The Strengths and Weaknesses of Online Learning from The Perspectives of Teachers and Students in Sma/Smk Negeri Buleleng Sub-District During the Covid-19 Pandemic

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Abstrak

Penelitian ini bertujuan untuk menganalisis kekuatan dan kelemahan pembelajaran daring dari sudut pandang guru dan siswa selama pandemi COVID-19. Subyek penelitian ini adalah guru dan siswa bahasa Inggris di SMA/SMK Negeri di Kecamatan Buleleng. Dalam hal ini, subjek penelitian terdiri dari 21 guru bahasa Inggris yang terdiri dari 11 guru laki-laki dan 10 perempuan, serta 42 siswa yang terdiri dari 20 laki-laki dan 22 perempuan. Data penelitian ini diperoleh dengan menggunakan kuesioner. Penelitian ini merupakan penelitian deskriptif kualitatif dengan desain penelitian. Hasil penelitian ini menemukan bahwa pembelajaran online memiliki kelebihan dan kekurangan menurut persepsi guru dan siswa.

Kata Kunci: *Kelebihan, Kelemahan, Pembelajaran Online, Perspektif*

Abstract

This research aimed to analyse the strengths and weaknesses of online learning from the perspectives of teachers and students during the COVID-19 pandemic. The subjects of this research were English teachers and students in SMA/SMK Negeri in Buleleng sub-district. In this case, the subjects of the study consist of 21 English teachers including 11 male and 10 female teachers, and 42 students covering 20 male and 22 female students. The data of this research were obtained by using questionnaires. This research is descriptive qualitative research design. The result of this research found that the online learning has strengths and weaknesses according to the perceptions of the teachers and the students.

Keywords: Strengths, Weaknesses, Online Learning, Perspective

1. INTRODUCTION

Education in different countries is a fundamental one. This can be seen from the progress of a country reflected on its human resources. The role of education itself is not free from a teacher's involvement. Teachers and students have important roles in learning process. The learning process occurs if the two are interconnected. Teachers have responsibilities to teach students to be able to understand the materials taught.

If a teacher is equated as the captain of a ship who takes his passengers to a destination safely, the captain will successfully run the role of captains of the ship. It is the same as the role of teachers who can direct students to achieve learning goals. According to Harmer (Ratminingsih 2017: 43-46), there are eight important roles of teachers, namely: teachers as controllers, teachers as accessors, teachers as organizers, teachers as stimulators, teachers as participants, teachers as sources of learning, teachers as tutors, and teachers as investigators. Besides that, there are four important roles of teachers in learning, covering the role of teachers in understanding the characters of students, the role of teachers in designing learning, the role of teachers in implementing learning design, and the role of teachers as

learning evaluators (Satori et al, 2007: 3.1). All such roles are teachers' obligations that must be implemented in classroom study as well as outside of class.

An existing fact nowadays is that learning activity within the classroom does not occur effectively. This is due to the emergence of a dangerous outbreak that causes all activities in some countries in the world not to run normally. The disease is a new virus that has been officially named by the World Health Organization (WHO) as coronavirus disease 2019 pandemic (COVID-19). Carmosino (2020) states that Coronavirus is a disease that interferes respiratory tracts such as Severe Acute Respiratory Syndrome (SARS) and Middle East Respiratory Syndrome (MERS). The virus which quickly spread to several of countries in the world is originated from Wuhan, China. From the data obtained, this virus spread through people who interact to other people who can scatter the virus through coughing, sneezing, and talking (Tosh, 2020).

The right solution in facing the situations like this is through online learning. According to Bakia et al (2012), online learning is learning through internet aid regarding instructional activities. She further explains that online learning via the internet is prepared as a facility for interaction between teachers and students, and it is usually conducted in class or outside of class. Dhull & Sakshi (2017) states that some of the technologies used in online learning are; world wide web (www), email, chat, new group, text, audio, and video as learning materials. Online learning also requires good planning using the current existing approach. Based on the problem that learning in class did not work as usual and was caused by the pandemic COVID-19 outbreak, therefore online learning would be a solution to learning to work well by implementing online learning.

