



Investigation of Student Satisfaction with the Implementation of Learning Models in the Midst of a Pandemic Condition

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Abstract: This study aims to determine students' perceptions of the physics learning model applied by teachers in one of the high schools in Jambi City. The subjects in this study were SMA 9 Jambi City with a total sample of 15 students from class XI and XII IPA. To find out students' perceptions of the physics learning model applied by the teacher, students were given an online questionnaire. Then the results of the student questionnaire answers were analyzed descriptively. From the results of the analysis, it can be concluded that students' perceptions of physics lessons are positive, especially in the midst of the Pandemic condition

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INTRODUCTION

Education has an essential role in advancing the life of the nation and state. Education is currently expected to produce active thinkers who are able to participate in the development of social order and knowledge as global citizens produced by professionally run institutions to produce superior results (Sudaryanto et al., 2020; Torres, 2011). The purpose of education is the changes that are expected to occur in students after experiencing the educational process. These changes include changes in individual behavior (Putra et al., 2021; Sulman, 2012), the individual's personal life as well as the life of the community and nature around the individual's residence (Maunah, 2009:1). Education must be able to take place in various circumstances, both pandemic and new normal (Maunah, 2009:1). Education must be able to take place in various circumstances, both pandemic and new normal (Zb, Novalian, et al., 2021; Zb, Setiawan, et al., 2021), especially physics learning (Meiliani et al., 2021; Sulman, Sutopo, et al., 2021).

Physics as a branch of science is one of the compulsory subjects in high school (SMA). Physics learning becomes very important to be programmed in formal schools, because physics is a part of human life related to everyday life phenomena (Sulman, Tanti, et al., 2021). Physics also discusses real and abstract events that must be proven through several experiments and proof formulas (Torres, 2011). Materials that are abstract, physics are considered difficult to understand and understand by middle-level students, so they must explain it as clearly as possible so that students can understand it easily.

In psychology, there is a term for processing information received from observation, which we often hear with the term perception (Abdul Rahman Shaleh, 2004: 87). Perception is a psychic process that exists within a person, which can be in the form of an impression, assumption, or someone's assessment of an object or environment. Perception is the process of making judgments or building impressions about various things contained in a person's sensing field (Widyastuti, 2014: 34).

A person's perception depends on what he expects and depends on past experiences and the existence of a motivation. This influence will affect one's perception, and in line with students' perceptions of the media that will be used is also influenced by the experiences students have. There are several factors that play a role in perception, namely (1) the perceived object, (2) the senses, nerves and central nervous system which are physiological needs, and (3) attention which is a psychological need. (Sriwahyuni dkk. 2016).

METHOD

The approach used in this research is a descriptive qualitative approach. The qualitative approach used uses an interpretive method because the research data is more concerned with the interpretation of the data found in the field. Research only describes what it is about a variable, symptom, or situation (Johnston, 2014). The sampling technique used is a probability sampling technique, namely Proportionate Stratified Random Sampling. Proportionate Stratified Random Sampling is used when the population has members/elements that are not homogeneous and proportionally stratified (Creswell, John W ; Poth, 2017). In this study, a questionnaire was used to collect data on students' perceptions of the physics learning model applied by the teacher, whose research subject was at SMA 9 Jambi City.

Interviews and documentation. The questionnaire used a Likert scale. According to Sugiyono (2013: 136), "The Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena". Each answer from the respondent will be given a score as follows: Strongly Agree 5 Agree 4 Hesitately 3 Disagree 2 Strongly Disagree 1 Then the score is calculated by the percentage formula. The formula as proposed by Sudijono(2011: 43), can be seen in Table 1

Table 1. The formula as proposed

| No | Symbol | Information | Total Value |
|----|--------|------------------------------|-------------|
| 1 | P | Persentase Percentage Number | |
| 2 | F | Obtained Frequency | |
| 3 | N | Number of Samples | |

