

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

The corona virus (Covid-19) outbreak that hit more than 200 countries in the world has presented challenges that are owned by educational institutions. In anticipating the spread of the plague, the government has issued various policies such as isolation, a clean and healthy lifestyle by always revealing their hands after doing activities. Social and physical distance Large Scale Social Restrictions to a new normal life order (new normal). This condition requires residents, including students and teaching staff to remain stay at home and study at home (Jamaluddin, Ratnasih, Gunawan, & Paujiah, 2020:133).

It certainly requires educational institutions to innovate in the learning process. One form of innovation is by implementing an Online Learning System. This was then responded by the Ministry of Education and Culture by issuing several Circular relate to the prevention and handling of Covid-19. First, Circular Number 2 of 2020 concerning the prevention and handling of Covid-19 within the Ministry of Education and Culture. Second, Circular Number 3 of 2020 concerning the Prevention of Covid-19 in the Education Unit. Third, Circular Number 4 of 2020 concerning Implementation of Education Policies in an Emergency of Spread Corona virus disease (Covid-19), which includes instructions on the learning and teaching process from home (Arifa, 2020:115).

Schools, where everyday activities of gathering and interacting between teachers and students, can become a media in spreading Covid-19. In order to protect school residents from exposure to Covid-19, various regions have established online learning. These policies range from preschool to higher education, both public and private. Home learning policies are implemented by the online learning system.

An Online learning system or a virtual learning system is the learning system by integrating an internet connection with the teaching-learning process (Bentley, Selassie, & Shegunshi, 2012:1). It is the main choice due to the pandemic. It is also distance learning. It is a learning approach that is implemented not face to face in class but through information technology by using internet facilities. One form is method e-learning. E-learning is an internet-based learning method. By integrating an internet connection, it is hoped that learning activities can interact with the interaction between teaching staff and students even though they are not face to face.

Online learning system now a day is still considered a break through or new paradigm in teaching and learning activities where in the process of teaching and learning activities between students and teaching staff there is no need to be present in the classroom. They only rely on an internet connection and supporting applications to carry out the learning process and the process can be done from a distance. Due to the ease and practicality of a virtual or learning system online learning, it is not surprising that many educational units use the Online learning system. Thus, online learning can be done from anywhere and anytime according

to the agreement that has been determined between the teaching staff and students (Adijaya & Santosa, 2018:106).

There are several obstacles that are deemed ineffective of students and teachers perception in online learning system, such as the provision of learning materials by the teachers, the interaction between teachers and students are lacking in the teaching and learning process, the internet connection that sometimes becomes slow, learning styles that tend to be visual, and the teacher's lack of freedom in controlling student activities.

Walgito (2010: 99) describes that Perception is a process that is preceded by a sensing process, namely the process of receiving stimuli by individuals through sensory organs or also known as sensory processes. However, the process will never halt, but it is continued and the next process is the perceptual process. Perception is the experience of an object, event, and relationship acquire by resuming information and interpreting a message. It gives a meaning toward stimulus-response in resuming information and predicting messages which involve attention, hope, motivation, and memory (Rakhmat, 2000:73). Following it, Michotte (2019:27) develops perception as a phase of the total process of action which allows us to adjust our activities to the world, we live in.

The perceptions of Students and Teachers in this learning system are also different. The students' perception focuses on the students' participation, accessibility, materials, and assignment delivery, an online-learning platform suite to their needs and conditions. While the teachers' perception are focus on teaching online when giving the material, assignment, and scoring of students'

achievement. Thus, perception is needed to know the process of how a person knows several things through the five senses.

Form of encouragement that appears in a person consciously takes action with a specific goal (Prihartanta, 2015:3). By knowing the perceptions of students and teachers, students and teachers can collaborate in an Online learning system. That's why the researcher entitled "*Students' and Teachers' Perception toward Online Learning System in pandemic situation*".

1.2 The Problem of the Study

Based on the research background above, so the problem of the research is: "What are Students' and Teachers' perception toward online learning system?"

1.3 The Objective of the Study

Based on the research problems above, the purpose of this study is: "To know Students' and Teachers' perceptions toward Online Learning System".