2. METHOD

The design in this study is descriptive qualitative research design. According to Astalin (2013), qualitative research design is a systematic scientific research focused on how social or cultural phenomena are presented in information form by a researcher. This design was discussed the problem based on the phenomenon that occurred raised in the study is the strengths and weaknesses of online learning from the perspectives of teachers and students during the COVID-19 Pandemic. The subjects of this study were English teachers and students in SMA/SMK Negeri in Buleleng sub-district. In this case, the subjects of the study consist of 21 English teachers including 11 male and 10 female teachers, and 42 students covering 20 male and 22 female students.

In collecting the research data, the instrument that used in this study are questionnaires. The questionnaires were created based on the research problems. A closed ended questionnaire was used in the study. According to Abdullahi (2019), closed ended questionnaire are given to respondents in the form of predetermined answer choices. In the questionnaire it used Likerts' 5 scales that are Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

3. RESULT AND DISCUSSION

Result
The Perceptions of Teachers and Students about the Strengths of Online Learning

The perceptions of the teachers and students were measured using questionnaire and the responses provided reflect the perceptions of the teachers and students about online learning which covers several aspects such as lesson plan, learning management, place and access, time management, assignments, assessment, feedback, interaction, motivation, and cost.

The Perceptions of Teachers about the Strengths of Online Learning
Lesson Plan

The Lesson Plan aspect consist of 1 item. The statement of perception on this aspect is "Lesson plan is needed for teaching instruction". The purpose of this item is to determine the perceptions of the teachers whether they can compile and use a lesson plan when online learning is implemented. The result of this aspect shows that of the 21 teachers who became respondents on the aspect of the "Lesson Plan" 20 teachers chose to agree with percentage of 95.2% and 1 teacher chose to disagree with percentage of 4.8%.

Place and Access

The Place and Access aspect consists of 2 items. The first statement of perception on the aspect is "The place is a factor in the smoothness and convenience of the online learning process". The second statement is "Online learning makes it easy for me to access various things that are needed such as learning materials and others". The purpose of these items are to find out the teachers' perceptions of the place in implementing online learning and also to find out the teachers' perceptions of the easiness of collecting the material needed in online learning. The result of these aspects shows that of the 21 teachers who became respondents on the "Place" aspect, 14 teachers chose to agree with percentage of 66.7% and 7 teachers chose to disagree with percentage of 33.3%. Besides, on the "Access" aspect, 18 teachers chose to agree with percentage of 85.7% and 3 teachers chose to disagree with percentage of 14.3%.

Time Management

The Time Management aspect consists of 2 items. In the first item including the perceptions of teachers about the Strengths in online learning. The statement of perception on the aspect is "I can easily manage the time in online learning". The purpose of this item is to determine the perceptions of the teachers about discipline in managing time in online teaching. The result of this aspect shows that of the 21 teachers who became respondents on the "Time Management" aspect, 18 teachers in the first item choose to agree with percentage of 85.7% and the rest chose to disagree with percentage of 14.3%.

Assignment

The Assignment aspect consists of 3 items. The first statement of perception on the aspect is "The number of assignments given to the students is a measure of the development of students' knowledge". The second statement is "The type of task chosen is important to give to the students in online learning". The third statement is "I give assignments of collaborative or multimedia types to the students". The purpose of these items are to look at the perceptions of the teachers about the benefits of assignments given to the students, to find out the teachers' perceptions about choosing the types of assignments given to the students in taking online learning, and to determine the perceptions of the teachers about assigning tasks to the students with collaborative or multimedia types. The result of this aspect shows that of the 21 teachers on the "Assignment" aspect of the first item, 10 teachers chose to agree with percentage of 47.6% and 11 teachers chose to disagree with percentage of 52.4%. The second item has very high percentage of 100%, this is because all the teachers choose to agree. In the third item, 20 teachers chose to agree with percentage of 95.2%, while only 1 teacher chose to disagree with percentage of 4.8%.

