

Students' Perceptions on the Use of Lecture and Presentation Method in an Online Learning

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ABSTRACT

The use of lecture and group presentation method in the Islamic Religious Education (*PAI*) course in online learning at 17 Agustus 1945 Semarang University (*Untag* Semarang) in the first semester of academic year 2021-2022 has an impact on the students' acceptance. It is studied using qualitative approach. From the result of interview which was then associated with the result of observations during the teaching and learning process and then compared it with the result of the questionnaire, it can be seen that the application of the lecture method through the explanation of the material from the lecturer make students easier to understand the material than having to learn themselves. 79.8% of students like the lecture method and only 52.9% of students choose group presentation method. They also do not understand the explanation of online group presentations from other students. Judging from 41.3% of students, the reason is because they cannot discuss the material face to face. From the data, it can be seen that students' perception to the application of learning methods can affect motivation in learning which can also affect to the students' learning achievement. So that, a teacher should choose an appropriate teaching method based on the students' condition.

Keywords: group presentation, lecture, online learning, students' perception, teaching method.



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1. INTRODUCTION

1.1. Introduction

Religious Education has an important role in realizing the objectives of National Education in accordance with law number 20 year 2003 contained in article 37 paragraph (1) and (2) which states that the content of the curriculum at all levels of education must include Religious Education. In addition, Islamic Religious Education (*Pendidikan Agama Islam/PAI*)

has a very important and strategic role in higher education. This is emphasized in Government Regulation number 19 year 2005 concerning National Education Standards where in the structure of courses in universities, especially Public Universities (*Perguruan Tinggi Umum/PTU*), Religious Education is included in the General Basic of the course (*Mata Kuliah Dasar Umum/MKDU*) group which then starting in the year 2000 until now has developed into a Personality Development Course (*Mata Kuliah Pengembangan Kepribadian/MPK*). Islamic Religious Education is a compulsory basic course that must be taken by every student, it is hoped that it will be able to support the development of character and professionalism as a human being who is not only expert and capable in the academic field according to scientific competence but also has a noble character (Hambali&Asyafah, 2020).

The implementation of *PAI* in *PTU* still found some obstacles. According to Sudrajat et al, this is related to the globalization era, students' perceptions of religious course, students' educational background, the amount of credits, and learning time (Sudrajat et al., 2021). *PAI* course at *PTU* is given as many as two credits, so that *PAI* learning time is still very lacking in equipping students who have differences in the level of ability and understanding of religion in the globalization era. Another important challenge is students' perceptions of the religion course itself, both in terms of the religious material presented, as well as from the teaching staff. This is coupled with the ordeal that has hit the global world, namely Covid-19. The spread of Covid-19 that occurred in Indonesia starting in 2020, made a number of universities including *Untag* Semarang take a policy to stop face-to-face teaching and learning activities in the classroom and replaced with learning through online methods or better known as online learning. Even though the first semester students, where they just graduated from school, are still very unfamiliar with online learning. They are forced to undergo early lectures with an online learning system to prevent the spread and transmission of Covid-19.

Success in learning both offline and online is determined by many factors. Budhianto grouped three groups about the factors that influence the success of online learning (e-learning) (Budhianto, 2020). The first group is factors related to the system used for online learning including the supporting infrastructure of the system. The second group consists of factors related to the content and information to be provided during the online learning process. The third group consists of factors related to the readiness of system users as well as management and staff that will facilitate and support the implementation of online learning. The learning methods used in online learning fall into the second group that can affect the success of learning.

Therefore, it is very important for educators to use the right methods in learning according to the situation and conditions of students.

On the other hand, students' perceptions of online learning will affect their interest in learning process (Girsang et al., 2021). Therefore, this research discusses it in more detail about students' perceptions on the methods used by lecturers in online learning. The learning methods of lecture and group presentation are well known. However, this will have a different impact if the two methods are used in an online learning in *PAI* courses. The lecture and discussion methods are two of the many recommended methods to use in *PAI* learning (Aminah, 2015: 13). This is because, students are happy with the use of this method in learning. The learning methods of lecture and presentation have indeed been proven to make it easier for students to get information about what is being taught (Mansir, 2020). In addition, interactive lecture method or lecture method combined with question and answer and discussion can increase students' learning activity (Rikawati & Sitinjak, 2020). However, on the contrary, the lecture method in giving core material also has a negative impact. Where teachers have difficulty measuring the understanding of students, students tend to be passive and often mistaken in inferring the teacher's explanation when delivering a lot of material in a limited tempo, and cause an impression of coercion on the ability of students (Febrianty & Nungsi, 2019). It is the same with the use of presentation methods in online learning.