1.4 The Scope of the Study

In this study, the researcher limited the problem, especially to explore students' and teachers' perceptions toward online learning system during the Covid-19 pandemic that was endemic in Indonesia. The subjects of this study were several students and teachers at SMPS HANG TUAH I BELAWAN.

1.5 The Significance of the Study

There are two benefits of this research, namely theoretically and practically.

1. Theoretically

It is expected that the findings of this study can support and complement previous theories related to the use of the Online Learning System

2. Practically

a) For Students

Online learning systems can be used as a learning method for teaching and learning during the Covid-19 pandemic. Students and teachers can use the online learning system to study even though in a long-distance without face to face in the classroom so that the subject matter is not left behind.

b) For Teachers

It is hoped that this research can give inspiration or ideas to teachers in teaching through the online learning system. Teachers can use the online learning system as a solution, without having to meet face to face in the classroom.

c) For Researcher

It is expected that this finding can be a reference for them to conduct a similar research study about students' and teachers' perceptions towards online learning system.

CHAPTER II

REVIEW LITERATURE

2.1 Perception

2.1.1 The Defenition of Perception

Perception is the experience of an object, event, and relationship acquire by resuming information and interpreting a message. It gives a meaning toward stimulus-response in resuming information and predicting messages which involve attention, hope, motivation, and memory (Rakhmat,2000:73). It means that perception involves the process to get information.

Qiong (2017:18) says that perception is a process experienced to achieve awareness or understanding of sensory information. Furthermore, Walgito (2010:99) states that perception is a process that is preceded by the sensing process, which is the process of receiving stimulus by individuals through the sensory devices or also called sensory processes. But the process does not just stop, but the stimulus is continued and the next process is the process of perception.

So, from the explanation above it can be concluded that perception is the process for students and teachers in understanding the information of what they received. This process goes through stages starting from collecting, recognizing, and interpreting the sensory information that is obtained

2.1.2 The Types of Perception

Reading According to Irwanto (2002), after individuals interact with perceived objects the perception results can be divided into two, namely:

1. Positive Perception, perceptions that describe all knowledge and responses that are continued with their utilization efforts.
2. Negative Perception, which describes all knowledge and responses that are not in harmony with the perceived object. It can be said that the perception both positive and negative will always affect a person in carrying out an action.

And the emergence of a positive perception or negative perception all depends on how the individual describes all his knowledge of a perceived object.

2.1.2 Perception Process

The process of getting interpretations toward understanding the information needs some steps. Qiong (2017:18) explains that there are three stages of the perception process, as follows

1) Selection

Selection is the first stage in the process of perception, in this stage, the environmental stimulus turns into a meaningful experience.

2) Organization

The second stage in the process of perception is an organization. After getting information from the outside world, information needs to be arranged in a certain way by finding meaningful patterns. There are two characteristics of this stage. First, the organizing process provides the structure of human perception. In this stage, raw stimuli from the outside world are placed into meaningful experiences of structured humans. Second, the process shows that human perception has stability. In other words, after

selecting a stimulus and putting it into a category, the selected stimulus becomes more durable.

3) Interpretation

The third stage in perception is an interpretation that is referred to as the process of attaching meaning to what is chosen by the stimulus. However, each person will give a different interpretation despite getting the same stimulus.

2.1.4 The Dimension of Perception

The physical dimension of perception is mainly about the conversion of a stimulus into a usable form, and it functions in people's acquisition of information or knowledge about the outside world. It includes not only the energy characteristics of stimuli, the nature, and functions of human sensory organs but also the transmission of stimuli through nervous systems to brains.

Perceptions of reality occur in two dimensions. Qiong (2017:18) describes two dimensions of perception namely:

1. The Physical Dimension of Perception

The mechanism of perception of all humans is almost the same. It has sensory organs like eyes, ears, and nose, which allow humans to feel the environment. This is a sensory organ that receives stimuli, then is transferred through the nervous system to the brain, where it is created with the structure, stability, and meaning that is associated.

2. The Psychological Dimension of Perception

In this phase, humans provide interpretations of certain stimuli and have unique personal touches in the outside world. Values, attitudes, or motives of

people (psychological dimensions) and not the sense organs (physical dimensions) that determine what stimuli will attract people's attention and therefore accept meaning.