Assessment

The Assessment aspect consists of 2 items. The first statement of perception on the aspect is "I assess the students' assignments in online learning in a special way". The second statement is "The process of assessing assignments online made it difficult for me to get

assessment results for the students". The purpose of these items are to find out the perceptions of the teachers about how the teachers assesses students assignments in online learning and to find out the perceptions of the teachers about the teachers' ability to assess the students when viewed from the process. The result of this aspect shows that of the 21 teachers on the "Assessment" aspect of the first item, 16 teachers chose to agree with percentage of 76.2% and 5 teachers chose to disagree with percentage of 23.8%. In the second item, 7 teachers chose to agree with percentage of 33.3% and 14 teachers chose to disagree with percentage of 66.7%.

Feedback

The Feedback aspect consists of 2 items. The first statement of perception on the aspect is "Feedback is important for the students in online learning". The second statement is "I provide feedback during the online learning process". The purpose of these items are to find out the perceptions of the teachers about the feedback that given to the students during online learning and to find out whether the teachers provides feedback to the students. The result of this aspect shows that of the 21 teachers on the "Feedback" aspect of the first item, all the teachers chose to agree with percentage of 100%. In the second item, 20 teachers chose to agree with percentage of 95.2% while only 1 teacher chose to disagree with percentage of 4.8%.

Interaction

The Interaction aspect consists of 2 items. The first statement of perception on the aspect is "Interaction occurs between the teachers and students in the online learning process". The second statement is "Virtual interaction or interaction via video in online learning is effective to use by teachers and students". The purpose of these items are to determine whether there is interaction between the teachers and students during online learning and to determine the perceptions of the teachers about the effectiveness of virtual interactions in online learning. The result of this aspect shows that of the 21 teachers on the "Interaction" aspect of the first item, all the teachers chose to agree with percentage of 100%. In the second item, 13 teachers chose to agree with percentage of 61.9% and 8 teachers chose to disagree with percentage of 38.1%.

Motivation

The Motivation aspect consist of 1 item. The statement of perception on the aspect is "Online learning motivates me to teach the students". The purpose of this item is to find out whether the teachers are more motivated in teaching the students through online learning. The result of this aspect shows that of the 21 teachers on the aspect of "Motivation", 17 teachers chose to agree with percentage of 81% and 4 teachers choose to disagree with percentage of 19%.

The Perceptions of Students about the Strengths of Online Learning
Place and Access

The Place and Access aspect consists of 2 items. The first statement of perception on the aspect is "Online learning makes it easy for me to choose a place and feel comfortable with online learning". The second statement is "I can easily access various things that are needed such as learning materials in online learning". The purpose of these items are to determine the perceptions of the students about the sustainability of online learning and to find out the perceptions of the students about the easiness of accessing online learning. The result of this aspect shows that of the 42 students on the "Place" aspect, 5 students chose to strongly agree with percentage of 11.9%, 23 students chose to agree with percentage of

54.8%, 1 student chose neutral with percentage of 2.4%, 12 students chose to disagree with percentage of 28.6%, and 1 student chose strongly disagree with percentage of 2.4%. On the "Access" aspect of 42 students, 6 students chose to strongly agree with percentage of 14.3%, 24 students chose to agree with percentage of 57.1%, 2 students chose neutral with percentage of 4.8%, 9 students chose to disagree with the percentage 21.4%, and 1student chose strongly disagree with percentage of 2.4%.

The Perceptions of Teachers and Students about the Weaknesses of Online Learning

The perceptions of the teachers and students were measured using questionnaire and the responses provided reflect the perceptions of the teachers and students about online learning which covers several aspects such as learning management, time management, assignments, interaction, motivation, and cost. The results of the teachers' and students' questionnaires will be displayed in tabular form based on each of the following aspects.