By looking at the positive and negative impacts of lecture and presentation learning methods used in offline learning, the purpose of this study is to examine students' perceptions of the learning methods of lecture and group presentation used in *PAI* courses in online learning. When there is another influencing factor, in this case online learning, it may give a different result. The results of this study are expected to provide solutions to significant problems through scientific procedures and become a reference to further improve the learning methods of Islamic Religious Education.

1.2. Research questions

The research question in this research is "How is the perception of the first semester students of *Untag* Semarang in the academic year 2021/2022 on the use of lecture and presentation method in online learning?"

1.3. Significance of the study

The significance of the study is to know the perception of the first semester students of *Untag* Semarang in the academic year 2021/2022 on the use of lecture and presentation method in online learning.

2. METHOD

2.1. Research Design

This research uses a qualitative approach that practically reveals students' perceptions on the use of lecture and presentation method in online learning in the Islamic Religious Education course at *Untag* Semarang. Data sources were obtained through observation records, depth interview transcripts, questionnaires, and documentation taken during the teaching and learning process.

2.2. Samples/Participants

This research is a qualitative research based on primary data/main data, namely *Untag* Semarang students as research objects. The research samples were taken from the first semester of the English, Japanese, and Belief Education Study Program from Language and Culture Faculty, then the first semester students from Faculty of Social and Politic Science, and also the first semester students from Agricultural Technology Faculty Islamic who have learned Religious Education courses that took place in the academic year 2021/2022. Data on students' perceptions are taken in the implementation of lecture and group presentation method in online learning. Other supporting documents are obtained from the result of the questionnaire which has answered by the participants to know their perception and the result of interview with the Head of Study Program, Lecturers, and students. The questionnaire contains questions about the implementation of PAI lectures and students' perception to the learning methods.

2.3. Instruments

Data collection was obtained from data found in the field, as well as data from literature studies on the application of lecture and group presentation method in Islamic Religious Education course in online learning. The methods used include:

a. Observation Technique

The observation used in this study was *non-participant* observations to informants by recording and observing students' learning activities in learning *PAI* course in online learning. Observation was made in conjunction with manual shooting activities.

b. Interview Technique

In the early stages of the interview process, it is carried out in an unstructured and structured way to specialize and focus on the acquisition of data and information in accordance with the research focus. The informants in this study were students, lecturers, and the heads of

study programs at *Untag* Semarang. In addition, this study also used questionnaire as a support in the data collection process related to the problem under study considering the learning process was conducted in online learning and the number of informants or respondents is quite large. The initial interview was conducted with *PAI* lecturer, The Heads of English, Belief Education, and Japanese Study Programs on Monday, February 21, 2022 in the Lecturer's room, as well as with three students of the first semester of the English, Japanese, and Belief Education Study Program on Wednesday, February 23, 2022.

c. Documentation Technique

Documentation technique was carried out to supplement unspecified data through observation and interview techniques. The documentation technique collects various official documents of geographical data, monographic data, maps of regencies and sub-districts. The documentation technique in this study used documents in the form of pictures, such as photos in the *PAI* course's teaching and learning process at *Untag* Semarang. The study of documents is a complement to the use of observation and interview methods in qualitative research. Research results from observation and interview will be more credible or trustworthy if supported by personal history in schools or colleges.

d. Data Validity

In this study, the validity of the data was obtained from the results of observations, interviews and documents. It is used triangulation technique to triangulate the data.

2.4. Data analysis

Data analysis techniques in this study used interactive model data analysis form Miles and Huberman (1992). Qualitative analysis was carried out based on the results of data from interviews, direct observations, visual images and photo-shoots, as well as some agency data related to all this research material. Qualitative analysis itself can be descriptive and comparative by analyzing and comparing data; document data and literature that supports research, especially about the application of learning methods of online presentations and lectures in Islamic Religious Education course.

