriptive analysis. The result of the study showed that the Sleman GeSchool Web-Based Learning Application is supporting students in learning English because the material is interesting and easily accessible as well as good visualization of material explanations and practice questions that can make students learn easily. However, from the many things that support the students, students consider that there are still shortcomings in the Sleman GeSchool Web-Based Learning Application, for example, the lack of space to upload assignments in the form of essay and the difficulty of the platform to access when there is no internet network.

Keywords: Sleman GeSchool Web-Based Learning Application, Perception, Online Learning

Abstrak. Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap Aplikasi Pembelajaran Berbasis Web Sleman GeSchool di SMP. Penelitian ini tergolong dalam penelitian kualitatif. Penelitian ini mengambil lokasi di salah satu SMP di Sleman. Subyek penelitian ini adalah siswa kelas VIII yang terdiri dari 5 laki-laki dan 5 perempuan. Observasi, wawancara dan dokumentasi digunakan untuk mengumpulkan data. Data kualitatif dianalisis menggunakan analisis deskriptif. Hasil penelitian menunjukkan bahwa Aplikasi Pembelajaran Berbasis Web Sleman GeSchool mendukung siswa dalam belajar bahasa Inggris karena materinya menarik dan mudah diakses serta visualisasi penjelasan materi yang baik dan latihan soal yang dapat membuat siswa mudah belajar. Namun dari sekian banyak hal yang menunjang siswa, siswa menilai masih terdapat kekurangan pada Aplikasi Pembelajaran Berbasis Web Sleman GeSchool, misalnya kurangnya ruang untuk mengunggah tugas dalam bentuk esai dan sulitnya platform untuk mengunggah tugas dalam bentuk esai. akses ketika tidak ada jaringan internet.

Kata kunci: Aplikasi Sleman GeSchool Web-Based Learning, Persepsi, Pembelajaran Online

INTRODUCTION

Due to the COVID-19 pandemic, a lot of things changed in teaching and learning processes. It changes from offline to online learning that can be held at home (Fahmalatif et al., 2021). The difference in learning patterns poses a challenge for teachers to be able to manage virtual classes into effective classes (Chandra, 2021). During the online learning process, all teachers should change the way they teach so they can achieve their learning objectives. Teachers must be able to carry out online learning well so that students are able to achieve their goals.

During this pandemic, English is typically taught through an online learning system, which can be done at home and not in school (Laili & Nashir, 2020). Teachers need to ensure

that class activities run smoothly even though students are studying from home. Teachers must be able to design learning media using online tools. According to (Sudarsana et al., 2019), it is clear that the role of technology in the educational process is very beneficial for educators and learners. Schools can utilize technology to enforce online learning or a virtual classroom to support this learning method for students (Winter et al., 2021). Teachers can provide teaching materials in online media that can be accessed, stored, and shared via the internet and from any location. The most noticeable form of online learning is that it provides flexibility and efficiency for teachers and students (Bower et al., 2015).

The online class is carried out through electronic platforms that can be accessed through a smartphone or laptop. Technology as a teaching and learning tool might make the learning process more engaging, innovative, and motivating for students to participate in learning activities (Puspitarini & Hanif, 2019). Furthermore, technology was beneficial in the process of online learning during the coronavirus outbreak. Teachers can use social media groups for online learning, such as Zoom app, Telegram, Instagram, WhatsApp (WA), or other media as learning tools (Efriana, 2021). Online teaching tools should also allow teachers to submit teaching materials so that students can download them instantly. The web-based learning application even prevents the learning activity from becoming monotonous. Due to the rapid transformation of educational technology resulting from the coronavirus outbreak, different media developers have launched online learning applications to facilitate online learning. The *Sleman GeSchool Web-Based Learning Application* is one of the platforms that may be utilized for online learning. The *Sleman GeSchool Web-Based Learning Application* allows teacher to create their own virtual classroom. It is commonly used for giving materials, assignments, collecting assignments, and even displaying the grades of assignments that have been submitted, so students can see their scores. According to (Anggraini & Yahya, 2021), the advantages of using GeSchool as a platform in art class is that the teacher can use that platform to assign tasks to their students easily.