The Perceptions of Teachers about the Weaknesses of Online Learning

Learning Management

The Learning Management aspect consist of 1 item. The statement of perception on the aspect is "I have difficulty in managing online learning". The purpose of this item is to determine the perceptions of the teachers regarding to readiness in managing online learning. The result of this aspect shows that of the 21 teachers who became respondents on the aspect of "Learning Management" 12 teachers chose to agree with percentage of 57.1% and 9 teachers chose to disagree with percentage of 42.9%.

Time Management

The Time Management aspect consists of 2 items. In the second item including the perceptions of teachers about the Weaknesses in online learning. The statement of perception on the aspect is "The time for teaching is limited in online learning". The purpose of this item is to find out teachers' perceptions of the time required to teach online. The result of this aspect shows that of the 21 teachers who became respondents on the "Time Management" aspect in the second item. 11 teachers chose to agree with percentage of 52.4% and the rest chose to disagree with percentage of 47.6%.

Cost

The Cost aspect consists of 2 items. The first statement of perception on the aspect is "The cost required in online learning do not exceed traditional learning or are relatively cheaper". The second statement is "Cost is an obstacle in implementing online learning". The purpose of these items are to determine the perceptions of the teachers about the cost comparison of online learning and traditional learning and also to find out the perceptions of the teachers about cost in online learning. The result of this aspect shows that of the 21 teachers on the "Cost" aspect of the first item, 6 teachers chose to agree with percentage of 28.6% and 15 teachers chose to disagree with percentage of 71.4%. In the second item, 10 teachers chose to agree with percentage of 47.6% and 11 teachers chose to disagree with percentage of 52.4%.

The Perceptions of Students about the Weaknesses of Online Learning

Time Management

The Time Management aspect consists of 2 items. The first statement of perception on the aspect is "I can manage time well in following online learning". The second statement is "As a student, the learning time in online learning is limited for me". The purpose of these items are to find out whether the students can manage time in online learning and to find out the perceptions of the students about the time needed in online learning. The result of this

aspect shows that of the 42 students on the "Time Management" aspect of the first item, 4 students chose to strongly agree with percentage of 9.5%, 25 students chose to agree with percentage of 59.5%, 4 students chose neutral with percentage of 9, 5%, and 9 students chose to disagree with percentage of 21.4%. In the second item, 3 students chose to strongly agree with percentage of 7.1%, 20 students chose to agree with percentage of 47.6%, 5 students chose neutral with percentage of 11.9%, and 14 students chose to disagree with percentage of 33.3 %.

Assignment

The Assignment aspect consists of 2 items. The first statement of perception on the aspect is "There are different types, ways of doing, and the number of assignments from online learning compared with classroom learning". The second statement is "I have difficulty doing assignments that given by the teacher". The purpose of these items are to determine the perceptions of the students about the different types, ways of doing, and the number of assignments from online learning when compared with classroom learning and to find out the perceptions of the students about the assignments that given by the teachers in online learning. The result of this aspect shows that of the 42 students on the "Assignment" aspect of the first item, 6 students chose to strongly agree with percentage of 14.3%, 35 students chose to agree with percentage of 83.3%, 1 student chose neutral with percentage of 2.4 %, and 9 students chose to disagree with percentage of 21.4%. In the second item, 3 students chose to strongly agree with percentage of 7.1%, 25 students chose to agree with percentage of 59.5%, 5 students chose neutral with percentage of 11.9%, and 9 students chose to disagree with percentage of 21.4%.

Interaction

The Interaction aspect consists of 2 items. The first statement of perception on the aspect is "Online learning makes it easy for me to interact with the teachers and others". The second statement is "I feel comfortable with the interactions that occur during the online learning process". The purpose of these items are to determine the perceptions of the students about the easiness of interacting with the teachers and students in online learning and to find out the perceptions of the students about the convenience of interacting with the teachers and students when online learning is taking place. The result of this aspect shows that of the 42 students on the aspect of "Interaction" in the first item, 7 students chose to agree with percentage of 16.7%, 3 students chose neutral with percentage of 7.1%, 26 students chose to disagree with percentage of 61.9 %, and 6 students chose to strongly disagree with percentage of 14.3%. In the second item, 12 students chose to agree with percentage of 28.6%, 4 students chose neutral with percentage of 9.5%, 24 students chose to disagree with percentage of 57.1%, and 2 students chose strongly disagree with percentage of 4.8 %.

