

Students' Perceptions of The Sociology Learning Process from Various Variables

Mila Noviana, M Dissha Najiah Al Yas'a, Rani Sulastrri Maulani, Nurazizah Rahmi R, Ana Hardiana

¹Universitas Mataram, ²³⁵STISIP Trimasda Cilegon, ⁴Universitas Negeri Makassar

Email: milanoviana@staff.unram.ac.id

<https://doi.org/10.15408/sd.v13i2.52307>

Received: 2026-06-22 ; Revised: 2026-09-19; Accepted: 2026-09

Abstrak

Perubahan pembelajaran pada era *new normal* telah mengubah pelaksanaan pembelajaran di sekolah, termasuk pada mata pelajaran Sosiologi. Proses pembelajaran di era *new normal* bagi siswa SMA membutuhkan intervensi desain pembelajaran agar proses pembelajaran tetap optimal sehingga tidak menyebabkan *learning loss*. Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap proses pembelajaran Sosiologi dari berbagai variabel (jenis kelamin, usia, kelas, lokasi sekolah, status sekolah, dan jenis pembelajaran) di SMA. Penelitian ini menggunakan pendekatan kuantitatif jenis survei. Populasi dalam penelitian ini adalah seluruh siswa SMA negeri dan swasta di Kabupaten Sukabumi berjumlah 35.753. Sampel terjaring sejumlah 472 dengan teknik kuota sampling. Data proses pembelajaran dikumpulkan menggunakan kuesioner dengan bantuan *Google Form* yang telah memenuhi persyaratan penelitian. Semua data dianalisis secara kuantitatif menggunakan analisis komparatif non-parametrik. Analisis dalam penelitian ini dibantu oleh program R versi 4.1.1. Hasil penelitian menunjukkan bahwa tidak ada perbedaan persepsi tentang proses pembelajaran Sosiologi di era *new normal* dari berbagai variabel (jenis kelamin *p-value* 0,078; usia *p-value* 0,406; kelas *p-value* 0,718; lokasi sekolah *p-value* 0,439; status sekolah *p-value* 0,313); sedangkan jenis pembelajaran *p-value* 0,014 menunjukkan adanya perbedaan dengan signifikansi 5%. Proses pembelajaran di era *new normal* baru masih harus mempertimbangkan karakteristik demografis dalam desain pembelajaran, implementasi strategi, dan penguatan motivasi.

Kata kunci: Covid-19, Era Baru, Persepsi, Proses Pembelajaran, Variabel.

Abstrak

*Changes in learning in the new normal era have changed the implementation of learning in schools, including in the subject of Sociology. Learning process in the new normal era for High School needs for learning design intervention to keep learning process optimal so it will not cause a learning loss. This study aims to determine students' perceptions of the Sociology learning process in the New Normal Era from various variables (gender, age, class, school location, school status, and type of learning) in Senior High School. The research uses a survey type quantitative approach. The population in this study were all public and private senior high school students in Sukabumi regency. The sampling technique was quota sampling with a sample of 472. The learning process data was collected using a questionnaire with the help of by google form that had met the research requirements. All data were analyzed quantitatively using non-parametric comparative analysis. The analysis in this study was assisted by R program version 4.1.1. The results showed that there were no differences in perceptions about the Sociology learning process in the new normal era from various variables (gender *p-value* 0.078; age *p-value* 0.406; class *p-value* 0.718; school location *p-value* 0.439; school status *p-value* 0.313); while the type of learning *p-value* 0.014 states there is a difference with a significance of 5%. Therefore, that the learning process in the new normal era must still consider demographic characteristics in the design of learning, implementation of strategies and strengthening motivation.*

Keyword: Covid-19, New Normal, Perception, Learning Process, Variable.

Introduction

Education in Indonesia during the Covid-19 pandemic is experiencing a change in different learning activities starting in early March 2020. Distance learning became the most effective alternative to be implemented during the Indonesian state of being hit by the Covid-19 outbreak, to break the increasingly massive chain of distribution (Onde et al., 2021). The Indonesian Ministry of Education and Culture through circular letter number 4 of 2020 issued the implementation of education policies in the emergency period of the spread of the coronavirus disease. In the study Powa et al (2021) explained that this policy was a strategic step taken during the Covid-19 emergency while remaining in line with the vision, mission and goals of education, one of which was the implementation of the learning from home system or also known as distance learning. The results of the study by Basar et al (2021) proved that distance learning during the Covid-19 pandemic caused various responses and changes to the learning system that could affect the learning process and the level of development of students in responding to the material presented.

Many problems arised during the online learning process in the Covid-19 pandemic era, including: 1) the material was

not delivered properly and thoroughly (Khalil et al., 2020; Noviana & Utomo, 2025); 2) the strategy used by the teacher in learning is only focused on giving assignments through WhatsApp and other media and providing material without any explanation (Allo, 2020); 3) teachers and students are incapable of operating technology feature properly (Mustafa, 2021); 4) students feel bored when studying online (Irawan et al., 2020). Moreover, supporting facilities factors (such as: internet access, mobile devices, etc.) still make it difficult for students to carry out online learning, this is in line with what was conveyed by Shaw et al (2021) who stated that uneven access to online learning, especially in marginal areas make students drop out from the school and have a 3.4 times risk of getting married early. We all know that internet access in some parts of Indonesia is still not stable, even having signal difficulties due to suboptimal supporting facilities. In this regard, differences in regional conditions can affect the online learning process during the Covid-19 pandemic. In the region (underdeveloped, frontier, outermost), especially in border areas, it it difficult to perform online learning because of limited internet access (Alfiandri et al., 2021).

In addition, the ability of teachers to utilize information and communication

technology in developing online learning media is also still lacking (Yusrizal et al, 2017; Supriatna, 2021; Shukla et al., 2020). It was also mentioned by Levitskaya & Seliverstova (2020) that the competence of teachers to use technology and information in learning is still lacking. Whereas online learning was chosen in order to maintain the ongoing process of teaching and learning activities. Practically, online learning has negative impact on students, the emergence of symptoms such as anxiety, depression, and stress due to dissatisfaction during online learning due to telecommunication infrastructure problems and inability to operate technology (Kasse et al., 2015; Fawaz & Samaha, 2021), resulting in the emergence of psychological pressure on students (Hasan & Bao, 2020).

