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Student perceptions on high school teachers' competence in online teaching

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ABSTRACT

Efforts to continuously improve teacher competence need to be supported by the availability of empirical data through various studies. Data on teacher competence in Indonesia have so far been carried out by the government through the National Teacher Competency Test (NTCT) whose instruments were prepared based on indicators of professional teachers who master the competencies of the field of study and pedagogical competencies. The result was that most teachers in Indonesia did not pass the competency test. This article tries to describe user-based teacher competencies in this case students. How students evaluate their teachers will be able to be a portrait from a different angle with NTCT. Through a questionnaire on student perceptions of teacher performance in online learning, it can provide an overview of the level of user satisfaction with teacher performance. The study involved 569 high school students of public and private schools, as well as urban and rural schools. The questionnaire was conducted through a google form and the results showed that according to student assessments, teachers were relatively ready to manage online learning. Passing second year of online learning, it has been well addressed by teachers in improving self-competence. According to students, teachers are capable to use various technology platforms and media in virtual learning.

Keywords: teacher competence, online learning, student perception

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INTRODUCTION

The negative impact of Corona Virus Disease (COVID-19) has hit all aspects of life, including the world of education. Traditional face-to-face learning has had to turn into distance learning (online) in most areas of the world (Sutarni et al., 2021; Suhandiah et al., 2021. Yogyakarta is one of the areas that implement online learning. From many survey results at both regional and national levels, many problems have been revealed by both teachers and students related to the implementation of online learning. There are two identified obstacles, namely from learning devices (mobile phones, computers, internet) and the readiness of all parties in carrying out learning (student independence, teacher readiness) (Mutaqin et al., 2016). In classroom activities, most students have difficulties in learning because the learning is still less interactive, feeling bored, less motivated and feeling heavy because there are too many tasks that require students' independence (Sutisna, 2016).

Based on the problems that arise, a lot of research studies are needed to increase the effectiveness of online learning. Studies on the readiness of human resources, both teachers and students, infrastructure, learning tools, and all related aspects need to be carried out.

This study focuses on teacher readiness by conducting an evaluative study on the implementation of online learning at Yogyakarta High School. According to Syarifudin (2020), online learning is basically learning that is done virtually through available virtual applications.

This online learning is a distance learning solution that is carried out when a disaster occurs. Through this online learning, it is hoped that the interaction of students and teachers will be maintained even though they do not meet face to face.

The focus of this research problem is the perception of high school students in Yogyakarta on the performance of teachers in the distance learning process during the COVID-19 pandemic from the aspects of planning, implementation, and evaluation of learning.

Performance means work display; work method; work form. Supardi (2014) gives limitations on performance, namely an activity carried out by a person in carrying out, completing tasks and responsibilities in accordance with the expectations and goals that have been set. Performance can be interpreted as a person's performance in the form of appearance, actions, and work performance as an accumulation of competencies he has (Mulyasa, 2013).

Teacher performance is the success of teachers in classroom learning that can be viewed from two sides, namely 1) From the process side, teachers are said to be successful if they are able to actively involve most students physically, mentally, and socially in the learning process. This can be seen from the passion and enthusiasm of the teacher when teaching in class and their self-confidence. 2) The result side, namely the teacher is said to be successful if he is able to change the behaviour of most students towards good mastery of basic competencies (Mulyana, 2017).

Teacher performance is a manifestation of a teacher's ability to carry out learning tasks at school and is responsible for the students he guides in improving student learning achievement. Thus, teacher performance is a condition that shows the ability of a teacher in carrying out his duties at school and describes an act that is displayed by the teacher in or during learning activities.