2.2 Learning System

Schunk (2012:3) defines learning as a process that results in long-lasting behavioral change, which from practice or other forms of experience naturally produces a variety of behaviors in certain ways and certain capacities. Furthermore, Schunk (2012:346) also sees that student learning begins with the knowledge and skills brought to the situation, which is developed and refined as one of the learning functions.

Merriam-Webster (1998: 3) describes a system that is a regularly interacting or interdependent group of items forming a unified whole. It means that system is interacting among the group or between one group with another group. So, it can be concluded that a learning system is a platform that group(s) of people use to produce a variety of behaviors in achieving skills.

The learning system is essentially a collection of artifacts that are 'brought together', in an appropriate way, to create an environment that will facilitate various types of the learning process. Learning systems can take a variety of different forms - for example, a book, a mobile form, a computer, an online forum, a school, and a university (Schunk, 2012:3). Michael (2013:27) states online learning is learning that is structured to use an electronic system or computer so that it can support a learning process. Most learning systems will provide various types of learning resources and descriptions of procedures for

using these to achieve particular learning outcomes. They will also embed various strategies for assessing the levels and quality of the achievement of their users.

From the explanation above, it can be concluded that the learning system will give experience through the knowledge and skills received during the learning process. Learning English is the key to success because of its importance in various aspects of life.

2.3 Online Learning System

2.3.1 The definition of Online Learning System

Naidu (2006: 1) states that the Online Learning System is a teaching and learning system carried out by using information and communication technology. Online learning systems can combine all educational activities carried out by individuals or groups either online through networks or other independent and electronic computers. Furthermore, Indrakusuma and Putri (2016: 2) state that the Online Learning System is a new way in the teaching and learning process that uses electronic media, especially the internet as a learning system. With the Online Learning System, the material is provided for students, and students can access it anytime and anywhere. Besides, the internet functions to get material that can be enriched or equipped with various supporting learning resources including multimedia supported by teachers (Suartama, 2014: 20).

From the explanation of the experts above, it can be concluded that Online Learning System is a teaching and learning system that utilizes electronic media, especially the internet. This learning system model makes it easy for teachers and students because learning can be done anytime and anywhere.

2.3.2 Characteristics of Online Learning System

Online Learning System is a teaching and learning system carried out by using information and communication technology and have characteristics. Rudi and Riyana in Indrakusuma and Putri (2016:5) said there are four characteristics of Online Learning System, namely:

- 1) The attractiveness of students to learning material does not depend on the instructor/learner, because students construct their knowledge through teaching materials delivered through the web site interface.
- 2) Sources of knowledge are everywhere and can be easily accessed by everyone. This is due to the globalized nature of the Internet media and can be accessed by anyone who is connected to it.
- 3) Learners/educational institutions function as mediators/mentors
- 4) Obtained from a restructuring of education system policies, curriculum, and management that can support the application of Information and Communication Technology for education optimally.

The four characteristics above are what distinguish the Online Learning System from conventional learning activities. In Online Learning System, Students' and Teachers' understanding of learning materials no longer depends on the teacher or student, because students and teachers process their knowledge through learn and teaching materials that are delivered through the application interface for online learning systems. Even in online learning systems, knowledge resources are scattered everywhere and can be easily accessed by everyone including teachers and students.

2.3.3 Advantages and Disadvantages of Online Learning System

2.3.3.1 Advantages of Online Learning System

Instructional Technology is highly beneficial for students, especially students pursuing a professional course (Mehra & Mital, 2007). Online learning is considered a boon due to the reasons given below:

Accessibility:

Online learning provides accessibility due to which a student can learn from anywhere in the world. This is an especially important consideration for students who wish to study in a different country. It doesn't matter where a student lives and what he wants to study- he can always find a suitable course or even a Degree Program that can be followed from home. Students learning options are not constrained by their geographic location.

Personalized Learning:

Online Learning system enables students and teachers to determine and process his/her learning style, content, aim, current knowledge, and individual skills. Therefore, person-specific education could be provided by creating individual learning styles. E-Learning enables the individual to plan and direct his/her learning. It has the potential to motivate, develop confidence and self-esteem, overcome many barriers that learners encounter, personalize the learning experience, widen access and improve the learning experience, while also helping people to develop their ICT (information, communication, and technology).