Sleman GeSchool Web-Based Learning Application is an evolution of learning that brings a new paradigm in the world of education and is expected to make it easier for students, teachers, parents, and schools to participate in learning activities as part of the learning process and all other aspects of education online, through space and time, which can also increase the quantity and quality of education itself Darto in (Yasinta & Fernandes, 2020). Special features like videos and sharing photographs make this application become a helpful program. The Sleman government specifically made this website for students and teachers as a tool to study from home. However, the appearance of GeSchool is less attractive to students at the

intermediate level (Taufiqurrochman, 2019). Therefore, many students complain about the difficulty of using this application. *Sleman GeSchool Web-Based Learning Application* has drawbacks, which is the internet network that suddenly crashes or interferes (Anggraini & Yahya, 2021).

There are some studies in the same area using the GeSchool. As in some previous studies (Yasinta & Fernandes, 2020), their research entitled “*Pengaruh Penggunaan Jejaring Sosial GeSchool terhadap Minat Belajar Siswa di SMP Negeri 11 Padang*” said that GeSchool had an impact on the learning interests of the ninth-grade students of SMP Negeri 11 Padang. (Zendrato & Putra, 2021) stated in his research entitled “*Penggunaan Aplikasi GeSchool pada Pembelajaran Seni di SMP Negeri 25 Padang*” that the use of the GeSchool for the implementation of polyphonic singing and cultural learning in the form of providing materials and assignments went well because the features provided in the GeSchool really helped teachers in carrying out the process of providing materials and assignments. The research that the researcher conducted was themed on the perspective of the students of SMP N 2 TEMPEL regarding the use of *Sleman GeSchool Web-Based Learning Application* in learning English. This is important to do because, considering that learning during this pandemic is still carried out in an online or blended learning, knowing the student’s perspective on the use of a learning tool is important so that teachers can carry out effective learning.

This research focuses on the student’s perceptions as applied through the interview, observation, and documentation. Perception, according to (Alnujaidi, 2016), is an external aspect that affects one’s perspective, comprehension, trust, and reaction to an innovation. As a result, the researcher conducted a study into students’ perception of *Sleman GeSchool Web-Based Learning Application* in junior high school.

LITERATURE REVIEW

Perception

Perception, according to Sugihartono et al. in (Jayanti & Arista, 2019), is the brain’s ability to transform stimuli into human senses. Different perspectives of view on sensing exist in human perception. There are some who believe something is good or bad, and their beliefs will influence apparent or real human actions. People’s perceptions of an object can be negative or positive. People can form relationships with their surroundings based on their perceptions. This connection is based on their five senses. Vision, hearing, taste, smell, and touch are the five senses.

Perception can be divided into two categories: external perception is perception that is influenced by stimuli from outside the individual, whereas self-perception is perception that is influenced by stimuli from within the individual. Individuals can become aware of and grasp the situation of the environment around them, as well as the state of their own individual condition, through perception.

According to Toha (2003) in (Fuady et al., 2017) internal and external factors have an impact on a person's perception. Individual characteristics such as sentiments, attitudes, and individual characteristics, prejudices, wishes, and expectations, focus, the learning process, physical condition, mental disorders, values and requirements, interests, as well as motivation, are all considered internal elements. Afterwards, family history, information received, and knowledge of and needs in the environment are all examples of external factors. Intensity and size are also some examples of external factors, as are repetition of motion, new and familiar things or unfamiliar items, information received, knowledge and needs in the environment.

Teaching English

(Kosilah & Septian, 2020) stated that the term "instruction" means teaching or to teach. Learning consists of learning and teaching, so that learning must be based on various applicable rules and regulations so that the implementation of education can be carried out properly. In addition, learning is also related to increasing student competence, so it must be carried out effectively and efficiently. Students' communication skills in English can be improved through learning about English and the rules of its use in order to be able to improve students' language competence in a variety of spoken and written languages.