To interpret the calculated data and take the interpretation of students' perceptions, a presentation assessment criterion is set for students' answers which consists of 3 categories, namely good, sufficient, and poor. Tophan James and Siotnik kenet A (dalam Wulandari, 2011: 40) and in (Hidayatulloh, 2021:8) categorize the percentage results in Table 2

Table 2. Percentage Range

| No | Percentage | Interpretation |
|----|---------------|-----------------|
| 1 | 0,00-33,33% | Low/less |
| 2 | 33,34%-66,66% | Moderate/Enough |
| 3 | 66,67%-100% | High/Good |

RESULT AND DISCUSSION

From the results of the research that has been done, the data obtained from student questionnaires for the physics learning model applied by the teacher. The results of the percentage of student answers will be described for all students who have filled out this survey questionnaire, namely 15 students. The results of student answers can be seen quantitatively as shown in Table 3.

Table 3. Rentang Persentasi

| No | Jawaban Responden (siswa) | | | | | Jumlah siswa |
|----|---------------------------|--------|-----------|--------------|---------------------|--------------|
| | Sangat Setuju | Setuju | Ragu-ragu | Tidak Setuju | Sangat Tidak Setuju | |
| 1 | 6 | 5 | 2 | 1 | 1 | 15 |
| 2 | 6 | 5 | 2 | 2 | 0 | 15 |
| 3 | 5 | 6 | 4 | 0 | 0 | 15 |
| 4 | 4 | 2 | 2 | 1 | 6 | 15 |
| 5 | 5 | 0 | 2 | 5 | 3 | 15 |
| 6 | 9 | 2 | 3 | 1 | 0 | 15 |
| 7 | 4 | 2 | 3 | 3 | 3 | 15 |
| 8 | 4 | 4 | 1 | 3 | 3 | 15 |
| 9 | 5 | 0 | 3 | 3 | 4 | 15 |
| 10 | 5 | 5 | 4 | 1 | 0 | 15 |
| 11 | 7 | 5 | 2 | 0 | 1 | 15 |
| 12 | 4 | 4 | 2 | 5 | 0 | 15 |
| 13 | 5 | 0 | 1 | 2 | 7 | 15 |
| 14 | 5 | 3 | 5 | 2 | 0 | 15 |
| 15 | 4 | 1 | 2 | 2 | 6 | 15 |
| 16 | 4 | 1 | 0 | 5 | 5 | 15 |
| 17 | 10 | 2 | 2 | 1 | 0 | 15 |
| 18 | 7 | 4 | 3 | 1 | 0 | 15 |

Analysis of the Average Student Questionnaire, the data obtained that an average of 36.67% students strongly agree, 18.89% agree, 15.93% doubtful, 14.07% Disagree and 14.44% strongly disagree . This still indicates that students' perceptions of the learning model carried out by teachers in schools are still in a positive point of view. The positive view of students should be a special concern in the learning process in the midst of a pandemic. The description of the data as a whole and in more detail can be described as below.

Question Analysis Questionnaire Number 1

The data presented is a recapitulation of questionnaire answers from students to make it easier to determine the category of the percentage of students' answers to questionnaires. Then the data is analyzed with the following description where. For questionnaire number 1. A total of 6 students, or 40%, chose the answer strongly agree, stating, "I strongly agree that the teaching of physics presented by the subject teacher is very interesting and not boring." Furthermore, five students or 33.3% chose the answer to agree, namely, those who agreed that the teaching of physics presented by the subject teacher is exciting and not dull "Then there are 2 students or 13.3% choosing the Hesitating answer stating I am Hesitating the physics teaching presented by the subject teacher is very interesting and not boring" Then there is one student or 6, 7% who chose the answer that did not agree stated that they did not agree that the teaching of physics presented by the subject teacher was exciting and not dull. And those who chose the

answer strongly disagreed as much as one student or 6.7% who strongly disagreed that the teaching of physics applied by the subject teacher was very interesting and not boring. Judging from the percentage of student answers, more students chose to strongly agree that the teaching of physics presented by the subject teacher was very interesting and not boring.