Therefore, various considerations and evaluations of the government finally issued the Decree of the Minister of Education and Culture, the Minister of Religion, the Minister of Health, and the Minister of Home Affairs in March 2021 for face-to-face learning which will be carried out no later than the 2021/2022 school year. According to Anggrawan (2019) learning face-to-face is learning in class who rely on the presence of teachers to teach. On learning face-to-face students involved in the communication is directly on the

environment physically. To optimize the limited learning face to face, learning must be designed carefully and apply the learning method suitable for limited face to face learning can be optimally and achieve learning goals, for the use of the method of learning that is appropriate to improve learning outcomes (Sholeha, 2021; Alea et al., 2020; Nasution, 2017; Abou El-Soud et al., 2014).

The learning process from the Covid-19 era, the new normal, and now, has shown that Sociology learning faces challenges in presenting material contextually. This challenge is the decline in social interaction, even though Sociology learning relies heavily on discussion, observation, and analysis of social phenomena (Ernawati & Wilodati, 2020). The main challenge in Sociology education is connecting abstract theory with the rapidly changing social realities of the digital age. Furthermore, the material is too focused on standard resolutions. Learning still tends to be oriented towards memorizing concepts rather than developing sociological reasoning. Teachers are required to be more innovative in selecting learning models to increase student participation and critical thinking skills (Sari & Siswanto, 2021). The low image or stereotype of Sociology subjects

also influences learning design interventions. This is because Sociology learning is often oriented towards theory and concepts, even boring memorization (Fadillah, 2026). Sociology material studies society, social interactions, and various phenomena within it.

In order to avoid learning loss during the Covid-19 pandemic, it is also important to look at and pay attention to several variables in the implementation of online learning, including; differences in demographic characteristics such as school location (Durowaju & Onuka, 2015); school status (Xu & Gulosino, 2006); class (Blasco-Arcas, 2013); age (Sojitra et al., 2018); and gender (Boyte-Eckis et al., 2018). The variables that have been mentioned certainly have the potential to show differences/similarities in addressing the learning process. For example, in the results of the study Noviana et al (2020) found that the perception of the learning process during the Covid-19 pandemic from the female gender variable had the advantage of being able to manage time in learning and being independent in learning compared to men. And in the variable of school location, remote schools experience high signal interference and inadequate technology (handphone) tools (Noviana et al., 2020).

On this basis, the novelty in this research lies in the learning process of sociology subjects in the new normal era seen from various variables (school location, school status, class, age, gender, and learning types). The purpose of this study was to determine the perceptions of students about the Sociology learning process in the new normal era from various variables (gender, age, class, school location, school status, and learning types) in Senior High School Sukabumi Regency. The research questions are:

H1: Are there differences in perceptions about the Sociology learning process in the New Normal Era based on gender?

H2: Are there differences in perceptions about the Sociology learning process in the New Normal Era based on age?

H3: Are there differences in perceptions about the Sociology learning process in the New Normal Era based on grade?

H4: Are there differences in perceptions about the Sociology learning process in the New Normal Era based on school location?

H5: Are there differences in perceptions about the Sociology learning process in the New Normal Era based on school status?

H6: Are there differences in perceptions about the Sociology learning process in the New Normal Era based on learning type?

Methodology

This study uses a survey type quantitative approach. The survey method involves a systematic, in-depth and through analysis of information (Ary et al., 2010). Surveys describe quantitatively some tendencies, behaviors, or opinions of a population by examining a sample of that population (Creswell, 2019). Survey research uses questionnaires as the main data collection tool (Singarimbun & Effendi, 2008). The population in this study were all public (21.092) and private high school students (13.851) in Sukabumi Regency with a total of 35.753 (Kemdikbud, 2021).

Therefore, the sampling technique used was the quota sampling technique. In this study, the Slovin formula was used to obtain the minimum sample size. The minimum sample size is 396. Therefore, the respondents in this study must exceed the minimum sample size. A total of 472 respondents completed the questionnaire (exceeding the minimum sample size), consisting of 127 male respondents and 345 female respondents. This study was conducted in 2023. Data was collected using Google Forms over a two-month period, from January to February 2021.

The data collection technique in this study used a questionnaire, which was adapted from the Socha and Sigler (2012)

learning process questionnaire, with indicators of motivation and strategy. All instruments use a Likert scale with 5 choices (score 1 = strongly disagree to 5 = strongly agree). The results of the instrument validity test using the Pearson product moment correlation coefficient (r), obtained as many as 22 items with valid results. Then the results of the reliability test using the Alpha Cronbach formula obtained a correlation coefficient value of 0.910 with very high criteria.

Learning process data were analyzed using statistics, namely descriptive statistics, test requirements analysis using Kolmogorov-Smirnov to determine whether the data is normally distributed or not. Hypothesis testing in this study uses non-parametric comparative analysis because it does not meet the analysis requirements. The whole analysis uses the computer-assisted R version 4.1.1 program. The R program is used to obtain results from research variables, in addition to SPSS for Windows 23.

Result and Discussion

Students' Perceptions of the Sociology Learning Process in the New Normal Era

Students' perceptions of the Sociology learning process in the new normal era with the criteria of strongly agree (13.5%), agree (44.2%), moderate

(32.8%), disagree (8.5%), and strongly disagree (1%). This is more clearly illustrated by the following bar chart.