Teacher performance assessment can be done using a portfolio instrument. Suparwoto et al. (2011) states that there are 10 portfolio components used to measure teacher professionalism in teacher certification tests in Indonesia, namely: (1) academic qualifications, (2) education and training, (3) teaching experience, (4) planning and implementation of learning, (5) assessment from superiors and supervisors, (6) academic achievement, (7) professional development work, (8) participation in scientific forums, (9) organizational experience in the field of education and social, and (10) awards relevant to the field education. The ten components of the portfolio reflect the four teacher competencies. Each portfolio component can provide an overview of one or more teacher competencies and cumulatively part or all the portfolio components reflect the four teacher competencies concerned, namely pedagogic competence, personality competence, professional competence, and social competence.

Teacher performance appraisal can be interpreted as an effort to obtain an overview of the knowledge, skills, values, and attitudes of teachers in carrying out their duties and functions, which are shown in their actions, appearance, and work performance (Mulyasa, 2013). Teacher performance appraisal is a system designed to identify and evaluate teacher performance which is primarily related to teacher competence.

Teachers as professional educators have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. Teacher performance assessment is carried out by referring to the dimensions of the teacher's main task which is revealed to be a measurable performance indicator as a form of teacher performance in carrying out tasks.

The National Education Standards Agency (BSNP) formulates professional competencies with 14 (fourteen) sub-competencies. The fourteen competencies are 1) Get to know the characteristics of the participants, 2) Mastering learning theory and educational learning principles, 3) Curriculum development, 4) educational learning activities, 5) Understanding and developing potential, 6) Communication with students, 7) Assessment and evaluation, 8) Act in accordance with Indonesian national religious, legal, social, and cultural norms, 9) Show a mature and exemplary personality, 10) Work ethic, high responsibility, and a sense of pride in being a teacher, 11) Be inclusive, act objectively, and not discriminate, 12) Communication with fellow teachers, education staff, parents of students, and the community, 13) Mastery of the concept structure material and scientific mindset that supports the subjects taught, and 14) Develop a reflective action profession.

Teacher performance cannot be separated from the support of its competence. Without the

presence of adequate competence, teacher performance cannot be achieved properly. Competence itself is a basic characteristic of an individual that allows a person to bring out his best performance in carrying out his work. Competence is a characteristic that underlies a person related to the effectiveness of individual performance in his work. Therefore, teachers as educators in professional schools, must have the best competencies in their fields in carrying out their work in order to be able to produce quality human resources.

The basic competencies of 21st century professional teachers are characterized by: 1) Mastering teaching materials, 2) Manage teaching and learning programs, 3) Manage the class, 4) Using media/learning resources 5) Mastering the educational foundation, 6) Manage teaching-learning interactions, 7) Assessing learning achievement, 8) Know the functions and services of counselling guidance, 9)Recognize and organize school administration, 10) Understand and interpret research results for teaching purposes.

Teachers need to understand the pedagogical competence of 21st century teachers because in accordance with the times, in an era that is completely online and digital, education must immediately transform or change in a more advanced direction so as not to be left behind by other countries. The full role of teachers as educators, teachers, mentors, and as "parents" in schools will not be completely replaced by technological sophistication. Because the touch of a teacher to students has a uniqueness that cannot be done by just anyone or replaced by technology.

The development of science and technology brings logical consequences to the orientation of teacher professional development which is directed to develop their competence. Law Number 14 of 2005 concerning Teachers and Lecturers Article 10 paragraph (1) mandates that teachers must have holistic competence as professional teachers.

Everyone has a perception of what they think, see, and feel. Perception determines what a person will do to fulfil his various interests. A person's perception of an object is different from that of others. Perception is generated from the concretization of thoughts, then gives birth to different concepts or ideas from each person even though the object seen is the same. Perception is a sensory process, namely the process of receiving a stimulus by the individual through the senses (sensory process). The stimulus is transmitted by sensory nerves to the brain. Then there is a process in the brain as the centre of consciousness so that individuals realize what they see, or what they hear, or what they feel. And the next process is the perception process. Therefore, the perception process cannot be separated from the sensing process which is a preliminary process of the perception process (Walgito, 2010).

