STUDENTS' PERCEPTIONS ON LEGAL DOCUMENT TRANSLATION BY CLASS USING THE OPEN LEARNING APPLICATION

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Abstrak

Tujuan dari penelitian ini adalah (1) untuk mengetahui permasalahan persepsi yang dialami siswa pada proses pembelajaran online dan (2) untuk membantu persepsi siswa dalam proses pembelajaran apakah mengalami kendala jaringan maupun kekurangan pada proses pembelajaran pada aplikasi pembelajaran terbuka . Jenis penelitian ini adalah deskriptif kuantitatif. Sumber data diambil dari teori Karlee yang mempunyai 3 aspek dalam persepsi penelitian dan SPSS untuk mengetahui data survey setiap siswa. Teknik pengumpulan data yang penulis gunakan adalah wawancara dengan menggunakan Gform. Peneliti mengumpulkan 16 data yang diambil dari wawancara dan data tersebut diambil dari masing-masing siswa. Penulis mewawancarai setiap siswa menggunakan gform kemudian mencari permasalahan pada persepsi masing-masing siswa dan memilah datanya menggunakan SPSS untuk mengetahui persentase datanya. Berdasarkan analisis peneliti menemukan banyak yang mengalami kesulitan dan permasalahan baik dari proses penerjemahan maupun pembelajaran karena menggunakan aplikasi open learning namun ada juga yang tidak mengalami hal tersebut, sehingga penelitian ini dibuat untuk mengetahui persepsi siswa dalam pembelajaran.

Kata Kunci: persepsi, masalah, siswa, wawancara

Abstract

The purposes of this research are (1) to find out the perception problems experienced by students in the online learning process and (2) to help students' perceptions in the learning process whether experiencing network problems or deficiencies in the learning process in open learning applications. This type of research is descriptive quantitative. The data source is taken from Karlee's theory which has 3 aspects in the perception of research and SPSS to find out survey data for each student. The data collection technique used by the author is an interview using Gform. The researcher collected 16 data taken from interviews and the data was taken from each student. The writer interviewed each student using gform and then looked for problems in each student's perception and sorted the data using SPSS to find out the percentage of data. Based on the analysis, the researcher found that many experienced difficulties and problems both from the translation process and also learning because they used open learning applications but some did not experience this, so this research was made to find out students' perceptions in learning.

Keywords: perceive, problems,student,interview

1. INTRODUCTION

The use of Information and Communication Technology (ICT) in Open and Distance Learning (ODL) system has overwhelmed many learners in the world during the last few decades. At

present, there have been outpouring of interests in how computers and Internet can be harnessed to improve the efficiency and effectiveness of education at all levels. Hence, ICTs can be seen in terms of its capacity to store and deliver teaching materials. The potential role of ICT can be seen as to search and locate to find and retrieve dispersed resources. In the context of communication, it facilitates and connectsdialogue both synchronously and asynchronously (Gaba & Sethy, 2010)

The study aimed to find the relationship between the perception and use of social media towards the paradigm shift of teaching as design science for faculty of Universitas Terbuka, Indonesia. The descriptive and mixed design (both qualitative and quantitative) was used to conduct the study. A focus group with the faculty of Institute of Learning Material Development and Distribution, Examination, and Information System of Universitas Terbuka was conducted. Initially the nine faculty members were exposed to the concept of paradigm shift towards teaching as design science, social capital and design science both in English and Indonesian languages. The focus group discussion was followed by three interviews to triangulate the views and identify the indicators for the questionnaire.

Afterward, a questionnaire to measure the social capital strengths in three dimensions (Relational, Cognitive and Structural) was designed on the basis of initially collected data. The reliability and validity of the questionnaire was assured through judgmental approach. A purposive sample of thirty faculty members was selected from the teaching faculty of the Universitas Terbuka. It was found that the perception of the Universitas Terbukafaculty members was positive towards the use of social media in their teaching- learning process. dual cyclic model for the appropriate use of the social media for the purpose of teaching as design science.(Afzal, n.d.)

2. METHOD

Perception is an active process when a person selectively perceives, organizes, and interprets what he experiences. Interpretation is based on the perception of past experience, assumptions about human behavior, knowledge of other circumstances, current mood, desires and expectations. There are three aspects about perception according to (Karle, 2012), namely:

2.1 Cognition

This aspect concerns the components of knowledge, views, expectations and ways of thinking, and past experience and everything that is obtained from the thoughts of individual actors of perception.