Question Analysis Questionnaire Number 2

The Data For questionnaire number 2. There are six students, or 40%, chose the answer strongly agree, which states "strongly agree that students are easier to understand with the learning given by the physics subject teacher" then five students or 33.3%, chose the answer to agree that is stating agree that students are easier to understand with the learning given by the physics teacher "Then there are 2 students or 13.3% giving an answer Doubtful that the students are easier to understand with the learning given by the physics teacher" Then there are two students or 13.3% who choose Disagree answers which state that they do not agree that students are easier to understand with the lessons given by the physics subject teacher. Moreover, for answers that strongly disagree, no students choose 0%. So it can be said that students understand more easily the lessons given by the physics subject teacher.

Question Analysis Questionnaire Number 3

For the questionnaire number 3. 5 students or 33.3% of students answered strongly agreed that students can easily understand the principles and concepts of physics with the learning provided. Moreover, six or 40% of students agreed that students could easily understand the principles and concepts of physics with the learning provided. Moreover, four or 26.7% of students gave a doubtful answer if students could easily understand the principles and concepts of physics with the given learning. Moreover, there are no students who choose the answer to disagree and strongly disagree. So it can be said that students can understand the principles and concepts of physics easily with the learning provided.

Question Analysis Questionnaire Number 4

For questionnaire number 4. There are four students, or 26.7%, who choose the answer strongly agree, on which states "strongly agree that the learning model provided is not helpful in understanding physics lessons", and two students or 13.3%, choose the answer to agree that states agree that the learning model provided does not help in understanding physics lessons "and there are 2 students or 13.3% giving an answer Hesitating that the learning model provided does not help in understanding physics lessons " Then there is one student or 6.7% who choose the answer that disagrees stating no agree that the learning model provided is not helpful in understanding physics lessons. Moreover, for answers strongly disagree, there were six students who chose or 40% who stated strongly disagree that the learning model provided does not help in understanding physics lessons. So it can be said that the learning model provided by the teacher can help in understanding physics lessons.

Questionnaire Analysis Question No. 5

For the questionnaire number 5. 5 students, or 33.3% of students answered, strongly agreed that students are more challenging to solve problems with the given learning model. Moreover, none of the students who gave agreed answers that students had more difficulty solving questions with the given learning model. Moreover, two or

13.3% of students gave doubtful answers if students had more difficulty solving questions with the given learning model. Moreover, five students, or 33.3% of students, disagree that students are more challenging to solve problems with the given learning model. Moreover, three students strongly disagree that students are more challenging to solve problems with the given learning model. So it can be said that students do not find it difficult to solve problems with the learning provided.

Questionnaire Analysis Question Number 6

For questionnaire number 6. 9 students, or 60% of students, answered strongly agree that the learning model given by the subject teacher can motivate students to complete the tasks given by the teacher. Moreover, two students, or 13.3%, agreed that the Learning Model given by the subject teacher could motivate students to complete the tasks. Moreover, three or 20% of students gave a doubtful answer that the Learning Model given by the subject teacher could motivate students to complete the tasks given by the teacher. Moreover, one student or 6.7% of students, disagrees that the learning model given by the subject teacher can motivate students to complete the tasks given by the teacher. Moreover, none of the students chose the answer strongly disagree. So it can be said that the learning model given by the subject teacher can motivate students to complete the tasks.

Questionnaire Analysis Question Number 7

For questionnaire number 7 . 4 students, or 26.7% of students, answered strongly agree if students are bored with following physics lessons with the given learning model. Moreover, two students or 13.3%, agreed that students were bored following physics lessons with the given learning model. Moreover, three or 20% of students gave doubtful answers if students were bored following physics lessons with the given learning model. Moreover, three or 20% of students do not agree that students are bored following physics lessons with the given learning model. Moreover, there are three students, 20%, who chose the answer strongly disagree that students are bored following physics lessons with the given learning model. So it can be said that students feel bored following physics lessons with the given learning model.