In general, there are several characteristics of perception, among others, that perception arises spontaneously in humans, namely when a person is faced with a world full of stimuli. Perception is the most original nature which is the starting point for change. In perceiving, it is not always perceived as a whole, maybe it is enough to just remember. Perception does not stand alone but is influenced or dependent on context and experience (Baihaqi, 2005).

The process of sensing the object is then processed in the brain which results in a person's perception of this can be said as an individual assessment of the object being sensed. Assessment can be positive or negative depending on the background of a person's experience and the context of the object he senses. In other words, the assessment can differ from one person to another on the same object.

In this context, students' perceptions of teacher performance are student assessments as a result of sensing the learning activities carried out online. What has been experienced, seen, felt by students during online learning becomes a stimulus for the emergence of positive-negative perceptions of the object (Suhandiah et al., 2018; Cleofas et al., 2023). The results of Cleofas et al. (2023) study of 1,024 students enrolled in the Philippines found that pandemic anxiety positively correlates with the quality of life ($c=.399$, $p=0.002$). When Academic stress is added as a mediator, pandemic anxiety has a negative indirect effect on the quality of life ($ab=-.410$, $p<.001$), and maintains a positive direct effect on the quality of life ($c'=.809$, $p<.001$). This student perception is a student's subjective assessment of the teacher's performance (Suo & Mei, 2018).

The principle of learning in special conditions as stated in the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 719/P/2O2O concerning guidelines for implementing the curriculum in educational units in special conditions is 1) active (full

involvement of students in their learning development, learning how they can learn, reflect on their learning experiences, and instil a growth mindset; 2) healthy relationships between parties, 3) inclusive (non-discriminatory) and open space for the development of the identity, abilities, interests, talents, and needs of students; 4) cultural diversity, 5) socially oriented, 6) future oriented, 7) in accordance with the abilities and needs of students (focusing on needs, mastering competencies, building self-confidence); and 8) fun and foster a sense of being challenged, motivated, active and creative, and responsible for the agreements made together.

Online learning is done by utilizing network applications. Teaching and learning activities utilize available information technology applications which of course require teachers, students and school residents to master technology so that online learning can run well. Online learning interactions are carried out by utilizing e-learning applications, video conferences such as zoom, google meet, google classroom, email, WhatsApp, etc. The concept of distance learning, better known as distance learning or distance education, is an education system in which there is a separation between teachers and students both in space and/or time.

Before carrying out online learning, teachers must realize that learning has a very complex nature because it involves pedagogical, psychological, and didactic aspects simultaneously (Mulyasa, 2013). Therefore, online learning must adapt to these aspects.

Yuliani, et al. (2020) states that online learning or also known as e-learning is one of the learning facilities that is facilitated and supported by the use of information and communication technology. Agreeing with Yuliana et al. (2020) also stated about online learning using the internet (Staker, & Horn, 2012). According to them, online learning is the use of the internet to access materials, to interact with materials, instructors, and other learners, to get support during the learning process with the aim of gaining knowledge, creating understanding and to develop from the learning experience (Prawoto & Pramulia, 2019, Saliba et al., 2013). Therefore, the internet plays an important role in online learning.

Furthermore, Rusman, et al. (2011) states that e-learning has characteristics such as interactivity, independence, accessibility, and enrichment. There are three requirements in online learning, namely learning activities are carried out through the use of a network which in this case is the internet, the availability of learning service support that can be utilized by learning participants, and the availability of tutor service support that can help participants learn when experiencing difficulties (Yuliani, 2020).

According to Trisnadewi & Ni Made Muliani (2020), the advantages of online learning that can be obtained in online learning include 1) avoiding the corona virus; 2) flexible time and place; 3) cost efficiency; 4) learning is varied, active, creative and independent; 5) get more information; 6) operate technology better; 7) the relationship with the family becomes closer; 8) value time more; 9) material can be read again; 10) paperless; 11) all activities are recorded; and 12) even distribution of material. From the many advantages of online learning, it is hoped that it can improve students' ability to learn French. Based on the background of the learning situation, this study aims to explore the competence (performance) of teachers in the online learning model in terms of student satisfaction.