2.2 Affection

This aspect concerns individual feelings and emotional states towards certain objects as well as everything related to good or bad evaluations based on one's emotional factors.

2.3 Conation

This aspect concerns the individual's motivation, attitude, behavior or activity in accordance with his perception of a certain object or situation

3. FINDING AND DISCUSSION

3.1 Finding

3.1.1 Students Perception Legal Document Translation Cources Using Open Learning

When a person perceives, organizes and interprets what he experiences, it is called perception. Perception also includes past experiences, assumptions about human behavior, knowledge of other circumstances, moods, desires and expectations. In this study, students who do LDT learning use open learning, there are 3 aspects, namely: cognition, Affection, and Conation. These three aspects were put forward by (Karle, 2012) as theories in research.

a. cognition

This research is in accordance with the cognition method because in the perception research of LDT course students, it involves views and ways of thinking like the learning process that is carried out in class or online using the Open Learning application. In this research, the situation in LDT learning is that students always ask questions that are not known in translation and how students think in interpreting translation in every question and answer to lecturers in solving problems in LDT courses.

> *Untuk penilaian yg diberikan terkadang sangat kurang subjektif karena hanya mengandalkan aspek2 pembelajaran yang berbasiskan online saja* (The assessment given is sometimes very less subjective because it only relies on aspects of online-based learning) harapan dan cara berfikir individu)

> *Situasi pembelajaran LDT terkadang grogi karena kami sekaligus disuruh untuk mentranslate document secara langsung "lisan"* (The LDT learning situation was sometimes nervous because we were asked to translate documents directly "orally")

> *yang dirasakan pada saat pembelajaran LDT juga sangat menyenangkan dan menegangkan karena kita harus menerjemahkan dokumen penting, dan itu tidak boleh menggunakan alat bantu penerjemah/aplikasi terjemahan. kita harus menginterpretasikan makna dan arti yg terkandung dalam dokumen tersebut dengan pas dan benar.* (what is felt during LDT learning is also very fun and stressful because we

have to translate important documents, and that cannot use translator tools/translation applications. we must interpret the meaning and meaning contained in the document properly and correctly).

yaa karena dari diri sendiri lebih merasa malu mungkin lebih berani kalau ada contohnya. Jadi harus di support Dan di beri motivasi untuk berani melakukannya (Yes, because you feel more ashamed of yourself, maybe you are braver if you have an example. So it must be supported and given the motivation to dare to do it)

In the interview above it can be seen that research on LDT subjects is important for lecturers to know the teaching and learning process using open learning applications. and the research results above are in accordance with the aspects of cognition research , especially in the components of knowledge as seen the student felt nervous, and ways of thinking because student feel more ashamed of yourself, maybe you are braver if student have an example. So it must be supported and given the motivation to dare to do it

b. Affection

This research is in accordance with the Affection method because students in each individual experience difficulties and also problems in learning such as translating long words and also words that are rarely encountered such as scientific works or figurative language. in this case the learning process is also carried out online, some are experiencing problems and some are not experiencing network problems, usually those who are experiencing problems are in the village due to a lack of network

Kondusif, dosen memberikan materi dan contoh dengan jelas melalui video dan ppt yg di share oleh dosen, pembelajaran kadang dilakukan dengan diskusi Bersama (*Conducive, the lecturer provides clear material and examples through videos and ppt which are shared by the lecturer, learning is sometimes carried out with joint discussions*)

keluh kesah seperti membuka akses translator membutuhkan kuota (*internet complaints such as opening access to a translator requires internet quota*)

yang dirasakan pada saat pembelajaran LDT juga sangat menyenangkan dan menegangkan karena kita harus menerjemahkan dokumen penting, dan itu tidak boleh menggunakan alat bantu penerjemah/aplikasi terjemahan. kita harus mengintepretasikan makna dan arti yg terkandung dalam dokumen tersebut dengan pas dan benar. (*what is felt during LDT learning is also very fun and stressful because we have to translate important documents, and that cannot use translator tools/translation applications. we*

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must interpret the meaning and meaning contained in the document properly and correctly).