From the explanation above, it can be concluded that teaching English is an activity where learning and teaching occur. That is where there is an increase in student competence carried out by a teacher.

Online Learning

As mentioned by (Bhuana & Apriliyanti, 2021), this sudden transformation forces teachers to get used to using the online platforms in their virtual classroom. The word encompasses the complete scope of learning, including delivering learning materials, assigning assignments, and administering examinations over the internet or virtual learning platforms. The construction and deployment of an online formative learning system, also known as a web-based homework arrangement, aims to streamline standard processes by allowing teachers to discuss prescribed curricular topics and use homework tools to track students' progress against associated standards. To put it another way, virtual learning encompasses all modes of education.

Platform

The definition of a platform according to (Wibawa, 2021) is a digital container that is widely used by humans for various purposes. In simple terms, the notion of a platform is a container that is used to run a system according to the program plan that has been made. For example, for online learning activities, the platform used is based on digitization.

While the digital platform is a collection of software that forms a certain system. This software can be opened on a PC or android system. If it is on an Android system, the digital platform can be in the form of an application. This digital platform is the most popular nowadays. The reason is, more and more smartphone users will increase traffic in cyberspace automatically.

Sleman GeSchool Web-Based Learning Application

According to (Yasinta & Fernandes, 2020), the *Sleman GeSchool Web-Based Learning Application* is one of the e-learning media for students. With the presence of *Sleman GeSchool Web-Based Learning Application* as a social networking site with new innovations that can support the learning process in schools. *Sleman GeSchool Web-Based Learning Application* is a website, social networking media, or learning application in which it provides features related to educational or educational services. The *Sleman GeSchool Web-Based Learning Application* is specifically designed to provide feature services by collaborating with various features on social networks or other timelines so that it can be operated as a social media that is proportional to all groups, both students and teachers. *Sleman GeSchool Web-Based Learning Application* is an evolution of learning that brings a new paradigm in the world of education and is expected to make it easier for students, teachers, parents, and schools to participate in learning activities as part of the learning process and all other aspects of education online, through space and time, which can also increase the quantity and quality of education itself (Darto, Gajah Mada University, 2013 in Yasinta & Fernandes, 2020).

The priority of this platform is the availability of complete online learning, which users can access anytime, anywhere, along with their social activities. Specifically, <https://sleman.geschool.net/>, the *Sleman GeSchool Web-Based Learning Application* is very helpful for teachers and students in an effective and efficient teaching and learning process. It provides opportunities for the students to explore and elaborate on their abilities in the learning process.

RESEARCH METHOD

This study used a descriptive qualitative approach. SMP N 2 TEMPEL becomes the object to be studied, so that it requires researchers to go directly and conduct research on phenomena and issues that develop at SMP N 2 TEMPEL while taking data with a qualitative approach. This type of research is descriptive qualitative where this method is expected to give results in the form of data, words and actions of people and observed behaviour as the main data. The informants are students of SMP N 2 TEMPEL class VIII. In this study, data were collected by means of observation, interviews and documentation. The steps to analyse the data are data collection, data reduction, data presentation and conclusion drawing, Miles and Huberman's version.

Setting of the Research

The research took place at SMP N 2 TEMPEL. It is located in Banyurejo, Tempel, Sleman, Yogyakarta. There are fifteen classes in the school. Each grade has five classes. Each class has an average of 32 people. They come from a variety of social backgrounds. The focus of the researcher is to find out the perspective of 8th graders in the use of the *Sleman GeSchool Web-Based Learning Application*.

Subject of the Research

Determination of the subject in this study using purposive sampling technique. Based on Sugiyono (2009:218) in (Haq, 2021), purposive sampling is a sampling technique of data sources with certain considerations. The research subjects were 10 eighth-grade junior high school students' class VIII from SMP N 2 TEMPEL, Yogyakarta in the academic year 2021/2022.