Based on the background of the learning situation, this study aims to explore the competence of teachers in the online learning model in terms of student satisfaction.

METHOD

This type of research is a survey using quantitative descriptive research methods. This research was conducted in Yogyakarta, in March to August 2021. The research variable is a single variable, namely students' perceptions of teacher performance in online teaching.

The population is high school students in Yogyakarta. The number of samples is planned to be 900 students consisting of 4 schools per region. The sampling technique is multistage sampling. Cluster sampling categorizes private and public schools, stratified random sampling samples students based on class (class X, XI, and XII), and quota sampling determines the number of samples per class.

The instrument is a closed Likert scale questionnaire with 5 alternative answers from SS =

Strongly agree to STS = (strongly disagree) which is distributed using the Google Form platform with a specification table adopted from the Guidelines for the Implementation of Teacher Performance Assessment which is used for teacher certification, compiled and published by the Ministry of National Education, Director General of PMPTK which consists of three aspects, namely aspects of planning, implementation, and evaluation of learning (Zainuddin & Keumala, 2018).

Questionnaire data were analysed with descriptive statistics to see the frequency and average of respondents' answers, as well as trends. Calculation of data using the help of the SPSS program. The results of statistical analysis will be displayed in the form of tables and diagrams to make it easier to analyse and discuss aspects of the indicators.

FINDING AND DISCUSSION

Finding

Until the end of the research, only 569 of the 900 students had filled out the questionnaire. Data on respondents who filled out the questionnaire came from 15 schools consisting of 5 private schools and 10 public schools. The distribution of respondents seen from the class is as seen in Table 1. Respondents were 569 students from 10 public high schools and 5 private high schools located in 3 districts and one municipality, namely Sleman, Bantul, Kulon Progo, and the city of Yogyakarta. The sample that fills out the questionnaire is assumed to be able to represent the population, namely high school students in the Special Region of Yogyakarta. 10 public high schools and 5 private high schools have locations that are representative of city schools and suburban schools.

Table 1. Number of respondents by class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	X IPA	109	19,2	19,2	19,2
	X IPS	146	25,7	25,7	44,8
	XI IPA	128	22,5	22,5	67,3
	XI IPA	38	6,7	6,7	74,0
	XII IPA	71	12,5	12,5	86,5
	XII IPS	41	7,2	7,2	93,7
	XII Bahasa	23	4,0	4,0	97,7
	X Bahasa	13	2,3	2,3	100,0
	Total	569	100	100	

This is reinforced by the fact that the distance between students' residences and the city canter is almost evenly distributed between those less than 1 km, 1 -3 km, and 4-6 km. 7 – 10, and more than 10 km. the number of students filling the questionnaire is almost the same in each distance range. The distribution of classes is also evenly distributed between classes X, XI, and XII. Thus, the research sample already represents the character of the population as internet network users.

Almost all students have computer. There are only 50 students (8.8%) who do not have a laptop. This can be interpreted that when taking lessons, most students are physically ready in the sense that they do not carry out mobility as when they use hand phones. If students take lessons using handphones, it is possible for them not to sit statically, but there are opportunities to take lessons on high mobility, traveling or doing other activities.

The ownership of computer by these students does not seem to be commensurate with the consumption of internet usage and online learning when viewed from the amount of costs they incur. There are 53.4% of students who pay for the procurement of pulses/internet data packages per month ranging from Rp. 50,000 to Rp. 100,000, - In fact, 15.5% of students spend their money to buy pulses of less than Rp. 50,000 per month. In other words, there are 68.9% of students who only spend less than Rp. 100,000 per month to purchase an internet network. From this phenomenon, it can be assumed that the frequency of online learning through video conferencing (virtual face-to-face) is very rare (small) (Stricker et al., 2011). It is very possible that teacher-

student communication is mostly done by giving assignments using social media that are not paid for, such as WhatsApp.