Questionnaire Analysis Question Number 8

For questionnaire Number 8. 4 students, or 26.7% of students, answered strongly agree if students feel less familiar with the teacher because they do not dare to ask questions and express opinions in an atmosphere of discussion during learning. Moreover, four students or 26.7%, gave an agreeable answer that students felt less familiar with the teacher because they did not dare to ask questions and express opinions in an atmosphere of discussion during learning. Moreover, 1 or 6.7% of students gave a hesitant answer if they felt less familiar with the teacher because they did not dare to ask questions and express opinions in an atmosphere of discussion during learning. Moreover, three or 20% of students disagree that students feel less familiar with the teacher because they do not dare to ask questions and express opinions in an atmosphere of discussion during learning. Moreover, three students or 20%, who choose the answer strongly disagree that students feel less familiar with the teacher because they do not dare to ask questions and express opinions in an atmosphere of discussion during learning. So it can be said that students feel less familiar with the teacher because they do not dare to ask questions and express opinions in an atmosphere of discussion during learning

Questionnaire Analysis Question Number 9

For questionnaire number 9 . there are 5 students or 33.3% of students giving answers strongly agree With the given learning model, it does not help create a better sense of brotherhood between friends. And none of the students gave an agreeable answer. And 3 students or 20% of students gave a doubtful answer. With the learning model provided, it does not help create a better sense of brotherhood between friends. And there are 3 students or 20% of students disagree. better brotherhood between friends. And there are 4 students or 20% who choose the answer strongly disagree that the given learning model does not help create a better sense of brotherhood between friends. So it can be said that the learning model provided does not help create a better sense of brotherhood between friends.

Questionnaire Analysis Question Number 10

For questionnaire number 10. A total of 5 students or 33.3% chose the answer strongly agree which stated "I strongly agree with the given learning model, students feel more appreciated in expressing their opinions" then 5 students or 33.3% chose the agree answer, namely those who agreed with the learning model given, students feel more valued in expressing opinions "Then there are 4 students or 26.7% choose the answer Hesitating which states I am Hesitating With the learning model provided, students feel more valued in expressing opinions "Then there is 1 student or 6.7% who chose the answer disagreed who said they did not agree. With the learning model provided, students feel more valued in expressing their opinions. And for those who chose the answer strongly disagree as much as 0 students or 0% who stated strongly disagree With the given learning model, students feel more appreciated in expressing opinions. Judging from the percentage of student answers, more students choose strongly agree. With the learning model provided, students feel more valued in expressing opinions, so they are more enthusiastic in learning.

Questionnaire Analysis Question Number 11

For the questionnaire number, there were 7 students or 46.7% of students who answered strongly agree. The learning presented needs to be supported by good cooperation with friends. And there are 5 students or 33.3% who answered agree. The learning presented needs to be supported by good cooperation with friends. And 2 students or 13.3% of students gave hesitant answers. The learning presented needs to be supported by good cooperation with friends. And there is 1 student or 6.7% of students disagree. The learning presented needs to be supported by good cooperation with friends. And none of the students chose the answer strongly disagree. So it can be said that the learning presented needs to be supported by good cooperation with friends.

Questionnaire Analysis Question Number 12

For the number 12 questionnaire, there were four students or 26.7% of students who answered strongly agree if students felt they did not dare to express opinions or ask friends or teachers in the learning process. Moreover, there were four students, or 26.7%, who gave an agreeable answer if students felt they did not dare to express opinions or ask friends or teachers in the learning process. Moreover, two students or 13.3% of students, gave hesitant answers if students felt they did not dare to express opinions or ask friends or teachers in the learning process. Moreover, there are five students, or 33.3% of students, who disagree if students feel they do not dare to express opinions or ask friends or teachers in the learning process. Moreover, none of the students chose the answer

strongly disagree. So it can be said that students feel brave to express opinions or ask friends or teachers in the learning process to encourage them to explore further the material being taught (Lim & Richardson, 2021).

