CHAPTER II
LITERATURE REVIEW

This chapter presents the literature review and will explain about perception, media in learning, media online learning, and social media as online learning.

2.1 Perception
Perception is freedom in receiving and interpreting the information conveyed to show the understanding of the information received. According to Qiong, (2017) perception is the process of consciously understanding sensory information. A person will process the information he gets and make a summary in understanding that information. It automatically happens either through sight, hearing, smell, and so on. (Alnujaidi, 2017) Argue that perception is an external factor that focuses on a person's perspective, beliefs, understanding, and responses to new information. In addition, Robbins, S. p. & Judge (2013) said that perception is a process by which a person can regulate and monitor sensory impressions with the aim of creating a modeling for the surrounding environment. Then, Walgito (2013) said that perception is a process that is preceded by the sensing process, which is the process of receiving a stimulus by the individual through the senses or also called the sensory process. Perception is an experience, an event which is then continued by absorbing information and interpreting the perception Oktaria & Rahmayadevi (2021).

From some definitions of perception above, it can be concluded that perception is the process of interpreting the information that a person receives from what he or she feels through the senses and then concludes based on the circumstances surrounding the environment.

2.2 Perception Process
Perception will emerge after going through several processes. According to Qiong, (2017) there are three stages of the perception process, as follows:

1. Selection
   This is the first stage in the process of perception. In this case, we need to familiarize ourselves with the information in the environment to
make it a good experience. Then we can determine what information is necessary and what is not.

2. Organization

The second stage in this process is organization. After selecting information, we need to organize it by finding specific patterns that are meaningful. In this process, we can categorize them based on the information we get. Perception at this stage enjoys two characteristics. First, the organizing process provides a structure for human perception. Second, the process shows that human perception has stability. After selecting a stimulus and putting it into a category, the fixed motivation becomes long-lasting.

3. Interpretation

The third stage in perception is interpretation. It is the final process in all steps of processes. This stage refers to attaching meaning to the selected stimulus and then applying it through direct speech or action.

2.3 Types of Perception

Each person certainly has a different perception, which can be positive or negative perception. There are two types of perception, (Irwanto, 2002). They are negative and positive perceptions both are explained in the following description:

a. Positive perception

Positive perception is a picture of all information, knowledge and understanding positively. In addition, positive perception is a positive interpretation that involves humans to observe something around them. In this case, when person has a positive perception, he will accept and support the perceived object.

b. Negative perception

Negative perception is a perception that describes information negatively or does not match the perceived object. In other words, negative perception is a negative interpretation that involves humans to evaluate something around them. In this case, when person has a negative perception, he will reject and refute any efforts received.
2.4 Two Dimensions of Perception

According to Qiong (2017), there are two dimensions of perception as below:

a. The Physical Dimension of Perception

The perception mechanism of all humans is almost the same. It has sensory organs such as eyes, nose, and ears, which allow humans to feel the environment around them. These are the so-called sensory organs that receive stimuli, which are then channeled through the nervous system to the brain, where they are created with structure, stability, and stability related to the mode.

b. 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 actions can attract people's attention and therefore accept the mode.

2.5 Factor that Influence Perception

According to Robbins, S. P. & Judge (2013), there are three factors that influence perception as below:

1. Perceiver

When you look at an object and you try to make sense of what you see, your image is heavily influenced by your personal characteristics, attitudes, personality, motives, interests, past experiences, and expectations.

2. Target

The characteristics of the target also greatly influence perception. People who are active and loud tend to get more attention in a group than quiet ones. This is the same as the notion of attractive and unattractive because the relationship between the target and the background also influences perception, such as our tendency to group similar things such as from which group or environment.
3. Situation

The context in which we see object or events is also important. The time at which an object or event is seen can influence attention, like location, light, heat, or any number of situational factors.

So, it can be concluded that perception is influenced by several factors. These factors come from outside and from within the individual himself. Therefore, everyone has a different perception of the same object.

2.6 Media in Learning

Media in the teaching and learning process can be interpreted as tools for capturing, processing, and rearranging information obtained visually or verbally. According to Ramdhani & Muhammadiyah (2015) that Learning media can convey messages, stimulate thoughts as well as feelings, and can encourage the learning process. Media in learning is one of the most important parts of learning activities. Educational media can help lecturers deliver the lecture material Ramdhani & Muhammadiyah (2015) As we know, media can help teachers and students when providing material, giving instructions, and of course (supporting / encouraging learning activities). Onyenemezu & Olumati (2014) Said that using various teaching media and suitable teaching methods will be better than a lengthy explanation. There are two types of media, namely traditional media and electronic media. Examples of traditional media are (blackboards, textbooks, manuals, etc.). At the same time, electronic media are (computers, laptops, mobile phones, and other multimedia devices). Both types of media are very commonly used in learning activities. Traditional media is very flexible to be used in various places. However, it is different from electronic type media, which cannot be used evenly in all regions, bearing in mind that some areas are less supportive in electronic availability or signal. Therefore this needs to be considered given the progress of the times that go hand with time.