Motivation

The Motivation aspect consists of 2 items. The first statement of perception on the aspect is "Online learning makes me more motivated in learning". The second statement is "If I am motivated by online learning, I want to keep learning through online learning". The purpose of these items are to determine the perceptions of the students about motivation in participating in online learning and to find out the perceptions of the students about the sustainability of online learning. The result of this aspect shows that of the 42 students on the aspect of "Motivation" in the first item, 12 students chose to agree with percentage of 28.6%, 4 students chose neutral with percentage of 9.5%, 22 students chose to disagree with percentage of 52.4 %, and 4 students chose to strongly disagree with percentage of 9.5%. In the second item, 7 students chose to agree with percentage of 16.7%, 2 students chose neutral

with percentage of 4.8%, 21 students chose to disagree with percentage of 50%, and 12 students chose strongly disagree with percentage of 28.6%.

Cost

The Cost aspect consists of 2 items. The first statement of perception on the aspect is "I need to pay more for online learning". The second statement is "Cost is my obstacle in taking online learning". The purpose of these items are to find out whether the students spend more on online learning and to find out the students' perceptions of cost when taking online learning. The result of this aspect shows that of the 42 students on the "Cost" aspect of the first item, 17 students chose to agree with percentage of 16.7%, 2 students chose neutral with percentage of 4.8%, 21 students chose to disagree with percentage of 50%, and 12 students chose strongly to disagree with percentage of 28.6%. In the second item, 4 students chose to strongly agree with percentage of 9.5%, 24 students chose to agree with percentage of 57.1%, 3 students chose neutral with percentage of 7.1%, 11 students chose to disagree with percentage of 26.2%.

Analysis of Teachers' Questionnaire

The teachers' questionnaire in this study using 10 aspects as important points in knowing the strengths and weaknesses of online learning from the perspectives of teachers. Each aspect was adopted from different experts in which the ten aspects are relevant for use in the teachers' questionnaire.

The first aspect is the "Lesson Plan". In starting learning in the class and outside the classroom, it is necessary to plan how the learning process goes according to what is expected. According to Kubilinskiene & Dagiene (2010), the lesson plan is the first thing that must be done by the teacher to prepare the things needed in carrying out learning. The teachers chose to agree with the statement of this aspect. So it can be concluded that based on the perceptions of the teachers, a lesson plan is needed for teaching instruction.

The second aspect is "Learning Management". The teachers must be able to manage the class well. Many things are included in online classroom management, one of them is choosing the right platform to carry out online learning. Furthermore, Cavus (2015) states that Learning Management Systems (LMS) in the various platforms available have features to help manage online learning such as controlling students, sharing assignments or materials communicating virtually, and creating learning schedules. So from that whether the teachers can manage the learning as whole in online learning. This is because the routines carried out by the teachers usually occurred in the classroom. The teachers chose to agree with the statement of this aspect. So it can be concluded that based on the perceptions of the teachers, they have difficulty in managing online learning.

The third aspect is "Place and Access". In carrying out online learning, of course, it is related to the place where the learning takes place. In this case wherever and whenever you can carry out online learning. According to Gunawardena & McIsaac (as cited in E-Book "Distance Educations Models and Best Practices", 2011), there are six factors in designing online learning one of them is "Delivery and Access" which is designing online learning teachers and students need to pay attention to the place and access of learning because they are both interconnected. He further explains that the relationship in question is that online learning can take place anywhere, even the teachers and students are far away as long as they can access the technology that used in the online learning. The teachers chose to agree with the first and second statement of this aspect. So it can be concluded that based on the perceptions of the teachers, in the first item they prefer to agree because the teachers pay attention to a comfortable place in implementing online learning. Whereas in the second item

the teachers prefer to agree because they can easily access various things needed in online learning.