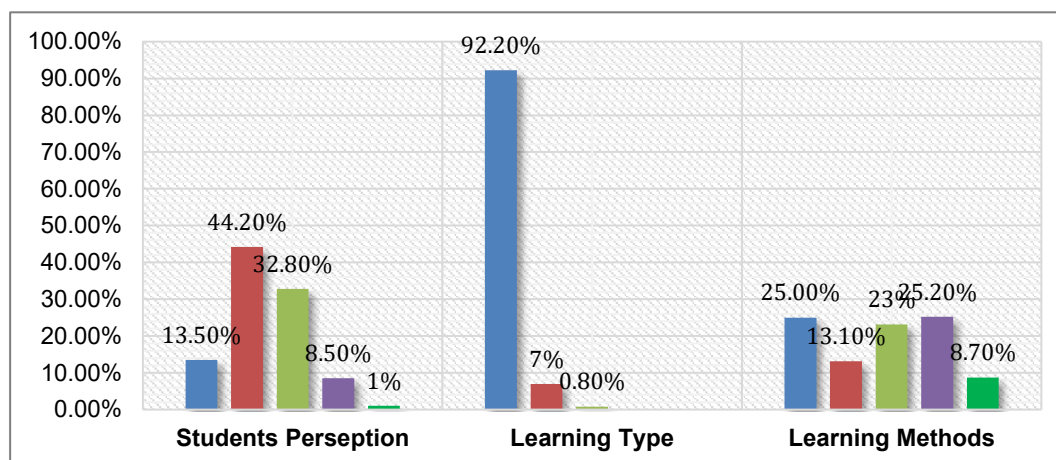


Figure 1. *Learning Process*

The results of Figure 1 (section 1) show that students' perceptions of the new normal era of Sociology learning process agree, meaning that the learning process is carried out well, both in terms of interactions, strategies and learning motivation. There were 1407 who said they strongly agreed (13.5%), 4857 who agreed (44.2%), 3408 said moderately (32.8%), 878 disagreed (8.5%) and only 104 strongly disagreed (1%). This shows that students taking part in learning in the new normal era are carried out well. Furthermore, the percentage of the results of the type of learning that was most widely used during the new normal era at Sukabumi High School was as follows. The results of Figure 1 (section 2) show that the type of learning that was widely applied during the new normal era was the mixed type of learning (face-to-face and distance learning) with a

percentage of 92.2%, followed by face-to-face learning 7%, and distance learning 0.8%. And the results of Figure 1 (section 3) using very diverse learning methods, namely 25.2% (google classroom and zoom), 25% (google classroom), 23.1% (google classroom, WA Group, google meet), 13.1% (google classroom, WA Group, edmodo, google meet), 8.7% (google classroom, WA Group), 3.2% (WA Group), 0.8 (google classroom, google meet), 0.4 (google classroom, WA Group, edmodo), and 0.4 (google classroom, WA Group, telegram).

The relationship between student perceptions, the type of learning during the new normal, and the learning methods used is interconnected. The learning method used is predominantly face-to-face, with a variety of learning methods employed. Therefore, students' perceptions of the

learning process during the new normal are positive.

various variables are presented in the table below.

The results of descriptive statistical analysis of the learning process from

Table 1 Summary of Students' Perceptions of the Learning Process in the New Normal Era from Various Variables

Variabel	N	%	Min	Max	Mean	Median	Std.
Sex							
Male	127	26.9	48	105	78.362	77	9.927
Female	345	73.1	44	103	79.754	80	8.945
Class							
X	11	2.3	64	89	80.727	84	9.221
XI	115	24.4	62	100	79.539	80	8.229
XII	346	73.3	44	105	79.283	79	9.559
Age							
14	1	0.2	64	64	64.000	64	
15	8	1.7	66	90	82.000	83	7.578
16	85	18.0	63	100	79.553	80	7.903
17	256	54.2	56	103	79.203	79	8.937
18	122	25.8	44	105	79.582	81	10.678
School location							
Near capital	161	34.1	61	101	79.919	80	8.442
Remote from capital	311	65.9	44	105	79.100	80	9.613
School status							
Public	451	95.6	44	105	79.317	80	9.252
Private	21	4.4	61	93	80.714	83	8.827
Learning type							
Mixed	435	92.2	44	105	79.09	79	9.229
Distance	4	0.8	71	88	76.25	73	8.057
Face-to-face	33	7.0	67	103	83.57	86	8.474

Source: Primary Data Processing

Hypothesis Testing

The results of the hypothesis was tested non-parametrically using the Mann-Whitney test and the Kruskal-Wallis test. The results of the hypothesis are as follows.

Table 2 Hypothesis Test on Results on Student Perception from Various Variables

Variables	Categories	N	Mean	Sd.	Mwt/Kwt	p-value	α	Description
Gender	Male	127	78.362	9.927	19.594	0.078	0.05	H_0 accepted
	Female	345	79.754	8.945				
Age(years)	14	1	64.000		3.997	0.406	0.05	H_0 accepted
	15	8	82.000	7.578				
	16	85	79.553	7.903				
	17	256	79.203	8.937				
	18	122	79.582	10.678				
Class	X	11	80.727	9.221	0,661	0.718	0.05	H_0 accepted
	XI	115	79.539	8.229				

	XII	346	79.283	9.559				
School location	Near capital	161	79.919	8.442	0.598	0.439	0.05	H ₀ accepted
	Remote from capital	311	79.100	9.613				
School status	Public	451	79.317	9.252	4.119	0.313	0.05	H ₀ accepted
	Private	21	80.714	8.827				
Learning type	Mixed	435	79.09	9.229	8.467	0.014	0.05	H ₀ rejected
	Distance	4	76.25	8.057				
	Face-to-face	33	83.57	8.474				

Source: *Primary Data Processing*

Based

on the summary as shown in Table 2, it can be explained as follows.

H1 : It is suspected that there are no differences in perceptions about the learning process in the new normal period in high school based on gender. Based on the results of the test using the R program, the research value of the Mann-Whitney test was 19.594 with a probability value of $0.078 > 0.05$. Based on these results, it can be concluded that there is no difference in perceptions between genders (female and male) regarding the new normal learning process. This difference is considered

significant based on the probability value.

H2 : It is suspected that there is no difference in perception about the learning process in the new normal period in high school based on age. Based on the test results using the R program, the research value of the Kruskal-Wallis test was 3.997 with a probability value of $0.406 > 0.05$. Based on these results, it can be concluded that there is no difference in perception based on age (14 years, 15 years, 16 years, 17 years, 18 years) regarding the learning process in the new normal period. This difference is

- considered significant based on the probability value.
- H3 : It is suspected that there is no difference in perception about the learning process in the new normal period in high school based on class. Based on the test results using the R program, the research value of the Kruskal-Wallis test was 0.661 with a probability value of $0.718 > 0.05$. Based on these results, it can be concluded that there is no difference in perception between classes (X, XI, and XII) regarding the learning process during the Covid-19 pandemic. This difference is considered significant based on the probability value.
- H4 : It is suspected that there is no difference in perceptions about the learning process in the new normal period in high school based on the location of the school. Based on the results of the test using the R program, the Mann-Whitney test value of the research was 0.598 with a probability value of $0.439 > 0.05$. Based on these results, it can be concluded that there is no difference in perception between the location of the school (close to the city center, far from the city center) that affects the learning process in the new normal period. This difference is considered significant based on the probability value.
- H5 : It is suspected that there is no difference in perceptions about the learning process during the new normal in high school based on school status. Based on the results of the test using the R program, the Mann-Whitney test value of the research was 4.119 with a probability value of $0.313 > 0.05$. Based on these results, it can be concluded that there is no difference in perception between school status (public and private) that affects the learning process during the Covid-19 pandemic. This difference is considered significant based on the probability value.
- H6 : It is suspected that there are differences in perceptions about the learning process during the pandemic in high school based on the learning types. Based on the test results using the R

program, the research value of the Kruskal-Wallis test was 8.467 with a probability value of $0.014 < 0.05$. Based on these results, it can be concluded that there are differences in perceptions between students who use mixed, face-to-face, and distance learning types during the new normal. This difference is considered significant based on the probability value.