Questionnaire Analysis Question Number 13

For the questionnaire number 13. 5 students or 33.3% of students answered strongly agree that students are not valued in expressing opinions with the given learning model. And there are no students or 0% who give an agree answer. And 1 student or 6.7% of students gave a doubtful answer if students were not valued in expressing opinions with the given learning model. And there are 2 students or 13.3% of students who do not agree that students are not valued in expressing opinions with the given learning model. And there are 7 students or 46.7% of students who choose the answer strongly disagree that students are not valued in expressing opinions with the given learning model. So it can be said that students feel valued in expressing opinions with the given learning model.

Questionnaire Analysis Question Number 14

For the questionnaire number 13. 5 students or 33.3% of students answered strongly agree that students are not valued in expressing opinions with the given learning model. And there are no students or 0% who give an agreed answer. And 1 student or 6.7% of students gave a doubtful answer if students were not valued in expressing opinions with the given learning model. And there are 2 students or 13.3% of students who do not agree that students are not valued in expressing opinions with the given learning model. And there are 7 students or 46.7% of students who choose the answer strongly disagree that students are not valued in expressing opinions with the given learning model. So it can be said that students feel valued in expressing opinions with the given learning model (Sulman et al., 2020; Zb, Setiawan, et al., 2021).

Questionnaire Analysis Question Number 12

For the questionnaire number 15. There were 4 students or 26.7% of students gave the answer strongly agree that students are not motivated to learn in learning. And there is 1 student or 6.7% who gave an agreeable answer that students are not motivated to learn in learning. And 2 students or 13.3% of students gave a doubtful answer if students were not motivated to learn in learning. And there are 2 students or 13.3% of students who do not agree. And there are 6 students or 40% who choose the answer strongly disagree if students are not motivated to learn in learning. So it can be said that students are motivated to learn in learning and can increase students' enthusiasm for learning (Lavasani et al., 2011; Sastradika et al., 2021)

Questionnaire Analysis Question Number 13

For the questionnaire number 16. There were 4 students or 26.7% of students who answered strongly agree that students cannot increase cooperation with other friends in the physics learning process. And there is 1 student or 6.7% who gave an agree answer. And none of the students gave a hesitant answer. And there are 5 students or 13.3% of students who do not agree. And there are 5 students or 40% who choose the answer strongly disagree that students cannot increase cooperation with other friends in the physics learning process. So it can be said that in the learning process of physics can increase cooperation with other friends.

Questionnaire Analysis Question Number 17

For the questionnaire number 17. There were 10 students or 66.7% of students giving answers strongly agree that students feel very helpful in solving problems with the given learning model. And there are 2 students or 13.3% who give the answer agree. And there are 2 students giving hesitant answers. And there is 1 student or 6.7% of students who do not agree. And none of the students chose the answer strongly disagree. So it can be said that students feel very helpful in solving problems with the given learning model.

Questionnaire Analysis Question Number 18

The data For the questionnaire number 18. There were seven students, or 46.7%, who gave answers strongly agreed that students find it easier to solve problems with the given learning model. And four students, or 26.7%, gave an agreed solution. And there were three students, 20% showed a hesitant response. And one student or 6.7% of students do not agree. And none of the students who chose the answer strongly disagreed. So it can be said that students find it easier to solve problems with the given learning model.

CONCLUSION

From the results of the research that has been carried out, it is found that the student's perception of the physics learning model in the midst of a pandemic in one of the high schools in Jambi city has a positive perception of learning physics where the analysis of the average student questionnaire shows that the average data is 36.67% students strongly agree, 18.89% agree, 15.93% undecided, 14.07% Disagree and 14.44% strongly disagree. The researchers in this study suggest that other researchers must first prepare a questionnaire and increase the population in a study like this so that the research has the ability to generalize with high credibility.

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