Develops cognitive abilities:

In a study, it was found that E-Learning may be effective in developing the cognitive abilities of pupil teachers (Singh & Mishra, 2009). It was found that students of the e-learning programs had higher achievement levels than their

counterparts. A student can find unlimited information that he can access just by the click of a button. Many Online programs are offered by some of the most prestigious universities from all around the world. The student can take such a course online which can be helpful for the development of his cognitive abilities.

Cost-Effectiveness:

Online Learning is cost-effective because less money is spent on traveling and buying books or spending money in the college context. Since it can be carried out at any geographic location and there are no travel expenses, this type of learning is less costly than learning at a traditional institute. Students who want to study through this mode need to have access to the necessary computer hardware as well as paying often substantial fees for access to an internet service provider (Kellie & Ferguson, 1998).

Promotes Research:

Students are excited to publish their work when they produce something of extremely high quality. With the permission of their teachers, they post the work on the web as examples for current and future students. Publishing students' work helps form a classroom legacy and archive of successful products.

Basic Computer Skills:

Both on and off-campus students who choose to study online have an opportunity to gain technical skills in using Information Communication Technology (ICT). These skills are likely to be useful to them in their professional life and all future endeavors which may be in themselves marketable features of their education.

Equal Opportunity to all:

All students are equal, they are not treated differently based upon caste, creed, race, sex, religion, and disability, etc. Rather Online Learning is a boon for learners who are disabled and face problems in commuting and for those sections of the society who live at far off places where the schools/colleges are at a distant place.

Self-Pacing:

Due to individual differences, all learners are not able to complete the work/assignments at a given time due to which they have to face difficulties. Online learning allows students to work and learn at their own pace without time restrictions. The Learner is free to complete the course work according to his own will and he can take as much time as he requires without being termed as slow by the peers.

Globalization:

New Technologies are narrowing geographical barriers in the way of education. The world has become a small village and the opportunities to have information about other nations are within our access. The electronic Net world connects people all over the globe, therefore, it is vital to experiment with electronic learning situations wherein students share ideas and resources, access information about current events and historical archives, interact with experts, and use online databases.

2.3.3.2 Disadvantages of Online Learning System

It is well said that technology is a good slave but a bad master. Dr. Radhakrishnan when talking of technological advancements in the country

delineated that technology has taught us to sail on the water, fly in the sky but it failed to inculcate the ability as to how to live on the earth. Excess use of technology, lack of careful planning, and implementation of E-learning can lead to some problems like poor communication, sense of isolation, frustration, stress, in some cases, poor performance in learning and teaching, wasted resources, and loss of revenue. According to Nursalam (2008) as quoted in Indrakusuma and Putri (2016:7) there are disadvantages from the application of E-Learning as follows:

Poor communication:

In online learning, one does not have the opportunity to have face to face interaction with the teacher which is very significant for establishing a bond between the student and the teacher. Research conducted by the International Review of Research in Open and Distance Learning suggests that online learning can create misunderstandings between students and the teacher which may have a detrimental effect on the teaching-learning process and students' outcomes due to misinterpretation of tasks.

Feeling Isolated:

Tim S. Roberts and Joanne M. McInerney, stress the importance of interacting with fellow learners, citing learners' feelings of isolation as a definite drawback of online learning. Due to technological advancement in the modern era, the Social development of a child has taken a back seat. Students remain in touch with their online friends sitting at far off places through WhatsApp, Instagram & Facebook but fail to meet and greet a person sitting just next door to them. This tendency leads to a feeling of isolation. Studies show that the feeling of isolation was a huge stress factor that prompted students to drop out.

Lack of motivation:

Online learners lack motivation while studying because they easily get distracted by any other thing. Working at their own pace becomes a disadvantage for students who have difficulty with time management and a tendency of procrastination. These students tend to be more successful with the structure of traditional learning.

Lack of Funds:

Galusha (1991) points out that technology's downsides include cost, hardware issues, internet problems, production of course materials and worry about the availability of funds. Researches reveal that most educational institutions typically don't anticipate connectivity costs which may later cause barriers to online learning.