Based on the results of the hypothesis, it can be concluded that there are no differences in perceptions about the learning process during the Covid-19 pandemic from various variables (gender, age, class, school location, school status) in high school and there are differences in student perceptions regarding the type of learning used. in the new normal era.

The results showed that there were no differences in perceptions about the learning process in the new normal era from various variables (gender, age, class, school status, and school location) in high school in Sukabumi district, while the learning types variable (mixed, distance, face-to-face) there are differences in students' perceptions of the learning process in the new normal era. The learning process using mixed methods was mostly applied 92.2%. This mixed method is limited face-to-face

and online using WhatsApp Group, Zoom, Google Classroom. The results of this study directly confirm the research of Sakkir et al (2020) that during the Covid-19 pandemic the interaction of students with teachers to carry out learning using WhatsApp (35%), zoom (30%), google classroom (15%), and the quiziz application (5%). This is done in addition to preventing the spread of the corona virus, but it is more important to continue learning even though it is not as usual (Yu, 2021). Online, room-based and desk-based learning can benefit high school students and enable them to learn effectively and continue learning during the Covid-19 pandemic (Van Haeften et al., 2020). The advantages of online learning include distance learning, or this mixed provides more convenience and accessibility but online learning is limited in efficiency and difficulties in supervising students (Mukhtar et al., 2020).

It was found in the results of this study that the number of respondents who filled out the questionnaire was mostly women (73.1%) than men (26.9%) but there was no difference in perceptions about the sociological learning process in the new normal era based on gender. Male and female students think that on average they quite agree with the learning process in the new normal era, using mixed methods, face-to-face, and distance learning. This study

confirms the results of the study by Almaleki et al (2021) that there is no statistically significant difference between the average scores of male and female students (gender) in motivation and interaction for distance learning through online platforms because they both have high levels of motivation to learn during the pandemic. In line with the results of this study, Harvey et al (2017) said that there was no significant gender difference in learning outcomes based on learning styles and there was also no significant gender difference in online learning satisfaction for millennial learners. In contrast to the results of research by Noviana et al (2020) that there are differences in perceptions according to gender variables about the learning process during the Covid-19 pandemic because there are differences in the level of motivation and strategies used by male and female students. Women can achieve higher learning outcomes than men because they are more persistent and committed than men (Richardson & Woodley, 2003), have more self-disciplined than men, which also causes them to significantly had more positive online learning outcomes than men (Alghamdi et al., 2020). However, a number of studies report that online learning can increase

student participation, quality of discussion, and foster online interaction (Yu, 2021).

The results showed that there was no difference in perceptions about the learning process in the new normal era based on age. The number of respondents who filled out the questionnaire was more students aged 17 years (54.2%), followed by 18 years old (25.8%), 16 years (18%), 15 years old (1.7%), and 14 years old. (0.2%). However, from these results, there is no difference in perception regarding the sociological learning process in the new normal era based on age. According to Almaleki et al (2021) explains that the speed of adaptation of students based on age to any changes in the learning system that occurs, because regardless of age a person has love and desire to find new experiences. According to the results of a study by Hartshorne et al (2018) that the age variable shows the higher a person's age the ability to learn grammar changes. In contrast to the results of the study of Noviana et al (2020) that there are differences in the learning process during the Covid-19 pandemic based on age, where the age of 16 and 17 years of perception about the learning process during the pandemic is better than the age of 18. Because at the age of 18-29 years, there is a decline in cognitive function (to learn and remember related things) which can

affect a person's learning ability (Birdsong, 2006). Similarly, the study of Becirovic and Huric-Becirovic (2017) that children aged 10 years, 14 years are more motivated than students aged 18 years in learning English.

The results showed that there was no difference in perceptions about the learning process in the new normal era based on class. The number of respondents who filled out the questionnaire was more in class XII (73.3%), followed by class XI (24.4%) and class X (2.3%). However, from these results there is no perception of the learning process of sociology in the new normal era based on class. The results of this study confirm the research of Almaleki et al (2021) that there is no statistically significant difference related to class variables at the level of interaction through electronic platforms and learning motivation, because all classes are equated in the online platform used. This means that whether students in grades X, XI, and XII do not affect their level of interaction through e-learning, because there are no gaps or obstacles in the level of interaction through the implemented platform where grades X, XI, and XII can gain abilities equivalent to others. , who are very close in age from each class (same generation), have the same interests and the same thinking style (Almaleki et al., 2021). Therefore, both direct their energy and thoughts to the

right goals for learning and achievement. The results of a different study by Noviana et al (2020) that the perception of class variables (X, XI, and XII) are different about the learning process in the Covid-19 pandemic era, because class X and XI have higher learning motivation. In line with this, research by Erdem-Keklik and Keklik (2014) found that there is a significant difference in student involvement in the learning process based on class variables, this is due to changes in learning motivation as the grade level increases.