Based on the respondent's assessment, the implementation of online learning in Yogyakarta is well-organized and well-coordinated. There are 42% (239) of respondents who agree with the assessment, and 18.8% stated strongly agree. Thus, the total respondents who assessed that the implementation of online learning in Yogyakarta were 60.8%. This assessment is in line with the respondent's assessment of whether or not the organization of online learning is structured. 60.8% of respondents have the perception that online learning is carried out in a structured manner. The conclusion that can be drawn from the description above is that online learning in the Yogyakarta area has been running very well, is structured and is well managed.

Discussion

While this research was conducted at the end of the second year of the pandemic. Assuming teachers in Indonesia have gained more than one year of online teaching experience, it is very possible that current teachers are really ready to carry out online learning.

Table 2. Lesson plan

Choice	PB		syllabus		CP	
	Freq	%	Freq	%	Freq	%
Sometimes					151	26,5
Often	209	36,7	203	35,7	235	41,3
Always	197	34, 6	268	47,1	120	21,1
Sum	406	71,3	471	82,8	506	88,9

Notes :
PB : Informing of the subject matter at the beginning of the lesson.
Syllabus : Informing of the syllabus at the beginning of the lesson.
CP : Informing of the learning outcomes at the beginning of the lesson.

Perceptions of online teacher teaching competence

From the Table 2, students' perceptions of the teacher's ability to start the lessons are very good. This is in line with the results of research by Ambarwati & Trisnawati (2021) on the effectiveness of distance learning for students in correspondence subjects which concludes that learning is effective. However, this phenomenon is different from the results of previous studies which found that there were many obstacles in online learning (Hatmo, 2021). The findings of previous research were mostly carried out in the first year of the COVID-19 pandemic.

The teacher always informs the subject at the beginning of the face-to-face and informs the subject syllabus at the beginning of the semester. However, information about learning outcomes is not always carried out. There are 26.5 percent of respondents said that teachers sometimes inform learning achievements.

The data describes the teacher's competence in planning according to the students' point of view. The main task and function of teachers at all levels of education, the most important of which is to design, implement and evaluate teaching and learning activities in schools. Making lesson plans is an unavoidable teacher's main task. Through good planning, the learning process will have clear and measurable directions and goals. This learning plan must be socialized to both the principal and students including parents of students as a form of accountability as a professional teacher. Therefore, the teacher always informs the lesson plan at the beginning of the teaching-learning process to various related parties, including students. Students as students need to know from the start what they will learn in the subjects they take. This is an effort to optimize teachers in online learning. Apart from that, teachers also encourage independent learning or self-regulated learning (SRL). This is in line with research by Sutarni et al. (2021) that promoting SRL may affect the optimization of the digital learning environment and academic achievements. Students with better self-regulated learning abilities can somehow optimize their digital learning environment and be more progressive in terms of academic achievement.

From this description, it can be concluded that at the learning planning stage, most of the teachers in Yogyakarta have made plans and informed the students. 100% of teachers should

make learning plans and inform students because it has become an education policy through the control of the principal and school supervisors, teachers are required to make lesson plans. However, respondent data shows that only most of the teachers do it. There are two possibilities that arise. First, the respondent may not understand the questionnaire question. Second, respondents did not pay attention when the teacher delivered the syllabus, lesson plans, and or learning outcomes.

Learning process

In the teaching and learning process, activities are carried out in 3 major stages, namely opening, core, and closing.

The teacher's skills in opening lessons from the respondent's perspective are as shown in Table 3. In general, the steps taken by the teacher in the ideal opening are as follows. (a) The teacher greets students, makes attendance, and ensures class readiness for the teaching and learning process; (b) The teacher gives apperception, linking the surrounding circumstances, the student's condition, or the student's initial knowledge with the knowledge to be studied; (c) The teacher introduces the material in the form of basic material that will help students to find concepts in core activities; (d) The teacher motivates students to learn.