Determination of the subject in this research is based on several criteria, namely:

1. Class VIII students from SMP N 2 TEMPEL who are taking English lessons.
2. Students who have good intelligence and those who do not.
3. Students who have good technology skills and those who don't.

FINDINGS AND DISCUSSION

Findings

1. The implementation of online learning in English course

In accordance with the regulation of the minister of education and culture of the Republic of Indonesia number 35 of 2018 concerning changes to the regulation of the minister of education and culture number 58 of 2014 concerning the 2013 curriculum for junior high schools/madrasah tsanawiyah, SMP N 2 TEMPEL makes English as the first foreign language to be studied as a compulsory subject at school.

Based on the observations made by the author, the focus of learning English in class is still on vocabulary, grammar, and reading skills. However, the teacher paid very little attention to listening skills, speaking skills, and writing skills. The way teachers deliver learning is done using the *Sleman GeSchool Web-Based Learning Application* platform. All materials and assignments are given by the teacher to students through this platform so as to reduce the use of paper in learning which is expected to reduce the spread of the COVID-19 virus.

Students' perceptions of English lessons, based on the results of interviews that have been obtained, it can be concluded that students have very diverse opinions, some argue that learning English is fun and exciting because they can get new vocabulary and can be used as a language of communication with citizens from other countries. other. However, there are also those who think that learning English is difficult because students find it difficult to translate English into Indonesian.

2. Students' perception about Sleman GeSchool Web-Based Learning Application's performance

Students feel that using Sleman GeSchool Web-Based Learning Application for learning is easy, but depends on the signal. Students also added that Sleman GeSchool Web-Based Learning Application's interface was attractive and its features were easy to understand. The appearance of Sleman GeSchool Web-Based Learning Application is simple, with navigation buttons located in the same location as well as instructions for use at the beginning of the website, so students can learn how to use or operate this platform easily.

Table: 1 **Battery Usage**

Class	Battery Usage (%)
VIII	17,09%

48

It can be seen from the table that the mean of the power usage of the phone is only around 17%.

However, for IOS users, the battery will decrease drastically, this is shown by one student who uses IOS whose battery is reduced by 40%. Other iOS users are also reduced by 30%. For android users, the battery reduction in using Sleman GeSchool Web-Based Learning Application is not as much as for IOS users. However, for older versions of Android users, using this platform will make the phone feel hot if used continuously.

The timing system is also often used in the assignment section. Assignment is a learning process in which the teacher gives assignments to students, both individually and in pairs. Assignments that are usually given by teachers through Sleman GeSchool Web-Based Learning Application are multiple choice assignments, poster making, short entries and summarizing. Also, Student had difficulties in inputting essay because the number of pages that could be uploaded on the Sleman GeSchool Web-Based Learning Application system only accommodated one page. They don't get enough space to write down their assignments. There was even one student who said that he did not send questions using Sleman GeSchool Web-Based Learning Application, but

used other platforms such as WhatsApp groups and Google Classroom which they did use when they were in seventh grade. In addition, the limited time given when doing assignments is also one of the reasons students find it difficult to use Sleman GeSchool Web-Based Learning Application to input their assignments. However, for assignments in the form of multiple choice, none of the students found it difficult.

3. Students' perceptions of the use of Sleman GeSchool Web-Based Learning Application in understanding the material

The material features provided and open to seventh, eighth and ninth grades make students feel helped and facilitated in accessing learning such as understanding questions or finding vocabulary that they rarely encountered before. The material that is concise and clear makes it easier for students to understand learning. This is also evidenced by good student test scores when working using Sleman GeSchool Web-Based Learning Application, although there are still students whose scores are below the minimum completeness criteria (KKM) of 75, but more students get scores above 75. The following is the average grade of the students:

Table 1: Class Score

Class	Mean
VIII	77,65

From the average grade above, it can be seen that the average student score is above the minimum grade criteria (KKM) of 75. Based on the results of observations that have been made by researchers, students are also very enthusiastic in participating in class learning. Students always open Sleman GeSchool Web-Based Learning Application to read the material presented by the teacher, even they are also diligent in opening Google Translate to find the meaning of words they don't know. Students are also enthusiastic in answering questions posed by the teacher after reading the material from Sleman GeSchool Web-Based Learning Application.