The fourth aspect is "Time Management". Of course, it is not easy to manage time because good timing is the key to the accuracy and success of an activity. In online learning, the teachers has the responsibility of managing his own time. According to Foltynek & Motycka (2009), although self-timing is important in the learning process, another factor that should be taken into consideration is the timing of the available online learning system. Therefore, the availability of time in online learning also needs to be considered whether the available time is sufficient to carry out learning activities or not. The teachers chose to agree with the first and second statement in this aspect. So it can be concluded that based on the perceptions of the teachers, the first item show that they has no difficulty in managing their own time in online learning. Whereas in the second item they has limited time to teach in online learning.

The fifth aspect is "Assignment". The assignment function is not only as an exercise for the students but also as a measure to determine students' understanding of the material being studied. Thomas (2017) states that assignments are part of the learning process as self-assessment. Sometimes the assignment will become a burden or a feeling of saturation for students if the assignment given by the teachers is not appropriate in portion, not varied, and does not appeal to the students. This needs to be considered by the teachers before giving assignments to the students. The teachers chose to disagree with the statement of this aspect. This shows that based on the perceptions of the teachers, the number of assignments that given by the teacher to the students is not a measure of the students' knowledges. Besides, the teachers need to choose the right types of assignments for the students. As cited in E-book which entitled "Online Learning, teaching and education continuity planning for schools" (2020), there are ten guideline points in designing and evaluating online work one of them is giving assignments to students is more focused on collaborative or multimedia types. The teachers chose to agree with the statement of this aspect. So it can be concluded that based on the perceptions of the teachers, in giving assignments when carrying out online learning it is important to previously choose the type of assignment that will be given to the students and one of the right types in online learning is collaborative or multimedia.

The sixth aspect is "Assessment". The assessment is important to give for students and is an inseparable part of the learning process itself. According to Tosuncuoglu (2018), By giving appropriate assessments for students, the teachers will know the level of the students' understanding of the material being studied so that it will be easier for the teachers to provide appropriate approaches and feedback for the students. In this case, the students' assessment in online learning is different from traditional learning in the class. The teachers chose to agree with the statement of this aspect. The results of the questionnaire based on the perceptions of the teachers, they provides a special assessment in online learning when viewed from the level of difficulty, of course, there is no significant difference compared to the students' assessment in the class. The teachers chose to disagree with the statement of this aspect. So it can be concluded that based on the perceptions of the teachers, there is no difficulty in assess the students' assignments.

The seventh aspect is "Feedback". Feedback is part of the assessment that given to students. The students need to get feedback from the teachers because this can make them think about what they are doing in the learning process according to the teachers' expectations. The teachers are giving feedback to the students must be right on target which is positive or negative feedback. Matas & Allan (2005) states that in implementing online learning, it is important to provide feedback to the students because they get less response than when they learning in the class. The importance of feedback for the students is clearly seen with the addition of the teachers' opinions. 100% of the teachers chose to agree with the

statement of this aspect. This shows that all the teachers agree on the importance of feedback for the students. In fact, there is still a teacher who do not provide feedback for the students. The teachers chose to disagree with the statement of this aspect. It can be concluded that based on the perceptions of the teachers, even though there is a teacher do not provide feedback for the students, more than one the teachers provided the feedback for the students in online learning.

The eighth aspect is "Interaction". The thing that distinguishes online learning and classroom learning is interaction. The interaction in online learning cannot be done face to face directly. There are three types of interaction in online learning, namely: the first is the interaction between students, the second is the interaction between teachers and students, and the last is the interaction between students and learning materials Bernard et al. (2009). Therefore, in implementing online learning there will be interactions even though it is not facing to face. The teachers chose to agree with the statement of this aspect. Furthermore, according to Gunawardena & McIsaac (as cited in E-Book "Distance Educations Models and Best Practices", 2011), there are six factors in designing online learning one of them is interaction which is the teachers should be able to determine a technology that allows them to carry out online learning such as conference videos, conference audio, and chatting. By determining the right technology, the online learning will work well. In this case, video conferencing is better to use in facilitating online learning because it is more similar to face-to-face learning in the class. The teachers chose to agree with the statement of this aspect. It can be concluded that based on the perceptions of the teachers, virtual interaction in online learning is effective to use by the teachers and students. Besides, Aydin (2013) states that interaction in online learning frees for students to choose where they want to take part in online learning, rather than learning in the class.