Concentration is a very difficult thing to do, this is due to many factors that influence students to concentrate, one of the factors that influence it is the geographical location of the school (Ismah & Wibiastuti, 2015). However, the results showed that there was no difference in perceptions about the learning process in the new normal era based on the location of the school. The number of respondents who filled out the questionnaire was dominantly students who were far from the city center (65.9%) while only those close to the city center (34.1%). Based on these results, there is no difference in perception of the sociological learning process in the new normal era based on the location of the school. The results of this study are not in line with several previous studies which stated that geographical differences caused differences in the

learning process. This is because the geographical difference referred to in the study is only the difference between the distance between the school and the city center and is still affordable by infrastructure that supports the implementation of an optimal learning process (such as the internet network). Therefore, in this study, there were no differences in perceptions about the contrasting learning process. The researcher believes that geographical location will not cause different perceptions as long as the facilities and infrastructure that support the learning process are optimally available. However, it is very possible that there will be different perceptions about the learning process carried out if the different locations of schools located in remote areas or in areas that have not been reached by the internet network. In this regard, Damayanti (2012) also explained that differences in the geographical characteristics of each individual from the location of the school greatly affect the learning process. Learning achievement achieved by students is generally influenced by factors that come from within (internal) and outside the individual (external). Internal factors include physical and psychological factors while environmental factors are factors that come from outside the individual. With

regard to environmental factors (external), the location of the house and the distance from home to school are factors that also influence student learning achievement (Nomleni et al., 2015). The location of schools, both urban and remote schools, must consider distance, internet networks, and mastery of technology from teachers (Beng et al., 2019).

Each school has differences covering aspects of educational input and output. Educational inputs are everything that must exist and be available because they are needed for a process to take place. In terms of input, in general, public schools, facilities and infrastructure are adequate because they receive more assistance from the government, supporting organizations and extracurricular programs. Meanwhile, private schools do not have the same facilities and infrastructure as public schools because private schools must live on their own (self-funded and self-managed to self-sufficient). The results showed that there was no difference in perceptions about the learning process in the new normal era based on school status. Schools as formal institutions are a means of accelerating educational goals (Aini & Syarifuddin, 2016). The number of respondents who filled out the questionnaire was dominantly students who attended public schools was

451 (95.6%) and private schools only 21 (4.4%). However, from these results, there are no differences in perceptions regarding the sociological learning process in the new normal era based on school status. This result indirectly confirms that in general there is no difference in the status of public and private schools regarding the learning process. Of course this is very dependent on other factors (facilities and infrastructure). As long as students have high learning motivation and the management of teaching and learning activities in schools can be carried out properly and optimally, the difference in status will not be a contrast in the learning process.

In contrast to the study of Noviana et al (2020) that there are differences regarding the learning process in public and private schools, where public schools provide their perception of a better learning process during the Covid-19 pandemic. School status affects the level of scientific literacy of students, where students who attend public high schools have a score of 16.82% higher than students who attend private high schools (Aini & Syarifuddin, 2016). This is because in terms of school status there are differences in terms of teaching patterns, programs and curriculum, ways of learning, and quality of output (Humairo, 2014). Especially with the Covid-19 pandemic conditions, the

differences in the learning process will be very clear (Di Gennaro, 2020; Shereen et al., 2020). School performance is school achievement resulting from school processes or behavior. Students who attend public schools have more differences. In terms of religion, for example, a diversity of beliefs can be found in public schools. Unlike in private schools which are devoted to certain beliefs, the students only hang out with friends from the same faith circle so that they do not understand people with different beliefs (Aini & Syarifuddin, 2016). However, there is no absolute answer that public schools are better than private schools in their perception of the Sociology learning process in the new normal era.

In the Covid-19 era, post-Covid-19, and now, the learning process demands a high level of adaptation from students, teachers, educational staff (Noviana et al., 2020), and even parents (Noviana et al., 2023). In the learning process, sociological interactions require a high level of social interaction and constitute social capital for students (Noviana et al., 2022; Noviana & Komariah, 2022). Students' social capital in facing every change in the learning process is inseparable from the strengthening of local wisdom (Rahmi & Sari, 2025). The implementation of local wisdom in learning can support sustainable education

(Supratman et al., 2026), strengthen educational character (Suoth & Sabarua, 2026), maintain traditions in the digital era (Putra, 2023; Masyhuri et al., 2025), and contextual learning (Septarinjani et al., 2025).

Conclusion

Based on the results of data analysis and discussions that have been carried out, it can be said that there are no differences in perceptions of the learning process in the new normal era from various variables (gender, age, class, school location, school status) in high school and there are differences for the learning type. Overall, students' perceptions of the learning process in the new normal era from various variables in high school tend to be in the same category of agree and good. From the results of the dominant students' perceptions, there is no difference in each variable, because this research was conducted in the new normal era, while previous research during the Covid-19 pandemic where the learning method was only carried out virtually. In the new normal era, there are more mixed learning models (face to face and distance). Students are already face to face even though there is a limitation, but the interaction between students and educators gets better so that it has implications for the motivation and

strategies of each individual, both teachers and students (male and female). Through the results of this study, the learning process in the new normal era should consider demographic characteristics (gender, age, class, school location, school status) in learning design.

Meanwhile, during the Covid-19 era, research on the sociology learning process was conducted by the researcher himself. The results showed significant differences in perceptions of the sociology learning process during the Covid-19 era based on five variables (gender, age, grade, school location, and school status). This study has limitations, so future research could add variables that influence the learning process, both in the new normal era and beyond. Because a good learning process will influence student learning outcomes.

References

- Abou El-Soud, M., Taj-Eddin, I., Seddiek, N., El-Khouly, M., & Nosseir, A. (2014). E-Learning and Students' Motivation: A Research Study on the Effect of E-Learning on Higher Education. *International Journal of Emerging Technologies in Learning (iJET)*, 9(4), 20-26. Doi: <http://dx.doi/10.3991/ijet.v9i4.3465>
- Aini, Y. R. F., & Syarifuddin, S. (2016). Pengaruh Status Sekolah, Rencana Pendidikan Setelah Tamat SMA dan Latar Belakang Pendidikan Orang Tua Terhadap Literasi Sains Siswa SMA Kelas XI IPA Se-Kota Kisaran Tahun Pembelajaran