In the interview above it can be seen that research on LDT subjects is important for lecturers to know the teaching and learning process using open learning applications. and the results of the research above are in accordance with the research aspect of the aspect, especially on the aspect individual towards certain objects and everything related to good or bad judgments based on one's emotional factors.

c. Conation

This research is in accordance with the Conation method because students are quite good at participating in LDT learning. in the process students also have a curiosity in translation which has a difficult meaning so questions and answers with lecturers are carried out. so that the approach in this study is very active in the learning process

> Untuk penilaian yg diberikan terkadang sangat kurang subjektif karena hanya mengandalkan aspek2 pembelajaran yang berbasiskan online saja (*The assessment given is sometimes very less subjective because it only relies on aspects of online-based learning*)
>
> keatukan itu pasti, karena kita juga diberikan materi yg sebelumnya kita blm menguasai dan dipraktekkan dalam pembelajaran untuk hasil pemahamannya *Keatukan* (*is certain, because we are also given material that we have not previously mastered and practiced in learning for the results of understanding*)
>
> Karena ketika pembelajaran yang di lakukan menggunakan aplikasi terutama open learning hal ini berkendala pada sinyal (*Because when learning is done using applications, especially open learning, this is constrained by signals*)

In the interview above it can be seen that research on LDT subjects is important for lecturers to know the teaching and learning process using open learning applications. and the research results above are in accordance with the conation aspect research, especially on the aspect which concerns individual activities in accordance with his perception of a particular object or situation

3.2 Problems Faced by The Students on Legal Document Translation class

In this study both have the same problem in the analysis, namely the problem of translation. while the research that I did was more on the LDT course using the Open Learning application and this theory took 3 components in data collection, namely:

3.2.1 Specific Translation Issues for Source Text

In this analysis, text translation has types of problems or problem context models in translated texts. In this case, this research has similarities. related to the problem of managing translation quality

> yaa karena dalam penggunaan bahasa atau pilihan kata harus tepat dalam menerjemahkan terkadang itu membuat bingung dalam menyatukan pola bahasanya *(Yes, because in using language or choosing words, you have to be precise in translating, sometimes it makes you confused in unifying the language patterns)*
>
> memiliki kebingunan dalam pemahaman kata yang berbeda dari makna yang seharunya *(have confusion in understanding words that are different from the meaning they should be)*

In the research above it can be seen that problems in translating source texts are important for researchers and also for lecturers to find out how student problems in LDT learning are carried out in open learning applications

3.2.2 Language Problem

In this analysis the researcher has chosen to define the problem of translation in order to understand the differences between the two languages types of words, use of articles, time and mode verbal conteks

> Karena teks memiliki berbagai jenis, yang mana mahasiswa harus mampu untuk menghafalkan jenis2 dari kedua teks tersebut untuk di terjemahkan. *(Because the text has various types, in which students must be able to memorize the types of the two texts to be translated).*
>
> terkadang kami juga butuh penjelasan yang lebih tepat dari dosen pengampu karena teks memiliki nada atau ungkapannya sendiri *(sometimes we also need a more precise explanation from the supporting lecturer because the text has its own tone or expression)*
>
> In the research above, it can be seen that the problems experienced by students are language problems such as differences in the type of language between one language and another and also in the verbal mode of tone in that language. In this study, lecturers and researchers know the problems students experience in the learning process.

3.2.3 Problem faced by student on Online Learning

In this research there are many network problems when learning, in using Open Learning during LDT courses, especially for students in this research the obstacles are indeed quite complex and have an impact not only on teachers but also students.In the following analysis:

iyaa, kendala sinyal sangat mengganggu proses pembelajaran melaui *(open learning Yes, signal problems really interfere with the learning process through open learning)*

Terkadang terdapat masalah jaringan yang menyebabkan aplikasi Open Learning tidak bisa diakses. *(Sometimes there are network problems that cause the Open Learning application to be inaccessible)*

Kadang kalau kurang stabil pada jaringan membuat kami harus mengulang dari laman awal *(Sometimes if it's not stable on the network, we have to repeat from the start page)*

Karena ketika pembelajaran yang di lakukan menggunakan aplikasi terutama open learning hal ini berkendala pada sinyal *(Because when learning is done using applications, especially open learning, this is constrained by signals)*