Poor accessibility in Remote Areas:

Hardware, software, and connectivity facilities are prerequisites that enable online teaching and learning. In the absence of any one of these, Online learning cannot achieve its objective. Some people do not have ready access to a computer and internet connection, and some who do have the required equipment are ill-equipped to use it.

2.4 Covid-19 Pandemic

Zu et al. (2020) stated that in December 2019, an outbreak of coronavirus 2 (SARS-CoV-2) infection was a severe acute respiratory infection that occurred in Wuhan, Hubei Province, China, and spread throughout China and beyond. On February 12, 2020, WHO officially referred to the disease caused by the novel coronavirus as Coronavirus 2019 (COVID-19). Coronavirus Disease (COVID-19)

is a new type of virus that has never been identified in humans. Coronavirus is a zoonosis (can be transmitted between animals or humans) (Directorate General of Disease Prevention and Control, 2020:11).

The Minister of Education and Culture, Nadiem Anwar Makarim, issued Circular Number 4 of 2020 concerning the Implementation of Education in Emergency Coronavirus (Covid-19), one of which emphasized that online learning (distance), was carried out to provide meaningful learning experiences for students, without being burdened by the demands of completing all curriculum achievements for class and graduation. Online/ distance learning is focused on increasing students' understanding of the coronavirus and the Covid-19 outbreak. The learning activities and tasks can vary between students according to their interests and conditions, including in terms of gaps in access/learning facilities at home. During the Covid-19 pandemic, all activities were carried out from home, including learning. Thus activities that caused direct contact to be reduced so that this virus does not develop rapidly. The government also urges everyone to do social distancing to minimize the spread of this virus.

2.4 Previous Study

There are some previous studies related to this study, Mihhailova (2005) conducted a study to investigate how the use of E-Learning as an internationalization strategy in higher education by exploring the perceptions of lecturers and students. Participants in this study involved 15 lecturers and 115 students. In conclusion, it can be said that the main problem areas for lecturers related to learning are: lack of time, lack of interest/motivation, lack of co-operation, compensation system does not take into account the specifics of e-

learning and lecturers are concerned about the quality of teaching in a virtual environment. The most problematic of them appear to be lack of time and inappropriate compensation system. Students appear to have an interest in courses, but the level of knowledge regarding specifics of web-based learning as well as about e-courses offered was unexpectedly low.

Another study is from El-Seoud et al. (2014) which researched to investigate student motivation towards the effects of E-Learning. In this study, 159 students participated and 124 questionnaires were completed correctly and used in this study. Then the results are obtained that one of the important factors for the success of students in the E-Learning process is self-motivation.

The last previous study is from Sabah (2013) which conducted a study about students' attitudes and motivation toward E-Learning. In this study, the sample size of 100 students is taken randomly, male (52) and female (48). The results of this study revealed a good correlation between technical abilities and students' attitudes towards E-Learning. Furthermore, influences 22 are registered due to field of study, computer experience, and dedicated time to computer use.

Therefore, students and teachers with computer experience and frequent users are more likely to accept E-Learning.

Previous studies have similarities with this study where they use E-Learning in education. However, this study is slightly different from the above study where this study analyzes students' perceptions and motivations towards E-Learning which can be used as an evaluation and for further research on E-Learning. Besides, the striking difference from this research is the time spent in this study,

namely when the Covid-19 pandemic is an epidemic in Indonesia so that E-Learning is the only option to continue learning activities.

2.6 Conceptual Framework

This research focuses on analyzing what are teacher's and student's perception toward online learning system in the Covid-19 pandemic situation at Junior high school. Online learning is carried out electronically using computer-based media and a network. An Online learning system or a virtual learning system is the learning system by integrating an internet connection with the teaching-learning process (Bentley, Selassie, & Shegunshi, 2012:1).