The ninth aspect is "Motivation". Doing something new needs adjustments, like learning that is now being applied is online learning. The teachers must be able to adapt to teaching students through online learning even though this takes a long time because it changes old habits to new ones. Besides, the teachers need to be motivated in teaching online. According to Dornyei and Ushioda (2011), as cited in Han and Yin (2016), the teacher motivation are divided into two according to the concept of teacher motivation, namely teachers' motivation in teaching and motivation of teachers to remain professional. The teachers chose to agree with the statement of this aspect. So this can be proven that based on the perceptions of the teachers, they are motivated in teaching online. When viewed from the reasons why the teachers are motivated is based on the theory described, namely the theory of Han and Yin (2016) about the concept of teacher motivation. Furthermore, because the demands of the teachers' job where the teachers must be able to motivate himself.

The tenth aspect is "Cost". One of the factors that become an obstacle in implementing online learning is cost. For some people, it may be thought that online learning cost more than traditional learning or maybe the opposite for various reasons they have. If it is specifically asked what part or thing is the cost constraint in implementing online learning. Kumar (2015) states that there are four online cons-education points one of them is technology cost. The teachers chose to disagree with the statement of this aspect. In other words, the teachers need more money to implement online learning than traditional classroom learning. Thus, to find out whether the teachers is experiencing cost constraints in implementing online learning, the teachers chose to disagree with the statement of this aspect. So it can be concluded that based on the perceptions of the teachers, cost is not an obstacle in implementing online learning even though the questionnaire shows that some teachers experience cost constraints from the learning.

Analysis of Students' Questionnaire

The students' questionnaire in this study using 6 aspects as important points in knowing the strengths and weaknesses of online learning from the perspectives of students. Each aspect was adopted from different experts where the six aspects are relevant for use in the students questionnaire.

The first aspect is "Place and Access". As has been explained in the "Place and Access" aspect of the teachers questionnaire which has the same thing in this aspect. In participating in online learning, the students are free to choose any place where they feel comfortable to study. Besides, the students need to pay attention to whether they can access online learning in the places they choose Gunawardena & McIsaac (as cited in E-Book "Distance Educations Models and Best Practices", 2011). The students chose to agree with the statement of this aspect. Based on the perceptions of the students, It can be seen that the students make it easier to choose a place to take part in online learning. The students chose to agree with the statement of this aspect. So it can be concluded that based on the perceptions of the students, they can access online learning easily.

The second aspect is "Time Management". Managing one's own time as the students participating in online learning is different from learning in the class. In classroom learning the teachers can control the students directly, while in online learning only through technology intermediaries. According to Miertschin, Stewart, & Goodson (2015), if students can manage their time well, they should be succeed in taking online learning. They further explains that if the students are can not manage their time well, then this becomes an excuse not to hold online learning anymore. The students chose to agree with the statement of this aspect. Based on the perceptions of the students, it shows that they can manage their time well so that they will be succeed in taking online learning. Besides, another factor in the students' success in taking online learning is that the time available by the online system itself is limited. The students chose to agree with the statement of this aspect. So it can be concluded that when viewed from the results of the questionnaire, the students' learning time in online learning is limited. The possibility that what will happen is that the students are not completely successful in following the learning.

The third aspect is "Assignment". The assignment is one of the obligations of students that must be carried out. When the students do not do assignments, there are consequences for the students themselves. Thomas (2017) states that assignments are part of the learning process as self-assessment. There are differences in the various types of assignments that given by the teachers between online learning and classroom learning. The students chose to agree with the statement of this aspect. Furthermore, some of the students need to adapt to existing changes. The students chose to agree sithe the statement of this aspect. It can be concluded that based on the perceptions of the students, they have difficulty adapting to new things it is difficult for them to do the assignments that given by the teacher.