In opening the lesson there were 50.8% of respondents who stated that the teacher made attendance, 28.6% stated that the teacher often did the attendance of students and only 14.1% said that the teacher sometimes attended the student. The conclusion is that most teachers conduct attendance at the beginning of teaching activities.

In the apperception step, it was found that only 17% of respondents stated that teachers always did apperception by reviewing the previous material. Meanwhile, 33.2% stated that teachers often conduct reviews. The step of linking students' knowledge with the material to be studied can also be done by measuring students' readiness, knowing whether students are scientifically ready to enter new material (constructivism). Similar research was conducted by (Suhandiah et al., 2018), which resulted that learning satisfaction was positively influenced by student experience, online learning readiness, and the presence of lecturers in online learning. Moreover, online learning readiness was found to be able to mediate student experience and online learning satisfaction but unable to mediate technology complexity and online learning satisfaction. One way is by asking questions or quizzes. Therefore, the respondent was asked whether the teacher started his teaching activities by doing a quiz about the previous material. There are only 4.2 who always do and 15.1% who stated that teachers often do quizzes. This means that most teachers rarely or never provide an initial measurement of student readiness.

Table 3. Teacher skills in opening lessons

Choice	Attend	Rev	quiz	Mot
Sometimes	14,1 %	33,9 %	41,8	36,6 %
Often	28,6 %	33,2 %	15,1	26,7 %
Always	50,8 %	17,0 %	4,2	12,3 %

Notes:
Attend : The teacher performs the presence of all students at the beginning of the lesson
Rev : The teacher reviews the material that has been studied in the previous face-to-face
Quiz : The teacher starts the lesson by giving a quiz
Mot : The teacher provides motivation before entering the core learning activities

Students' perceptions of core activities in the learning process can be categorized into variations in online learning methods, applications used by teachers, variations in media, attractiveness of the learning process, teacher attention to students, quality of the teacher's voice (vocals) and time utilization.

Regarding the question of whether teachers in one semester use methods that are varied and not monotonous, the respondents who agree and strongly agree are 51.2%, meaning that the number of teachers who teach monotonously is quite large. However, the use of platforms by teachers varies widely, including google meet, zoom, WhatsApp, google classroom, paddled, quizzes, jam board, google site, YouTube, and so on. There are 75.1% of respondents who agree

and strongly agree about the use of this varied platform/application. This is in line with students' perceptions of teacher competence in using technology. There are 72.6% of students assess that the teacher is very good at learning technology.

Table 4. Teacher skills in the learning process

Choice	Var Met (%)	Mode (%)	Media (%)	Interesting (%)	Greeting (%)	Vocal (%)	Time (%)
Doubt	32,5	15,8	36,6	38,3	32,2	28,6	29,0
Agree	32,0	33,6	29,7	24,4	31,5	39,7	33,2
Strongly agree	19,2	41,5	17,8	11,1	20,0	23,7	27,6

Table description:
Var Met : Teachers teach with various methods.
Mode : Teachers use various apps/platforms
Media : The teacher uses a variety of media and is skilled at using it.
Interesting : the attractiveness of online learning.
Greeting : During the lesson the teacher greets the students evenly
Vocals : Teacher's voice quality is good.
Time : The teacher starts and ends the lesson on time.

The use of varied applications and the skills of teachers in using technology are slightly different from the answers about skills in using media and the attractiveness of teaching activities. When students were asked about whether the media used by the teacher changed and whether the teacher was skilled in using it, the students' answers were 47.5% agree and strongly agree. This means that even though the platforms vary, they are not yet supported by the skills to use them. As a result, distance learning activities are less interesting. Only 35.5% of students considered that online lessons were interesting.