In the middle of Covid-19 pandemic this time, the world of education as well as teachers and students is making more use of the online learning system provided by the government, so that teachers and students can easily learn anytime and anywhere without any limitations by space, time and place flexibility. The conceptual framework of the research can be seen as follow:

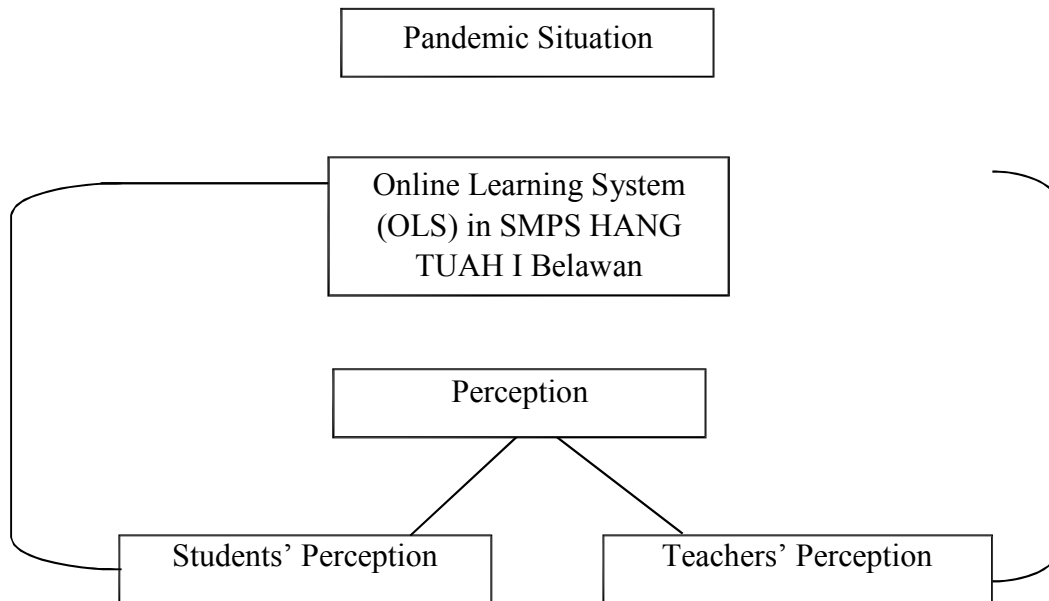


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Fitrah and Luthfiyah (2017:44) stated that qualitative research is a research procedure that uses descriptive data in the form of written or oral words from people or actors that can be observed. Furthermore, Walidin et al. (2015:76) stated that qualitative research is research that aims to gain a deep understanding of human and social problems, not describing the surface part of reality as quantitative research with positivism.

Miles, M.B. Huberman and Saldana (2014:42) stated that "qualitative research that aims to explain phenomena by collecting data as deep as possible". Qualitative research emphasizes the depth of data obtained by researchers. The deeper and more detailed the data obtained, the better the quality of this qualitative research. Descriptive research is research that is conducted to describe a variable, either one or more variables (independent) without making comparisons, or variables that are connected to one other variable (Sugiyono, 2009).

From the explanation of the experts above, it can be concluded that qualitative research was a research procedure that intended to understand the phenomena experienced by research subjects such as behavior, perception, motivation, action, etc. in a holistic manner, and using descriptions in the form of words and language, in a special natural context and by utilizing various natural methods.

In this study, the researcher used qualitative research because the researcher only wanted to know the perceptions of teachers and students towards online learning during the pandemic.

3.2 The Subject of Research

Subjects in a study are required to get the needed information. Lodico et al. (2006: 266) reveal “Depending on the types of questions asked, the researcher wanted to select the subjects so that they would be able to provide the key information essential for the study”. The subjects in this study were teachers and students of SMP HANG TUAH I BELAWAN. In this case, the researcher took a few teachers and students randomly.

3.3 Data and Source of Data

Bungin (2001: 123) said that "Data are the information material about the object of research. So, Data refer to raw materials researchers collect from the object of their research. The data was the students' and teachers' perceptions toward the online learning system. The source of data was very significant in the research. The writer would not be able to get information without the source of data. The sources of data in this research were teachers and students.

3.4 The Instrument of Collecting Data

Raco (2010: 108) said data is collected if the direction and the research objective is clear and the source of the data is informants or participants, has been identified, contacted, and has obtained consent to provide the required information.

Furthermore, Walidin et al. (2015: 45) said that research data were collected by a predetermined research draft. Data obtained using instruments are

questionnaire and interview. The data collected represents facts about existing objects invited. The instruments that the researcher used are questionnaire and interview. The researcher conducted interviews and collect open-ended responses to questions in an online using questionnaire.