In the interview above, it can be seen that research on problems in online applications is very much, especially in students who often experience network problems during the online learning process

-**Pertanyaan 1** (What kinds of media used in learning process LDT?) *Media apa saja yang di gunakan dalam proses pembelajaran LDT ?*

The answer of the first question, students use media dictionaries, open learning, google meet and google search during the learning process, in this case many media are used for the learning process Legal Document Translation does not only use one medium but can be many like the media used above

conclusion, in this case open learning is the most choice in the LDT learning process because in this application it is very easy to access and also lecturers can give assignments and directions in the learning process such as assignments and also LDT material

-**Pertanyaan 2** (How does the lecturer assess the LDT learning process?) *Bagaimana dosen menilai pada proses pembelajaran LDT ?*

the answer of the second question, the process of the lecturer assessing learning by looking at the understanding that is mastered by students and lecturers, also looks at the aprocess of the scores of assignments and tests carried out both in class and using application media

in conclusion, the assessment process carried out by lecturers to assess students is with assignments and exams, because these scores greatly affect students' abilities to complete LDT courses

-**Pertanyaan 3** (What is the situation when learning LDT?) *Bagaimana situasi saat pembelajaran LDT ?*

The answer of the third question. The situation when learning are conducive, the lecturer provides clear material and examples through videos and power point that are shared by the

lecturer, learning is sometimes carried out by discussing with friends in class, sometimes students are nervous or not confident because translating documents automatically direct. conclusion, based on the answers from students the situation during the LDT learning process was conducive and enjoyable. students also said that the lecturer's delivery when teaching in class was quite clear.

-***Pertanyaan 4*** (What do students feel during the LDT learning process?) *apa yang di rasakan mahasiswa saat proses pembelajaran LDT ?*

the answer to the fourth question, the process that students feel when learning LDT is quite pleasant and orderly. Many students are very enthusiastic when taking LDT courses, but there are also difficulties in long words and networks in the translation process using the internet when outside the classroom.

conclusion, based on what students feel is very pleasant in the learning process and also students are enthusiastic in the learning process

Pertanyaan 5 (What is the situation when learning LDT?) *Bagaimana kesan mahasiswa kepada dosen LDT saat proses pembelajaran ?*

The answer to the fifth question, the impression felt by students is fun, both feedback from what is conveyed by the lecturer to the student, and the lecturer also responds well about what is complained by students of the LDT course

Conclusion, based on the impression felt by students answering fun in the learning process, both from the delivery of lecturers and also student responses

Pertanyaan 6 (What is the situation when learning LDT?) *Apakah mahasiswa mengalami ketakutan dalam ruang uji pada aplikasi open learning*

From this research question, the researcher found 60% of respondents admitted that students did not experience fear in learning for them with a total of 8 respondents and 40% of respondents admitted that they experienced fear in learning for them 7 respondents.

Kuisioner di katakan reliable jika nilai Cronbach alpha 0,659 menurut (ghozali, 2011)

Kuisioner ini dikatakan reliable karena menunjukkan Cronbach alpha 0.750 menurut Ghazali sudah reliable dalam uji nilai penelitian. The questionnaire is said to be reliable if the Cronbach alpha value is 0.659 according to (Ghozali, 2011). This questionnaire is said to be reliable because it shows Cronbach alpha 0.60 according to Ghazali is already reliable in the research value test

Table 1. Case Processing Summary

		N	%
Cases	Valid	15	13.0
	Excluded[a]	100	87.0
	Total	115	100.0

a. Listwise deletion based on all variables

in the procedure.

Table 2. Reliability Statistics

Cronbach's Alpha	N of Items
.750	2

Pertanyaan 7 (What is the situation when learning LDT?) *Apakah mahasiswa mengalami kesulitan dalam pemahaman kata yang panjang pada aplikasi Open Learning ?*

From this research question the researcher found that 65% of students had no difficulty understanding long words for them with a total of 9 respondents and 35% of respondents had difficulty understanding long words for those 6 respondents.