3.FINDINGS AND DISCUSSION

3.1. Findings

The results showed that students' perceptions of online-based lecture and presentation methods in Islamic Religious Education courses that took place in the academic year 2021/2022

caused different perceptions among each student. Students find it easier to accept and understand Islamic Religious Education material by applying the online-based lecture method from lecturers than by applying the presentation method presented by students. It was proven that 79.8% of students liked the lecture method and only 52.9% of students chose group presentations. The presentation method in the online learning does not run effectively, of course there are many obstacles, including sometimes network disturbances occur to students or lecturers (Puspitorini et.al., 2021). It is in line with the research done by Rina Z.A. which is included in qualitative research and it shows that students' perceptions of online learning in animal development courses during the Covid-19 pandemic as a whole obtained 53.2% results in the unfavorable category (Rina Z.A., 2021).

The application of online-based lecture learning methods applied by lecturers makes students more comfortable and easier to dive into the material. This interactive method makes them more enthusiastic and not sleepy. For students who like the application of the online-based group presentation method, having a view can train them to actively discuss and increase their insights. Students can exchange opinions so that they can hone their *public speaking* so that they are more confident. The group presentation method can teach teamwork so that they can get to know each other's classmates. So it can be concluded that students' perceptions of the application of lecture learning methods and online-based group presentations are positive and effective methods.

It has been explained by Steviani that methods that can be used for interactive presentations in online learning are lecture, question and answer, discussion, brainstorming and evaluation methods (Steviani, 2020). It also has been proven from the perceptions of snguage Study Program, Faculty of Language and Culture, *Untag* Semarang, they stated that they did not understand the presentations from other students because they had different perceptions in understanding the material. Meanwhile, the results of interview and questionnaire from Belief Education Study Program Study Program, Faculty of Language and Culture, *Untag* Semarang, students stated that, they liked the application of the lecture method from lecturer. The group presentation method also makes them feel excited and challenged to learn. If the two methods are applied, it will form a perfect combination in the teaching and learning process to achieve the objectives of the PAI learning material.

The results of the interview and questionnaire data obtained information from students of the English Study Program, Faculty of Language and Culture, *Untag* Semarang, stated that students like the application of online-based presentation methods because it trains them to

actively discuss and open their horizons. Students can exchange opinions so that they can hone their public speaking so that they are more confident. The group presentation method can teach teamwork so that they can get to know each other's classmates. Students hope that in the next meeting the lecturer applies other innovative learning methods and combines with fun game-based learning. However, overall after attending PAI lectures, students gain insight into religious science and will apply it in everyday life.

In line with the perception of the students from Faculty of Language and Culture, students from Faculty of Social and Politic Science, *Untag* Semarang, Rikawati&Sitinjak stated that lecture methods and group presentations can support structured material that can trigger their enthusiasm for thinking (Rikawati & Sitinjak, 2020). The group presentation method makes students more active, while the lecture method can complement the quality and quantity of learning materials that have been studied.

On the other hand, there are some students do not understand the explanation of online group presentations from other fellow students. Judging from 41.3% of students, the reason is because they cannot discuss with friends *face to face*. Students also often encounter several obstacles in online learning. Even though the obstacles in online learning are in networks that are sometimes unstable, quotas, limited time so that students do not understand certain materials that require deep understanding. Students hope that in the next meeting lecturers apply other innovative learning methods and combine with learning with fun online game-based learning. However, overall after attending PAI lectures, students gain insight into religious science and will apply it in everyday life.

4. CONCLUSIONS

4.1. Conclusion

The application of the lecture and group presentation method in *PAI* courses in online learning which took place in the academic year of 2021/2022 at *Untag* Semarang caused different perceptions among each student. The application of the lecture method through the explanation of the material from the lecturer makes the students easier to understand the material than having to learn and explain it themselves. The application of online-based group presentation method actually can train students to actively discuss, increase insights, and improve their public speaking, so that they can be more confident. But, they still do not

understand the explanation of online group presentations from other students because they have different perceptions and cannot discuss with their friends face to face.

4.2. Suggestions

For lecturers, it is necessary to develop and improve learning competencies by developing *PAI* learning models or designs using effective and varied learning methods and media in accordance with the needs and perceptions of students. It is because the learning competence of the course should be reach in any kind of learning situation and condition. For other researchers can further refine this research with other discussions and add better references to the perfection of this research to make it more useful and broader.

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