3.5 The Technique of Collecting Data

The technique of collecting data was the way the researcher collected the data empirically and objectively. The technique of collecting data was the most important step in the research because the main purpose of the research was to get the data. For collecting the data, the researcher used a questionnaire and interview as the instrument. There were several procedures performed by the researcher during the study, the procedures were:

1. The researcher prepared the instruments to collect the data. After prepares the instruments, the researcher made the questionnaire. The questions in a questionnaire were about students' and teachers' perception toward online learning system.
2. After that, the questionnaire needed to get the validity from the expert in this research.
3. The researcher shared the questionnaire to the participants.
4. After got the questionnaire that had been filled by the participants, for the next step, the researcher interviewed the participants.
5. The researcher interviewed the participants, and the researcher interviewed about students' and teachers' perception toward online learning system.
6. After got the data, the researcher analyzed the data and explained it descriptively by concluding as the result of the research.

3.4 The Technique for Analyzing Data

The technique for analyzing data was the process of gathering, modeling, and transforming data with useful information, suggesting conclusions, supporting decision making. The data analyzed as follows:

1. After got the data that the questionnaire had been filled by the participants. In the next step, the researcher read the data that have already filled by the participants.
2. After that, the researcher differentiated the questionnaire according to the choice of the participants. Questions that were divided into 4 scales (Strongly Agree, Neutral, Disagree, Strongly disagree).
3. After the researcher differentiated participants' response, it would be analyzed. In analyzing the data, the researcher used descriptive statistical analysis by searching for data averages (mean).
4. Then, analyzed the teachers' and students' interview. The interview conducted to the teachers and students to gain information about the teachers' perception toward Online Learning System.

3.7 Validity (Triangulation)

Triangulation referred to the use of multiple methods or data sources qualitative research to develop a comprehensive understanding of phenomena, Patton in Cope (2014:545). Triangulation also has been viewed as a qualitative research strategy to test validity through the convergence of information from different sources. Denzin and Patton in Cope (2014:1) identified four types of triangulation, they are method triangulation, investigator triangulation, theory triangulation, and data source triangulation.

1. Method Triangulation

According to Polit & Beck in Cope (2014:1) Method triangulation involves the use of multiple methods of data collection about the same phenomenon. This type of triangulation, frequently used in qualitative studies, may include interviews, observation, and field notes.

2. Investigator Triangulation

Investigator triangulation involves the participation of two or more researchers in the same study to provide multiple observations and conclusions. This type of triangulation can bring both confirmation of findings and different perspectives, adding breadth to the phenomenon of interest.

3. Theory Triangulation

Theory triangulation uses different theories to analyze and interpret data. With this type of triangulation, different theories or hypotheses can assist the researcher in supporting or refuting findings.

4. Data Source Triangulation

Data source triangulation involves the collection of data from different types of people, including individuals, groups, families and communities, to gain multiple perspectives and validation of data. In this research, the writer will use this type to measure the validity.

In this research, the researcher used methodological triangulation. Triangulation is essentially a multi-method conducted by researchers when conducting research, data collection, and analysis (Walidin, 2015:139). Furthermore, Cohen et al. (2007:141) explained that triangulation can be defined

as the use of two or more data collection methods in the study of several aspects of human behavior. Walidin et al. (2015:140) stated that there are two goals of triangulation, as follows:

First, discussed two methods in one study to get better results than using only one method in a study. Second, the aim is to compare information about the same things obtained from various parties, so that there is a guarantee about the level of data confidence. Sutopo (2006) in Walidin et al. (2015:142) explained that there are four kinds of triangulation techniques, as follows:

- a) Data triangulation, exploring the truth of information certain through various methods and sources of data acquisition.
- b) Triangulation investigator, done by using more than one person in data collection and analysis.
- c) Methodological triangulation, done by comparing information or data in different ways.
- d) Theoretical triangulation, the final result of qualitative research is a formulation of information or a thesis statement. The information is then compared with the perspective of the theory that is relevant to avoid the individual researcher's over the findings or conclusions produced. In triangulation, through various perspectives or views, it is expected to get results that are close to the truth. In this study, from the four types of triangulation techniques above the researcher validates the data using the first technique, which is exploring the truth of certain information through various methods and sources of data acquisition. The researcher compared data collected from questionnaires and interviews.