- 2015/2016. *Jurnal Pelita Pendidikan*, 4(1), 128-136. Doi: <https://doi.org/10.24114/jpp.v4i1.3689>
- Alea, L. A., Fabrea, M. F., Roldan, R. D. A., & Farooqi, A. Z. (2020). Teachers' Covid-19 Awareness, Distance Learning Education Experiences and Perceptions towards institutional Readiness and Challenges. *International Journal of Learning, Teaching and Educational Research*, 19(6), 127-144. Doi: <http://doi.org/10.26803/ijlter.19.6.8>
- Alfiandri, A., Kurnianingsih, F., & Mahadiansar, M. (2021). SWOT Analysis E-Learning Concepts Based Digitalization in Kepulauan Riau Province Border Area. *Ideas: Jurnal Pendidikan, Sosial, dan Budaya*, 7(2), 43-56. Doi: <https://doi.org/10.32884/ideas.v7i2.349>
- Alghamdi, A., Karpinski, A. C., Lepp, A., & Barkley, J. (2020). Online and Face-to-Face Classroom Multitasking and Academic Performance: Moderated Mediation with Self-Efficacy for Self-Regulated Learning and Gender. *Computers in Human Behavior*, 102, 214–222. Doi: <https://doi.org/10.1016/j.chb.2019.08.018>
- Allo, M. D. G. (2020). Is the Online Learning Good in the Midst of Covid-19 Pandemic? The Case of EFL Learners. *Jurnal Sinestesia*, 10(1), 1-10.
- Almaleki, D. A., Alhajaji, R. A., & Alharbi, M. A. (2021). Measuring Students' Interaction in Distance Learning Through the Electronic Platform and its Impact on their Motivation to Learn During Covid-19 Crisis. *International Journal of Computer Science & Network Security*, 21(5), 98-112. Doi: <https://doi.org/10.22937/IJCSNS.2021.21.5.16>
- Anggrawan, A. (2019). Analisis Deskriptif Hasil Belajar Pembelajaran Tatap Muka dan Pembelajaran Online Menurut Gaya Belajar Mahasiswa. *MATRIK : Jurnal Manajemen, Teknik Informatika dan Rekayasa Komputer*, 18(2), 339–346. Doi: <https://doi.org/10.30812/matrik.v18i2.411>
- Ary, D., Jacobs, L. C., & Razavieh, A. 2010. Introduction to Research in Education (8ed). Belmont United State: Wadsworth/Thomson Learning Group.
- Basar, A. M. (2021). Problematika Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19:(Studi Kasus di SMPIT Nurul Fajri–Cikarang Barat–Bekasi). *Edunesia: Jurnal Ilmiah Pendidikan*, 2(1), 208-218. Doi: <https://doi.org/10.51276/edu.v2i1.112>
- Becirovic, S., & Huric-Becirovic, R. (2017). The Role of Age In Students' Motivation and Achievement in Learning English As A Second Language. *The Journal of Linguistic and Intercultural Education*, 10(1), 23.
- Beng, j. T., Arisandi, D., Arumsari, C., & Tiatri, S. (2019). Strategi Pemanfaatan Teknologi Komputer untuk Asesmen Hybrid Kemampuan Membaca Siswa Sekolah Dasar di Daerah Terpencil. *Jurnal Bakti Masyarakat Indonesia*, 1(1), 265-270. Doi: 10.24912/jbmi.v1i1.1906
- Birdsong, D. (2006). Age and Second Language Acquisition and Processing: A Selective Overview. *Language Learning*, 56, 9-49. Doi: <https://doi.org/10.1111/j.14679922.2006.00353.x>
- Blasco-Arcas, L., Buil, I., Hernández-Ortega, B., & Sese, F. J. (2013). Using Clickers In Class. The Role Of Interactivity, Active Collaborative Learning and Engagement In Learning Performance. *Computers & Education*, 62, 102-110. Doi: <https://doi.org/10.1016/j.compedu.2012.10.019>
- Boyte-Eckis, L., Minadeo, D. F., Bailey, S. S., & Bailey, W. C. (2018). Age, Gender, and Race as Predictors of Opting for a Midterm Retest: A Statistical Analysis of Online Economics Students. *Journal of Business Diversity*, 18(1).
- Creswell, J.W. 2019. *Riset Pendidikan Perencanaan, Pelaksanaa, dan Evaluasi Riset Kualitatif & Kuantitatif* (Edisi ke-4). Yogyakarta: Pustaka Pelajar.
- Damayanti, A. K. (2012). Gaya Belajar Ditinjau dari Tipe Kepribadian dan Jenis Kelamin.

- Persona: Jurnal Psikologi Indonesia*, 1(2).
Doi:
<https://doi.org/10.30996/persona.v1i2.33>
- Di Gennaro, F., Pizzol, D., Marotta, C., Antunes, M., Racalbuto, V., Veronese, N., & Smith, L. (2020). Coronavirus Diseases (COVID-19) Current Status and Future Perspectives : A Narrative Review. *International journal of enviromental research and public health*, 17(8), 2690. Doi:
<https://doi.org/10.3390/ijerph17082690>
- Durowoju, E. O., & Onuka, A. O. (2015). Teacher Self-Efficacy Enhancement and School Location: Implication for Students' Achievement in Economics in Senior Secondary School in Ibadan, Oyo State, Nigeria. *Journal of Education and Practice*, 6(11), 109-115.
- Erdem-Keklik, D. & Keklik, I. (2014). High School Students' Achievement Goals: Assessing Gender, Grade Level and Parental Education, *Cukrova University Faculty of Educational Research*, 43(1), 63-73. Doi:
<https://doi.org/10.14812/cufej.2014.005>
- Ernawati, E., & Wilodati, W. (2020). Adaptasi Pembelajaran Sosiologi Secara Blended Learning Dalam Menghadapi Masa New Normal. *Perspektif Ilmu Pendidikan*, 34(2), 520891.
- Fadillah, P. (2026). Pengalaman Belajar Siswa Kelas X Pada Pembelajaran Sosiologi Di Sma Pgri 2 Padang. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 11(1), 220-238.
- Fawaz, M., & Samaha, A. (2021). E-learning: Depression, Anxiety, and Stress Symptomatology Among Lebanese University Students During COVID-19 Quarantine. In *Nursing forum*, 56(1), 52-57. Doi: <https://doi.org/10.1111/nuf.12521>
- Hartshorne, J. K., Tenenbaum, J. B., & Pinker, S. (2018). A Critical Period For Second Language Acquisition: Evidence From 2/3 Million English Speakers. *Cognition*, 177, 263-277. Doi:
<https://doi.org/10.1016/j.cognition.2018.04.007>
- Harvey, H. L., Parahoo, S., & Santally, M. (2017). Should Gender Diferences be Considered When Assessing Student Satisfaction in the Online Learning Environment for Millennials? *Higher Education Quarterly*, 71(2), 141–158. Doi:
<https://doo.org/10.1111/hequ.12116>
- Hasan, N., & Bao, Y. (2020). Impact of “E-Learning Crack-Up” Perception on Psychological Distress Among College Students During COVID-19 Pandemic: A Mediating Role of “Fear of Academic Year Loss”. *Children and Youth Services Review*, 105355. Doi:
<http://doi.org/10.1016/j.chilyouth.2020.105355>
- Humairo, H. D. (2014). Perbedaan Organizational Citizenship Behavior (OCB) Pada Guru Sekolah Menengah Kejuruan (SMK) Ditinjau dari Status Sekolah. *Character: Jurnal Penelitian Psikologi*, 2(2).
- Irawan, A. W., Dwisona, D., & Lestari, M. (2020). Psychological impacts of Students on Online Learning During the Pandemic COVID-19. *KONSELI: Jurnal Bimbingan dan Konseling (E-Journal)*, (1), 53-60. Doi: <http://doi.org/10.0/kons.v7i1.6389>
- Ismah, I., & Wibiastuti, E. R. (2015). Pengaruh Letak Geografis Sekolah Terhadap Konsentrasi Belajar Matematika Siswa Sekolah Menengah Pertama. *FIBONACCI: Jurnal Pendidikan Matematika dan Matematika*, 1(1), 82-96. Doi:
<https://doi.org/10.24853/fbc.1.1.82-96>
- Kasse, J. P., Nakawoya, F., Balunywa, W., & Nansubuga, A. K. (2015). Framework Towards Cloud Computing Adoption by SMEs in Uganda. *Asian Journal of Computer Science and Information Technology*, 5(7), 42-46. Doi:
<http://dx.doi.org/10.15520/a.jcsit.v5i7.29>
- Kementerian Pendidikan dan Kebudayaan. (2021). Laporan Jumlah Siswa Sekolah Menengah Atas tahun 2021 Kabupaten Sukabumi. Retrieved from <referensi.data.kemdikbud.go.id>, accessed 20 Oktober 2021.
- Kementerian Pendidikan dan Kebudayaan. (2021). Panduan Penyelenggaraan