4. The students' suggestion about the use of Sleman GeSchool Web-Based Learning Application in English class

The time system at Sleman GeSchool Web-Based Learning Application should be extended so that students do not experience delays in uploading assignments. The next thing that can be improved in the future by Sleman GeSchool Web-Based Learning Application is to increase the vocabulary features in the material section. This is because students have a weakness in vocabulary when encountering various types of reading. Students also hope that the Sleman GeSchool Web-Based Learning Application upload feature in the essay system can be updated by adding more space for uploading and being given space for each file. As well as making Sleman GeSchool Web-Based Learning Application an application that can be accessed offline because students often experience network difficulties when using Sleman GeSchool Web-Based Learning Application at home.

Discussion

1. The implementation of online learning in English course

This finding is contrary to previous studies which have suggested that students' interest in learning increases when using GeSchool. According to (Yasinta & Fernandes, 2020) in their research entitled "*Pengaruh Penggunaan Jejaring Sosial GeSchool terhadap Minat Belajar Siswa di SMP Negeri 11 Padang*".

A possible explanation for this might be due to differences in place, time, and object of research. In addition, internet connection constraints may not be an obstacle for them due to regional differences. However, this was not described in previous studies. The object of research can also affect the results of the study. The object chosen was a class IX junior high school student, while the research object was a class VIII junior high school student who had different characteristics and thoughts. The present study raises the possibility that there are differences of opinion between students from one class level and another. However, the thing to know is that students enjoy learning English. Even so, they still often experience problems when doing online learning using *Sleman GeSchool Web-Based Learning Application*.

2. Students' perception about Sleman GeSchool Web-Based Learning Application's performance

Comparison of the findings with those of other studies confirms that Sleman GeSchool Web-Based Learning Application can help students do their exams easily. However, the findings of the current study do not really support the previous research. There are several possible explanations for this result. Students feel that assignments that must be submitted in essay form are more difficult to send through Sleman GeSchool Web-Based Learning Application. They prefer to use other platforms. This can happen because teachers often ask students to hand write their answers to their essay, while Sleman GeSchool Web-Based Learning Application can only upload one page of photos. The time system in Sleman GeSchool Web-Based Learning Application also make students feel overwhelmed in working on problems, because a bad signal can make students feel that they need more time in learning.

3. Students' perceptions of the use of Sleman GeSchool Web-Based Learning Application in understanding the material

This finding is consistent with that of (Zendrato & Putra, 2021) in their research entitled "*Penggunaan Aplikasi GeSchool pada Pembelajaran Seni di SMP Negeri 25 Padang*" who stated that the GeSchool in the implementation of polyphonic singing art and culture learning to understand the basics of singing with two or more voices in groups in 7th grade at SMP Negeri 25 Padang went well because the features provided on the GeSchool had greatly helped teachers in carrying out the process, providing materials, assignments, and evaluating learning online. The

results of student evaluations using GeSchool also showed very good results. Many students get scores above the minimum completeness criteria (KKM).

A possible explanation for this might be that the conditions faced are the same. The two researchers conducted investigations at the same time, which is the pandemic situation. Students are required to carry out activities through an online platform, which forces them to get used to using the platform. This causes them to have a tendency to get used to using this platform, and they are motivated to get good results. This is because the scores they get will be immediately shown when they have finished taking the exam.

4. The students' suggestion about the use of Sleman GeSchool Web-Based Learning Application in English class

The results of this study indicate that students find it difficult to work with the timing system. Because the time system in Sleman GeSchool Web-Based Learning Application runs automatically, students feel that they are less comfortable in this regard. Actually, the teacher can give a longer time, but it will be detected in the system at Sleman GeSchool Web-Based Learning Application and will disrupt the next lesson. The next thing is the column for uploading essay. Because essays are usually answered by sending written photos, students don't have enough space to upload answers to more than one image.