The fourth aspect is "Interaction". In the learning process, it is important to have interaction between teachers, students, and others. That's way the learning carried out will go according to what is expected. Besides, the teachers can also know directly the development of students' learning and the students who have difficulty in learning can ask questions directly with the teachers. The interactions that occur in online learning today cannot be face-to-face, but with existing technological intermediaries. According to Aydin (2013), by doing online learning will eliminate the purpose of education itself, namely in the form of practical learning that requires direct interaction with the teachers and students. The students chose to disagree with the statement of this aspect. Thus the results of the questionnaire became the reason that it was difficult for the students to interact with the teachers and the others. The students chose to disagree with the statement of this aspect. It can be concluded that based on

the perceptions of the students, they are uncomfortable with the interactions that occur in online learning.

The fifth aspect is "Motivation". Motivation is needed by students in taking online learning. Motivation itself can come from yourself or encouragement from other people around us. El-Seoud et al (2014) states that in online learning it cannot guarantee that students are motivated in this learning. The students chose to disagree with the statement of this aspect. Based on the perceptions of the students, it appears that the students are less motivated in online learning. If the students are motivated in online learning, they will likely want to continue learning. However, the students chose to disagree with the statement of this aspect. So it can be concluded that the students do not want to continue online learning.

The sixth aspect is "Cost". One of the factors that cannot be ignored so that students can take part in online learning is cost. The main thing that is most needed in online learning is technological means such as smart phones or laptops. Therefore, it requires cost to own the facilities. Besides, the need for cost in online learning is not only from the facilities used but the students need to pay more to support existing the technology. This statement was refuted by the results of the questionnaire. The students chose to disagree with the statement of this aspect. Thus, based on the perceptions of the students, it showed that the students do not pay anymore to participate in online learning. This is in contrast to the results of the questionnaire on the second item. The students chose to agree with the statement of this aspect. It can be concluded that the students experience cost constraints in participating in online learning. Kumar (2015) states that there are four online cons-education points one of them is technology cost. In this case the obstacle that the students experience in online learning is the expense in terms of technology.

4. CONCLUSION

Based on the findings and discussion, there are conclusions that illustrate this research. The online learning has strengths and weaknesses according to the perceptions of the teachers and students. Based on the analysis of the data, the strengths of online learning from the teachers' perspectives during the pandemic can be stated as follows: Having a learning plan is a must in online learning so that learning goes according to one's expectation, A teacher can choose a comfortable place in accordance with the wishes to carry out online learning and a teacher can also access learning materials easily, A teacher is able to easily manage time in online teaching, A teacher can give assignments in online learning by using collaborative or multimedia task types, The assessment of assignments can be done by using a special way, There is a feedback provided in online learning, There exist virtual interactions that are effective in online learning, A teacher have great motivation to conduct online teaching and learning.

Moreover, the weaknesses of online learning from the teachers' perspectives during the pandemic can be express as follows: Online learning is difficult to manage, The time for teaching in online learning is limited, The cost of online learning is more expensive than classroom learning. Besides, there are also the strengths of online learning from the students' perspectives, namely the student can easily choose a place to take a part in online learning and they can easily access online learning materials. Furthermore, there are also the weaknesses of online learning from the students' perspectives such as: The time for learning in online learning is limited, There are different types of tasks in online learning so that students find difficulties in carrying out the tasks, It is difficult to interact with teachers and others, The students are not motivated to learn in online learning. There are cost constrains for online learning.

Even though online learning has other weaknesses and strengths, this learning is the best solution to be applied during the COVID-19 pandemic. In connection with the results of this study, especially with regard to the weaknesses of online learning from the teachers' perspectives, it can be suggested for the teachers to train themselves and adjust again in online teaching which can be improved through the experiences of the teachers themselves. For researchers who want to do similar studies, they can follow this research as a reference or add things that are new and less than this research. Finally, the researcher hope that this research will be useful for the author himself and other readers so that in the future they can improve and develop better online learning.

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