- Pembelajaran PAUDDIKDASMENDI Masa Pandemi Covid-19. Retrieved from <https://simpandata.kemdikbud.go.id/index.php/s/XRwLkKWdQ83oygd> accessed 25 Oktober 2021.
- Kemp, N., & Grieve, R. (2014). Face-to-Face or Face-to-Screen? Undergraduates' Opinions and Test Performance in Classroom vs Online Learning. *Frontiers in Psychology*, 5, 1278. Doi: <https://doi.org/10.3389/fpsyg.2014.01278>
- Khalil, R., Mansour, A. E., Fadda, W. A., Almisnid, K., Aldamegh, M., Al-Nafeesah, A., ... & Al-Wutayd, O. (2020). The Sudden Transition to Synchronized Online Learning During the COVID-19 Pandemic In Saudi Arabia: A Qualitative Study Exploring Medical Students' Perspectives. *BMC Medical Education*, 20(1), 1-10. Doi: <https://doi.org/10.1186/s12909-020-02208-z>
- Levitskaya, A., & Seliverstova, L. (2020). Media Education Trends in Georgia. *International Journal of Media and Information Literacy*, 5(1), 79-89. Doi: <https://doi.org/10.13187/IJMIL.2020.1.79>
- Masyhuri, M., Ilyas, M., Utomo, J., & Noviana, M. (2025). Integrasi Kearifan Lokal Suku Sasak Pada Mata Pelajaran Sosiologi (Pendampingan Bagi Guru Sosiologi di SMA Abata Lombok). *Jurnal Pengabdian Inovasi Masyarakat Indonesia*, 4(2b), 367-370.
- Mukhtar, K., Javed, K., Arooj, M., & Sethi, A. (2020). Advantages, Limitations and Recommendations for Online Learning During COVID-19 Pandemic Era. *Pakistan Journal of Medical Sciences*, 36(4), S27-S31. Doi: <https://doi.org/10.12669/pjms.36.COVID19-S4.2785>
- Mustafa, F., Khursheed, A., Rizvi, S. M. U., Zahid, A., & Akhtar, A. (2021). Factors Influencing Online Learning of University Students Under the Covid-19 Pandemic. *IJERI: International Journal of Educational Research and Innovation*, (15), 342-359. Doi: <https://doi.org/10.46661/ijeri.5432>
- Nasution, M., K. (2017). Penggunaan Metode Pembelajaran Dalam Peningkatan Hasil Belajar Siswa. *STUDIA DIDAKTIKA: Jurnal Ilmiah Bidang Pendidikan*, 11(1), 9-16.
- Nomleni, Y., Arjana, I. G. B., Johanis, N. K. (2015). Pengaruh Lingkungan Geografi s terhadap Prestasi Belajar Peserta Didik Kelas XI IPS Mata Pelajaran Geografi. *Jurnal Pendidikan dan Pembelajaran*, 22(1), 63-68.
- Noviana, M., & Komariah, S. (2022). Project Based Learning (PjBL) Model Integration of Sasak Ethnic Nenun Local Wisdom in Sociology Subjects. *JUPIIS: Jurnal Pendidikan Ilmu-ilmu Sosial*, 14(2), 11-26.
- Noviana, M., Maftuh, B., & Wilodati, W. (2022). Friendly Feeling Sebagai Modal Sosial Siswa Dalam Warga Sekolah Multikultural Pada Mata Pelajaran Sosiologi. *Jurnal Pendidikan Sosiologi Dan Humaniora*, 13(2), 380.
- Noviana, M., Malihah, E., & Komariah, S. (2023). *The Impact Of Mandalika Circuit Development On Socio-Cultural Changes: A Systematic Literature Review*. *Jupiis: Jurnal Pendidikan Ilmu-Ilmu Sosial*, 15 (1), 32.
- Noviana, M., Sukardi, S., & Suryanti, N. M. N. (2020). Learning Process During Covid-19 Pandemic from Various Variables in Senior High School. *SAR Journal*, 3(4), 160-165. Doi: <https://doi.org/10.18421/SAR34-03>
- Noviana, M., & Utomo, J. (2025). Teaching Materials in Sociology Learning From Various Variables in High School. *SocioEdu: Sociological Education*, 6(2), 159-167.
- Onde, M. K. L. O., Aswat, H., Sari, E. R., & Meliza, N. (2021). Analisis Pelaksanaan Pembelajaran Tatap Muka Terbatas (TMT) di masa New Normal terhadap Hasil Belajar Matematika di Sekolah Dasar. *EDUKATIF: Jurnal Ilmu Pendidikan*, 3(6), 4400-4406. Doi: <https://doi.org/10.31004/edukatif.v3i6.1449>
- Powa, N. W., Tambunan, W., & Limbong, M. (2021). Analisis Persetujuan Orang Tua