CONCLUSION AND SUGGESTION

This research study attempts to find out students' perception of *Sleman GeSchool Web-Based Learning Application* in junior high school. This research study used qualitative method. During the process of finding out the student's perception, this research study proves that students find it helpful to use *Sleman GeSchool Web-Based Learning Application*. However, there are many things that hinder students. This can be in the form of external factors such as signals or even from the *Sleman GeSchool Web-Based Learning Application* factor itself. The thing that is of concern to students is the timing system and the *Sleman GeSchool Web-Based Learning Application's* space for uploading assignments in the form of essays.

Sleman GeSchool Web-Based Learning Application provides analysis of the results of assignments or exams for students who work on questions on the try-out feature, besides that student attendance will be automatically inputted when opening and reading the material that the teacher provides, and there is also a scale of understanding obtained from students for each page of the material that the teacher provides. In learning English, students are very happy and enthusiastic because they feel that English is an international language, besides that they can also add new vocabulary. However, in online learning, students feel that learning English is

less effective. There are many obstacles that students experience, such as cell-phone problems and difficult internet connections.

Sleman GeSchool Web-Based Learning Application supports students in the learning process. This is because the material is easily accessible anytime and anywhere, material that can be opened for all grade levels, interesting visualizations, video explanations and questions that support students in the learning process. However, besides that, there are also things that cause students to feel uncomfortable using this platform. The timing system that students think is too fast, and the difficulty of students in sending answers to assignments in the form of essays make students choose to use other platforms such as Google Classroom. The use of the *Sleman GeSchool Web-Based Learning Application* can also make students more comfortable in reading and understanding the material. This is indicated by the results of good student scores.

The researcher realizes that the results of this study are not perfect and have limitations that are beyond the ability of the researcher. Therefore, the limitations of this study are expected to be a concern for future research. First, the object of this study is limited to class VIII *Sleman GeSchool Web-Based Learning Application* users at SMP N 2 TEMPEL and cannot generalize to all *Sleman GeSchool Web-Based Learning Application* users in Sleman. This is due to the limited PPKM which causes researchers to not be able to easily access other schools. Second, the collection of research data was limited due to impossible conditions such as reduced school time and the existence of a health protocol in schools that did not allow crowds. And the condition of students who are still not used to expressing their opinions. Third, this research was conducted during the covid-19 pandemic that affected the level of use of *Sleman GeSchool Web-Based Learning Application* in schools. So, for future research when the COVID-19 pandemic has ended, it is possible to get different results from this study because the situation has also been different. Last, limitations of the researcher which include experience, knowledge, energy, cost, and time.

It is hoped that this research study gives a lot of benefits to the process of teaching and learning especially in understanding the needs of students regarding the use of applications in learning English during the COVID-19. Based on the conclusions stated before, the suggestions below are addressed to the English teachers, platform developers, and other researchers.

The English teachers are expected to be able to understand the needs of students in learning English and to know the obstacles of students so that they can provide solutions and create more effective learning strategies so that students can understand learning well even though they do not learn face-to-face in class. In addition, the assignment must also be given in an appropriate time portion. This is so that students do not feel burdened in doing

assignments at home because students have obstacles that sometimes cannot be overcome easily. Teachers must also be able to master technology well so that they can provide optimal teaching.

Meanwhile, for platform developers it is expected to make a suitable platform for students that can be easily accessed even though the internet connection is less stable, make interesting visualizations and must be able to match the needs of students in learning such as providing space to upload more essay task.

For the future use of the research findings, it is recommended to other researchers with similar interest to conduct further research about the effectiveness of the use of the *Sleman Geschool Web-Based Learning Application* in English class in junior high school or higher level. Other than that, the researchers can conduct and action research using the platform to improve students' English skills.

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