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PERCEPTIONS OF CADETS DJADAJAT MARITIME ACADEMY TOWARDS ONLINE LEARNING METHODS DURING THE COVID-19 PANDEMIC

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ABSTRACT

The education sector is included in the impact of the COVID-19 pandemic, thus encouraging adaptation activities to prevent the spread of the outbreak face-to-face learning in class is abolished and all learning is transferred to the network. This change in learning methods is certainly very influential on cadets in receiving and understanding learning materials from lecturers. This research was conducted to describe the cadet's perception of the Djadajat Maritime Academy on the effectiveness of online learning. This study's research design makes use of qualitative research. Data was collected by questionnaire and was analyzed from percentage of tabulations data. The results show that online learning according to the cadets' perception is considered to have many limitations and is still less effective.

Keywords: *education, learning, COVID-19, perception*

INTRODUCTION

Learning can be defined as a psychological activity that occurs as a result of an active interaction between an individual and their environment that results in relative changes in cognitive, psychomotor, and affective domains (Sutiah, 2020). This practice can improve something truly new, and increase, or purify learning outcomes that have already been achieved in the past. Learning is an effort to help a person or group of people or cadets to make the learning process more effective and efficient.

Campus education consists of a range of activities designed to improve cognitive, emotional, and psychomotor skills as well as to promote scientific understanding. These three realms are the outcome of a learned concept. To be successful on both the national and worldwide stages, cadets need to be able to autonomously and carefully balance their talents and abilities for the future (Oksavik et al., 2021). They also need to be proficient in the use of information technology (Demirel, 2020). Information and communication technology advancement in the disruptive period The field of education has developed significantly as a result of 4.0 (Caputo et al., 2019). Having ready access to information technology facilitates lecturers' ability to conduct educational activities such as during COVID-19 (Ajmain et al., 2020).

However, the relation issue with this e-learning initiative is the few effective learning resources that are provided to cadets (Wahyuni & Mustain, 2021). This is because there are several challenges faced by farmers, as well as social and economic issues related to different topographies in every region. These issues may potentially affect cadet motivation, which in turn may affect cadet achievement levels. The process by which a teacher instructs or mentors a student to become an independent learner is defined as a learning process (Ardy & Novan, 2014). Defining education as a more operational process, that is as a study carried out by students or teachers in a focused manner to impart knowledge, by

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organizing and creating a learning environment using various methods so that students can engage in more optimal learning activities (Sugihartono et al., 2007).

Good quality education depends on the motivation and creativity of the teacher during the long learning process. Teachers who have strong motivation will be able to provide their students with high-quality instruction. In this way, the aim that the educator has set for itself will be reached. In an organizational setting, Dixon defines it as the willingness of an individual to respond to the organization's requirements in the short run. He defines motivation as the entire inclination or degree of desire of an individual to act in a particular way at a specific moment (Dixon, 2007). The study of Ryan & Deci (2000) in what is known as the Self-Determination Theory is especially pertinent to the subject of the affective domain, motivation, and learning in the classroom and beyond (Ryan & Deci, 2000; Lester, 2019; Locke & Latham, 2013).

The realm of education has been severely impacted by the COVID-19 pandemic, which has spread to all facets of society. Most of the globe has had to switch from traditional in-person instruction to online distance learning. Online learning is a type of distance education that uses a variety of teaching techniques, including some that involve teaching activities that are conducted independently of learning activities (Bates, 2005). The COVID-19 pandemic's adverse impacts on maritime education become more widespread as it becomes unavoidable. To reduce the spread of viruses, several maritime institutions have stopped offering live classes on campus and switched to distance learning (DL) (Hassan, 2021; Renganayagalu et al., 2022; Arslan & Özkan, 2023).

The primary driver for the implementation of online learning in the case study was the desire of many sailors to have another avenue for advancing their education (Suhandiah et al., 2022; Sutarni et al., 2021). This online course is an attempt at remote learning that is implemented in the event of a calamity. It is envisaged that through this online learning, even when the teachers and students do not meet in person, their interaction will be sustained.

This study problem focuses on how Maritim Academy Djadajat's students perceive the success of their teachers in the distance learning process during the COVID-19 epidemic in terms of lesson design, performance, and assessment of cadet's perception. Performance refers to the manner, form, and exhibition of one's work. Supardi (2014) places restrictions on performance, defined as an individual's activity in carrying out and finishing duties and obligations in line with the objectives and standards that have been established. Performance can be defined as an individual's actions, appearance, and productivity at work as a culmination of his competencies (Mulyasa, 2013).

METHOD

This study's research design makes use of qualitative research. a qualitative study to explain participants' perspectives on the online learning process and activities during the COVID-19 pandemic. According to Nassaji (2015), the purpose of descriptive research is to characterize a phenomenon and its features. five scales are included in a questionnaire with multiple questions and a Linkert scale to express cadets' perceptions of the use of online learning during the COVID-19 pandemic at the Maritime Academy of Djadajat Jakarta. Where are: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree.

