

## CHAPTER II

### LITERATURE REVIEW

#### A. Students' Perception

The definition of perception is taken from some experts opinion. According to Longman Dictionary of Contemporary English in Qiongs' (2017) journal, perception is defined by as how you think about something and what your idea is like, how you notice things with your senses from your body part, and the natural ability to notice and understand things quickly.

There are three stages of perception process as follows:

##### 1. Selection

The first stage process of perception is selection. We have to be able to select an environment that can give us meaningful experience and many information. If we are surrounded in environment that require us to use competing stimuli, we only pay attention to specific stimuli that we are familiar with and usually use through the selective process of perception.

##### 2. Organization

Organization is in the second stage of perception process. We need to organize information that we get from outside in some way by finding certain meaningful patterns and put things or people into categories. The subject that we encounter will have some characteristic like shape, color, texture, size, etc. For example, when asked what a human being is, some people may answer it from the perspective of skin color or from the race. At this stage,

perception have two characteristics. First, the organizing process gives people perception structure. We always put raw stimuli from the outside world into the structured meaningful experience. Second, the process of organizing present that people perception possesses stability. After we select stimuli and put them into categories, the selected stimuli become durable.

### 3. Interpretation

Interpretation is the third stage of perception process which refers to the process of attaching meaning to the selected stimuli. After the selected stimuli have been categorized into structure and stable patterns, we try to make sense the patterns by assigning meaning to them. different people may give different interpretations of the same stimuli. For the example, a kiss or big hug in public is a common way to great people in some western countries to say “Hello”, whereas in many other countries a kiss or big hug in public are taboo things.

Another definition of perception was stated by Angell (2015). She stated that perception is consciouness sense. In other words, perception is the way how people think of something in their surroundings. A perception is formed from eyes, then the eyes catch stimuli and produces physiological process to bring out perceptions.

Students’ perception is also requires past experience because syudents can identify and describe something easily about something that they have seen or experience before.

## **B. BigBlueButton as A Tool in Online Learning**

According to Čižmešija and Bubas (2020), BigBlueButton is an open source web conferencing and collaborative software for online learning that enables for sharing audio, video, presentation slide, screen, white board, and chat in real time. BigBlueButton can be more engaged for students in online lectures through pooling options, sharing of emoji and break rooms, which are perfect for collaborative work. In BigBlueButton, there are viewer and moderator. Viewer can raise hand to ask question and use the public chat. The moderator can have a main and complete control of the session like for making any student presenter, (un)muting users or expelling a student from a session in case of misconduct. Both the viewer and the moderator can use microphone or/and a webcam.

There are some important features of BigBlueButton for educators who use it as follows:

1. Enables for recording of the lesson or meeting and sharing them later with other.
2. The presenter can use the whiteboard to write or highlight important parts of the presentation in real time.
3. After using the system, the presenter can download the list of the viewer who join the presentation.
4. The number of webcams being shared in one session is not limited (it is only limited by bandwidth).

According to Galindo-Gonzalez, Leticia (2020), BigBlueButton is an open source synchronous tool, which is effective alternative in educational processes, since it has spaces for real-time communication where the students, the advisor and students can exchange information through chat, video, whiteboard, and file sharing, thus generating a teaching-learning process remotely.

According to Jabbarova (2020), educational process is one of important elements in the management of the educational elements. There are some methodological support of the educational processes:

1. Classroom lessons teaching materials such as lecture notes, interactive handouts, multimedia applications, etc.
2. Independent study materials for students in under the guidance of the teacher such as homework and assignment, students projects, self-assessment for control materials, etc.
3. Materials for testing knowledge such as written assignment, electronic test, exam tickets, etc.
4. Students material for independent work such as distance learning platforms, forums, and training programs.

It can be concluded that BigBlueButton is an open resource that have many features to support teaching-learning process for the teacher or lecturer and student as the presenter or moderator and viewer in real-time. The features that support teaching-learning process are such as chat session, video and audio or microphone, whiteboard, file sharing, and presence list.

### C. Previous Study

There are some references that help the writer to do the study and write this paper. The most important are references from previous studies that have the same topic or problem with writer. Some of the previous studies that help writer are:

1. *An Instrument for Evaluation of The Use of The Web Conferencing System BigBlueButton in E-Learning* by Antonela Čižmešija and Goran Bubaš (2020)

The use of web conferencing system in distant education and e-learning increase after the pandemic of COVID-19 when the traditional academic teaching in classroom was replaced with synchronous and asynchronous e-learning. After that situation, in 16<sup>th</sup> March 2020 at all the colleges at the University of Zagreb use fully online learning with less than one week preparation. Therefore, some important web conferencing tools be required such as BigBlueButton, Adobe Connect, and Zoom. This paper shows the results of a pilot study of the evaluation of this newly developed instrument of the BigBlueButton web conferencing system.

The subject of this study were 193 students who attended a college in the northwestern part of Croatia in the first-year undergraduate course, first-year undergraduate course, and second-year undergraduate vocational study course. This study found that the web conferencing tool BigBlueButton was rather successfully performed as a substitute for classroom teaching at one college in the northwestern part of Croatia. BigBlueButton is applicable an

usefull with only one disadvantage due to a slow internet connection of some users.

2. *Engage Me Through BigBlueButton: Student Engagement When Attending Classes Online Is The Only Option* by Lejla Turulja, Amra Kapo, and Merima Činjarević (2021)

This study reviews student engagement in online environment concerning the perception viewing the course and the technology used. The subject of this study were 328 business undergraduate students taking the course online using the BigBlueButton e-learning system due to the global emergency caused by the COVID-19 pandemic.

The result of this study show that BigBlueButton is convenient for online class delivery is a good way to show students' minds and hearts as well as to create the sense of belonging in the teacher-student and student-student interactions.

3. *Undergraduate Student's Perceptions of Virtual Teaching* by Pinelopi Krystalli (2020)

The purpose of this study is to investigate undergraduate student's perception of virtual classroom and distance learning. This qualitative research was conducted to 50 students from the third year undergraduate students of the Department of French Language and Literature. Mini interview was used to investigate student's perception. The responses were recorded, transcribed and categorised according to specific criteria.

The research found the majority of the participants prefer face-to-face learning. Even the majority of student prefer face-to-face learning, they believe that the virtual classroom also has several significant benefits. The first is for the participant who had positive attitude towards virtual learning, they appreciated the design of the virtual environment and flexibility of the collaboration tools. Participants argued that collaborative tools enhanced their interaction with peers and educator and provided opportunities for discussion and effective collaboration. Moreover, the participants expressing themselves freely without the shyness or fear to ask question in column chat and breakout rooms. Seven participants argued that virtual teaching can be as effective as face-to-face one if there is interaction and if the teacher is comfortable to use the tools that offered by the platform. Therefore, teachers should choose the appropriate learning management system to make an effective learning process.