In distance teaching and learning activities (online) the teacher is lacking in management, especially in paying attention to students (Watson, 2008). The teacher greeted the students evenly, only 51.5% of the students felt it. Ideally one hundred percent of students feel that the teacher's attention to students is evenly distributed not only to certain students. The inner atmosphere of students in virtual face-to-face interactions, if they feel they do not receive adequate attention or greeting from the teacher, it has the potential for students not to focus on the material discussed (Wright, 2017).

Other data revealed through the questionnaire, related to students' assessment of the core learning activities are the quality of voice and time management. There are 64.4% of respondents who think that the quality of the teacher's voice in teaching is very good, quite clear and loud. Meanwhile, 60.8% of students considered that the teacher always started and ended the lesson on time. In general, the steps taken by the teacher in closing the lesson include the following activities: (a) The teacher and students together conclude the essence of the learning process that has taken place, which is the stage to equate the concepts obtained by all students; (b) Teachers provide motivation and appreciation for student performance; (c) Teachers can provide enrichment; (d) Teacher and students say goodbye to each other.

To the question of whether the teacher conducts activities to conclude the material being studied. There are 55.1% of respondents answered often and always. This means that it is still quite large (44.9%) of teachers who do not conclude at the end of the lesson. However, most of the teachers gave assignments for enrichment. There were 36.9% of students assessed that the teacher often gave assignments at the end of the lesson and 42% of students said the teacher always gave assignments. The tasks given by the teacher during distance learning are considered heavy by many students. There are 46.9% of students feel that the task given by the teacher is quite heavy.

One form of motivating students is done by giving moral messages at the end of the learning process. According to 42.9% of students, teachers often and always give messages at the end of the lesson. From the description above, it can be concluded that in carrying out initial activities, most teachers only convey greetings and attendance. In conducting apperception activities, the teacher always relates to the previous material, although it is rare to take initial measurements through tests to see the readiness of students to learn new material. In core learning activities,

teachers use various platforms/applications that indicate mastery of technology even though it has not been fully supported by the skills to use it. The impact of this skill is that teaching and learning activities are not very interesting.

Student's perception of learning evaluation

Table 5 is a questionnaire data on students' perceptions of the learning carried out by the teacher, especially at the learning evaluation stage. In measuring the level of achievement of learning objectives, teachers use varied instruments such as tests, projects, assignments, and so on. The forms of tests used are quite diverse, such as multiple-choice tests, descriptions, entries, essays with a fairly high level of difficulty. There are 46.9% of students feel that the evaluation instrument is difficult (Won & Yong, 2016). Students felt that the questions given by the teacher at the end of the lesson were not so difficult (53%).

Table 5. Students' perceptions of the evaluation

Choice	Var (%)	Diff (%)	Info (%)	Feedback (%)
Doubt	16,2	41,5	26,5	35,5
Agree	35,3	33,2	36,6	24,3
Strongly agree	43,4	13,7	29,5	15,1

Notes:
Var : Teachers use various forms of tests to measure the success of the teaching and learning process.
Diff : The test given by the teacher is difficult
Info : The teacher gives information about the test that will be held well in advance
Feedback : The teacher discusses the tasks given by giving feedback

Most of the teachers always inform in advance about the holding of the learning outcomes test. This means it is rare for teachers to take the test out of the blue. However, on the test results, not all teachers provide feedback. According to 29.4% of respondents, teachers provide feedback on the given tests, assignments, projects. Ideally all tests, assignments, projects done by students are discussed and given input for improvement.

CONCLUSION

From the exposure of the research results and the discussion above, the following conclusions can be drawn. The High school teachers in Yogyakarta have been able to design online learning plans and inform learning plans to students very well. The High school teachers in Yogyakarta have the ability to creatively manage online learning classes using various online learning platforms. The perception of high school students in Yogyakarta on the performance of teachers during the covid-19 pandemic in the aspect of learning evaluation is very good.

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