RESULT AND DISCUSSION

The research was conducted at the Djadajat Maritime Academy Jakarta to find out the extent of the cadets' perceptions of online learning, focusing on the effectiveness and satisfaction of online learning during COVID-19. Respondents in this research were cadets second and fourth semesters. In this online learning method variable, several indicators are used for assessment, as follows: 1) Delivery

of teaching materials by the instructor, 2) Model for delivering teaching materials, 3) Effectiveness of delivery of teaching materials by the instructor, and 4) Obstacles to learning through online media. The result of the questionnaire responses is shown in Table 1.

Table 1. The result of the Online Learning System

No.	Indicator Variable	SA	A	N	D	SD
1.	The online learning process at home is quite effective as a learning model	11 %	14 %	13 %	11 %	12 %
2.	Study at home online for easy-to-understand teaching materials	11 %	17 %	13 %	11 %	10 %
3.	The lecturer's model of delivering teaching materials is quite effective	14 %	10 %	12 %	13 %	15 %
4.	The online learning model can be understood well	8 %	16 %	13 %	10 %	10 %
5.	The lecturer's model of delivery of teaching materials is as expected	10 %	10 %	11 %	13 %	7 %
6.	Learning to teach online is as good as the conventional system	18 %	12 %	13 %	10 %	5 %
7.	The online learning system does not have many obstacles	14 %	16 %	39 %	23 %	2 %
8.	In my opinion, there are many challenges and limitations to the online learning system	10 %	11 %	11 %	17 %	36 %
	Average result	11,74%	24,42%	38,46%	19,83%	5,53%

Based on Table 1, it can be seen that the assessment of cadets' perceptions regarding online learning methods who answered strongly disagree (STS) was an average of 11.7%, those who answered disagree (TS) were 24.42%, those who answered neutral (N) 38.46%, those who answered agree (S) were 19.83% and those who answered strongly agreed (SS) were 5.53%. From this, it can be seen that there is still uncertainty among the majority of cadets in studying via an online system. This can be seen from the majority of cadets answering Neutral.

The cadets' perception of online learning being less comprehensible is shown in the answers that disagree about studying at home online for teaching materials that are easy to understand by 17% and the answers that disagree that the online learning model can be understood well by 16% and there are many challenges and limitations of the system. online learning can be seen from the answers that strongly agree at 36%.

Meanwhile, In the variable effectiveness of online learning, there are several assessment indicators, as follows: 1) Level of difficulty, 2) Facilities and infrastructure, and 3) Obstacles faced. The result of questioner shown in Table 2.

Table 2. The result of Online Learning Effectiveness Variable

No.	Indicator Variable	SA	A	N	D	SD
1.	There are not many learning difficulties in studying online	4 %	16 %	14 %	12 %	7 %
2.	There is not much difficulty in mastering concepts through online learning	7 %	17 %	15 %	12 %	3 %
3.	I have difficulty studying online because there are limited question-and-answer rooms with supervisors	13 %	15 %	12 %	15 %	7 %
4.	Facilities and infrastructure for online learning do not support the learning system	9 %	11 %	5 %	18 %	16 %
5.	I never miss studying online	22 %	11 %	12 %	8 %	27 %
6.	I sometimes even miss the online learning process	18 %	9 %	13%	12 %	13 %
7.	In my opinion, there are many difficulties with online learning facilities and infrastructure	10 %	15 %	13 %	12 %	13 %
8.	In my opinion, there are many obstacles to learning online	18 %	6 %	15 %	13 %	13 %
	Average Result	14,05%	20,08%	39,76%	22,08%	4,02%

Based on Table 2 can be seen that the assessment of cadets' perceptions regarding the level of effectiveness online who answered strongly disagree (STS) was an average of 14.05%, who answered disagree (TS) 20.08%, who answered Neutral (N) 39.76%, those who answered agree (S) 22.08% and those who answered strongly agreed (SS) 4.02%. Even though several cadets answered in the affirmative, here it can be seen that there is still a slight ineffectiveness of cadets in online learning, this can be seen from the high number of cadets who answered neutral, and there were several cadets who answered disagree.

The ineffectiveness of online learning from the results of this data can be seen because cadets find it difficult to learn and accept concepts in learning and the facilities and infrastructure for online learning do not support the online learning system. According to the study in Semarang Shipping Science Polytechnic teaching and learning activities during the pandemic, have not been able to replace practical learning, The author wants to make short-term breakthroughs and possible long-term solutions that can contribute to learning in the future, using recordings of learning with simulator (Prayogo et al., 2022). Meanwhile, at Maritim Academy of Suaka Bahari has developed Web-based learning to facilitate prospective ship officer cadets in preparing for sea practices. It is necessary to provide techniques for using thematic multimedia that are more interactive and provide more meaningful and authentic learning (Andromeda et al., 2022). So for online learning in maritime education, interactive methods must be developed that effectively increase learning motivation so that cadets' learning outcomes increase (Mustain, 2023).

CONCLUSION

Based on the results of this research, it can be concluded that

1. Cadets' perception of online learning is less understandable and there are many challenges and limitations and lecturers' teaching materials are not easy to understand
2. The online research method that has been used during the pandemic, according to the cadets' perception, is considered less effective because cadets find it difficult to learn and accept concepts in learning and the facilities and infrastructure for online learning do not support the online learning system.

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