2.6.1 The Function of the Learning Media

Learning media has the role in teaching and learning activities. Learning media has an important function in the smooth running of learning. According
to Nurseto in the journal Ramdhani & Muhammadiyah (2015) states that the function of instructional media emphasizes the following points:

a. Learning media is used as a supporting tool that can create situations in teaching and learning to be more effective.

b. Learning media is a link that can realize the learning situation as expected.

c. Learning media can help speed up and facilitate the learning process.

d. Improving and developing the quality of teaching and learning that is done in the classroom.

2.6.2 Media Online Learning

Online learning is a teaching and learning system using information technology applications applied in education activities on online learning. Advances in technology (online) make it easy for students in many ways, especially in learning, whether done independently or not. However, students must have basic technology skills to learn online. Students will tend to look brighter with online learning. This happens because students can find much information, and students can also learn many things, especially in growing confidence. Most students will be more excited when the results of their work are posted so that many people know, and this is great for increasing student confidence. Besides that, all online learning also has a side that needs to be considered because it cannot be monitored directly by the teacher. Dhull & Arora (2017) said that online learning could reduce students’ enthusiasm in learning because they are complacent with other things. This indicates that students still need monitoring when studying online. Dhull & Arora (2017) also said that the results of online learning progress need to be questioned as to its quality. Based on this statement, online learning requires more mature planning.

According to Korucu & Atun (2016) there are three types of online learning.

1. Asynchronous Online Courses: In this course, there is no exact time for the course. The content of the lecture is given through computer-based
material and the assessed homework should be completed in the allotted time. Interaction can be provided by blogs, boards and wikis.

2. Synchronous Online Courses: In this course, instructor and learner enroll simultaneously in the class and they can also interact with each other instantly. In this environment, a learner can participate in the classroom from a distance.

3. Hybrid Courses (Blended Courses): This type of learning environment provides both asynchronous and synchronous online courses.

2.6.3 Google Classroom

Google Classroom is an application introduced in Google Apps for Education in 2014. Google Classroom has become one of the tools that teachers and students use as tools in online learning activities. Abd. Syakur et al. (2020) said that Google Classroom could be used for free only by registering on the google application, can be used for any device, and can be used together collaboratively. Besides that, Google Classroom facilitates the teachers to create and organize assignments quickly, provide efficient feedback, and communicate with their classes with ease. Izwan Nizal Mohd Shaharanee et al. (2016) stated that the facilities provided by Google Classroom are considered sufficient to facilitate online learning activities. Izwan Nizal Mohd Shaharanee et al. (2016) said teachers and students must have the perception that Google Classroom can help learning activities. This is needed because it relates to the concept of integration that is owned by Google Classroom. Discussing Google Classroom raises the question of whether students are satisfied enough to use Google Classroom? The research conducted by Izwan Nizal Mohd Shaharanee et al. (2016) stated that almost all students felt satisfied with Google Classroom's show that it was effective as an active learning tool.

From this description, it can be concluded that Google Classroom is a platform that can facilitate the learning process for teachers and students. Before starting to use Google Classroom, several things must do:

a. Having a Gmail account
b. Accessing Google Classroom via https://classroom.google.com/
Beginning of Google Classroom

c. Logging in a Gmail account

After successful entry, we will appear like in Table 2.1, you can click “Continue” to start using it. Here in Table 2.2 Google's initial appearance of classroom

We can use all the features available in Google Classroom, by first creating a class. Here are the steps to create a class in Google Classroom:

To create a new class, click the "+" button then select "Create class" (see Table 2.2). Next, a table of contents will appear as shown in figure 2.3
d. Features in Google Classroom

Google Classroom has exciting features that can support activities in learning. Google Classroom has main features in the form of forums, class assignments, members, and grades. The following is an explanation of the features of Google Classroom, including:

1) Forums: This facility allows educators to make announcements and interact with students.
At this facility, educators can make announcements. Even educators can attach files in the "add" section. In addition, in the posting section there are 3 options:

a) Posting, to immediately display the announcements that have been made.
b) Schedule, the date and time can be set as the announcement schedule to be displayed.
c) Saving the draft, to save the announcements that have been made.

2) Classwork

This feature section provides several functions such as providing assignments, creating quizzes, and sharing materials. When giving assignments, educators can determine the length of time to work and the value of the assignment. In addition, the form of questions can be multiple choice and description. The following is a display of the classwork feature in Google Classroom:

Picture 2. 5 Classwork Features

In making assignments, educators can create them by clicking "+", then selecting assignments. After that the display options will appear in the task creation as shown in Table 2.6.
Picture 2.6 Making Assignment

In making assignments, educators can make several choices as shown in table 2.6. Some of the options when creating assignments are as follows:

a) Posting to one class or several classes.

b) Posting to all students or only a few students.

c) Determining the value or points given when students work on assignments.

d) Determining the time limit for carrying out the task.

3) Members

This section lists all the participants who have joined the class.

4) Value

To display student scores from assignments or quizzes that have been done. These features provide convenience in the learning process. However, there are several things that must be considered, such as a stable internet network, computer or smartphone equipment, and operating instructions for students.