The questionnaire is said to be reliable if the Cronbach alpha value is 0.60 according to (Ghozali, 2011)

This questionnaire is said to be reliable because it shows Cronbach alpha 0.615 according to Ghazali is already reliable in the research value test

Table 3. Case Processing Summary II

		N	%
Cases	Valid	15	13.0
	Excluded[a]	100	87.0
	Total	115	100.0

a. Listwise deletion based on all variables

in the procedure.

Table 4. Reliability Statistics II

Cronbach's Alpha	N of Items
.615	2

Pertanyaan 8 (What is the situation when learning LDT?) *Apakah mahasiswa mengalami kesulitan pada kata yang menggunakan majas pada setiap pembelajaran pada aplikasi Open Learning ?*

From the research questions, the researcher found that 65% of students had no difficulty in figurative language in each lesson for them with a total of 9 respondents and 35% had difficulty in having figurative language for them 6 respondents.

The questionnaire is said to be reliable if the Cronbach alpha value is 0.659 according to (Ghozali, 2011)

This questionnaire is said to be reliable because it shows Cronbach alpha 0.615 according to Ghazali is already reliable in the research value tes

Table 5. Case Processing Summary III

		N	%
Cases	Valid	15	13.0
	Excluded[a]	100	87.0
	Total	115	100.0

a. Listwise deletion based on all variables in the procedure.

Table 6. Reliability Statistics III

Cronbach's Alpha	N of Items
.615	2

Pertanyaan 9 (What is the situation when learning LDT?) *Apakah pembelajaran LDT lebih mudah di pahami saat menggunakan aplikasi Open Learning ?*

From the research questions, the researcher found that 65% of students answered that it was not easy for them to do LDT learning with open learning applications and 35% answered that it was easy for them to learn LDT using open learning applications for those 6 respondents.

The questionnaire is said to be reliable if the Cronbach alpha value is 0.659 according to (Ghozali, 2011)

This questionnaire is said to be reliable because it shows Cronbach alpha 0.615 according to Ghazali is already reliable in the research value test

Table 7. Case Processing Summary IV

		N	%
Cases	Valid	15	13.0
	Excluded[a]	100	87.0
	Total	115	100.0

a. Listwise deletion based on all variables in the procedure.

Table 8. Reliability Statistics IV

Cronbach's Alpha	N of Items
.615	2

Pertanyaan 10 (What is the situation when learning LDT?) *Apakah pembelajaran LDT mendapati kesulitan jaringan pada aplikasi Open Learning*

From the research questions, the researcher found that 65% of students answered that they did not experience network difficulties in lDT learning with open learning applications for them, 9 respondents and 35% answered that they experienced network difficulties in LDT learning in open learning applications for them, 6 respondents.

The questionnaire is said to be reliable if the Cronbach alpha value is 0.659 according to (Ghozali, 2011)

This questionnaire is said to be reliable because it shows Cronbach alpha 0.845 according to Ghazali is already reliable in the research value test

Table 9. Case Processing Summary V

		N	%
Cases	Valid	15	13.0
	Excluded[a]	100	87.0
	Total	115	100.0

a. Listwise deletion based on all variables

in the procedure.

Table 10. Reliability Statistics V

Cronbach's Alpha	N of Items
.845	2

3.3 Discussion

In the research that I did, I have a comparison with previous research, namely, in the learning process and also how students experience problems in online classes. From this research, we can find out what problems or difficulties are experienced in learning LDT by using online applications, namely open learning. and also we can find out how ose the lecturers and students are in learning in the classroom by using open-ended learning applications

4. CLOSING

Based on the research results, it illustrates that students' perceptions of online learning have problems at the University of Muhammadiyah Surakarta during the use of the Open Learning online application, based on the analysis carried out by many students who experience problems, both lack of understanding in learning and online classes in using applications. from here we can see that students experience difficulties in understanding problems because they cannot meet face to face and many have difficulty in understanding. the two students also experienced network problems because not all of them experienced network stability such as location and error conditions on the network as well.Based on the research results, it illustrates the perceptions of students in online learning that there are problems at the University of Muhammadiyah Surakarta during the use of the Open Learning online application. Based on the analysis carried out, many students experience problems, both lack of understanding in learning and online classes in using applications from here we can see that students experience difficulties in understanding problems because they cannot meet face to face and many have difficulty in understanding. the two students also experienced network problems because not all of them experienced network stability such as location and error conditions on the network as well.

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