- Terhadap Rencana Pembelajaran Tatap Muka Terbatas Di Smk Santa Maria Jakarta. *Jurnal Manajemen Pendidikan*, 10(2), 100-111. Doi: <https://doi.org/10.33541/jmp.v10i2.3274>
- Putra, K. S. P. K. S. (2023). Pendidikan Berbasis Kearifan Lokal: Menjaga Tradisi Di Era Digital. *Hijri*, 12(2), 287-299.
- Rahmi, C., & Sari, N. P. (2025). Implementasi Kearifan Lokal dalam Pembelajaran Sains untuk Mendukung Pendidikan Berkelanjutan. *Jurnal Kolaborasi Akademika*, 2(1).
- Richardson, J. T., & Woodley, A. (2003). Another Look at the Role of Age, Gender and Subject as Predictors of Academic Attainment in Higher Education. *Studies in Higher Education*, 28(4), 475-493. Doi: <https://doi.org/10.1080/0307507032000122305>
- Sakkir, G., Dollah, S., & Ahmad, J. (2020). Favorite E-Learning Media in Pandemic Covid-19 Era. *Jurnal Studi Guru dan Pembelajaran*, 3(3), 480-485.
- Sari, D. R., & Siswanto, A. (2021). Tantangan dan Peluang Pembelajaran Sosiologi di Masa Pandemi Covid 19: (Studi Pada Guru Sosiologi di Jabodetabek). *Jurnal Diskursus Pendidikan Sosiologi*, 2(1), 16-20.
- Septarinjani, H., Amelia, S., Efendi, R., Oktara, T. W., & Delano, V. (2025). Integrasi Psikologi Pendidikan dan Kearifan Lokal dalam Mewujudkan Pembelajaran Kontekstual. *Indonesian Journal of Educational Counseling*, 9(2), 144-156.
- Shaw, S. C., Hennessy, L. R., & Anderson, J. L. (2021). The Learning Experiences of Dyslexic Medical Students During the COVID-19 Pandemic: A Phenomenological Study. *Advances in Health Sciences Education*, 1-18. Doi: <https://doi.org/10.1007/s10459-021-10074-7>
- Shereen, M.A., Khan, S., Kazmi, A., Bashir, N., and Siddique, R. (2020). Covid-19 Infection : Origin, Transmission, and Characteristics of Human Coronavirus. *Journal of Advanced Research*, 24(5), 91-98. Doi: <https://doi.org/10.1016/j.jare.2020.03.005>
- Sholeha, D. (2021). Upaya Peningkatan Hasil Belajar Siswa Melalui Metode Pembelajaran Discovery Learning. *Indonesian Journal of Teacher Education*, 2(1), 218-225.
- Shukla, T., Dosaya, D., Nirban, V. S., & Vavilala, M. P. (2020). Factors Extraction of Effective Teaching-Learning in Online and Conventional Classrooms. *International Journal of Information and Educational Technology*, 10(6), 422-427.
- Singarimbun, M., & Effendi, S. 2008. Metode Penelitian Survei. Jakarta. LP3ES.
- Socha, A., & Sigler, E. A. (2012). Using Multidimensional Scaling to Improve Functionality of the Revised Learning Process Questionnaire. *Assessment & Evaluation in Higher Education*, 37(4), 409-425. Doi: <http://doi.org/10.1289409425>
- Sojitra, R. B., Lerner, I., Petok, J. R., & Gluck, M. A. (2018). Age Affects Reinforcement Learning through Dopamine-Based Learning Imbalance and High Decision Noise—Not through Parkinsonian Mechanisms. *Neurobiology of Aging*, 68, 102-113. Doi: <https://doi.org/10.1016/j.neurobiolaging.2018.04.006>
- Suoth, L., & Sabarua, J. O. (2026). Analisis Kearifan Lokal Masyarakat Halmahera Utara Untuk Penguatan Karakter Melalui Pembelajaran Bahasa Indonesia. *SINERGI: Jurnal Riset Ilmiah*, 3(2), 912-924.
- Supratman, S., Ubaidullah, U., Muslimin, M., Safitri, A., Satriawansyah, T., Rusdianto, R., & Lugi, F. (2026). Pendidikan Lingkungan Berbasis Nilai Lokal Samawa untuk Menumbuhkan Literasi Lingkungan Peserta Didik. *JagoMIPA: Jurnal Pendidikan Matematika dan IPA*, 6(1), 147-157.
- Supriatna, U. (2021). Kompetensi Guru Memanfaatkan Teknologi Informasi dan Komunikasi dalam Mengembangkan Media Pembelajaran Online. *Edumaspul:*

- Jurnal Pendidikan*, 5(1). 214–221. Doi: <https://doi.org/10.33487/edumaspul.v5i1.937>
- Van Haeften, S., Milic, A., Addison-Smith, B., Butcher, C., & Davies, J. M. (2020). Grass Gazers: Using Citizen Science As a Tool to Facilitate Practical and Online Science Learning For Secondary School Students During The COVID-19 Lockdown. *Ecology and Evolution*, 11(8), 3488-3500. Doi: <https://doi.org/10.1002/ece3.6948>
- Xu, Z., & Gulosino, C. A. (2006). How Does Teacher Quality Matter? The Effect Of Teacher–Parent Partnership On Early Childhood Performance In Public And Private Schools. *Education Economics*, 14(3), 345-367. Doi: <https://doi.org/10.1080/09645290600777550>
- Yu, Z. (2021). The Effects of Gender, Educational Level, and Personality on Online Learning Outcomes During the COVID-19 Pandemic. *International Journal of Educational Technology in Higher Education*, 18(1), 1-17. Doi: <https://doi.org/10.1186/s41239-021-00252-3>
- Yusrizal, Y., Safiah, I., & Nurhaidah, N. (2017). Kompetensi Guru dalam Memanfaatkan Media Pembelajaran Berbasis Teknologi Informasi dan Komunikasi (TIK) di SD Negeri 16 Banda Aceh. *Jurnal Ilmiah Mahasiswa Pendidikan Guru Sekolah Dasar*, 2(2), 126-134.