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Online Learning Implementation during the Covid-19 Pandemic: Teachers' Perception and Students' Responses

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ABSTRAK

Teknologi memainkan peran penting dalam pendidikan, terutama saat ini karena pandemi Covid-19, memaksa pendidik untuk bekerja dan siswa untuk belajar dari rumah. Penelitian ini bertujuan untuk menganalisis persepsi guru dan tanggapan siswa terhadap pelaksanaan pembelajaran online yang telah berlangsung selama lebih dari satu tahun. Penelitian ini menggunakan metode penelitian campuran kuantitatif dan kualitatif, yang dilakukan melalui survei dan wawancara. Ini melibatkan 37 guru yang terdiri dari guru penuh waktu dan paruh waktu dan delapan siswa perwakilan dari tingkat 4 tahun. Ada dua instrumen yang digunakan untuk mengumpulkan data, yaitu kuesioner dan pedoman wawancara. Temuan dianalisis secara deskriptif. Pertama, hasil dari kuesioner disajikan secara kuantitatif dengan menghitung persentase dan kemudian ditentukan dengan menggunakan penilaian referensi ideal teoritis. Hasil penelitian ini membuktikan bahwa sebagian besar guru secara umum memiliki persepsi yang baik terhadap pelaksanaan pembelajaran online. Selain itu, sebagian besar siswa memiliki tanggapan yang baik terhadap pelaksanaan pembelajaran online. Dengan demikian, di tahun depan, pembelajaran semacam ini menjadi model yang tepat yang perlu diterapkan secara maksimal dengan perlakuan yang lebih baik, terutama dalam pertemuan virtual melalui platform yang lebih sinkron.

ABSTRACT

Technology plays a vital role in education, most currently due to the Covid-19 pandemic, forcing educators to work and students to study from home. This study aims to analyses teachers' perception and students' responses toward the online learning implementation which have undergone for more than one year. The study utilized mixed-method research of quantitative and qualitative, which was conducted by a survey and interview. It involved 37 teachers comprising the full-time and part-time teachers and eight representative students from 4-year levels. There were two instruments used to collect the data, namely questionnaire and interview guide. The findings were analyzed descriptively. First, the results from the questionnaires were presented quantitatively by calculating the percentage and then determined by using theoretical ideal reference assessment. The result of this study proved that most teachers generally had a good perception of the implementation of online learning. Additionally, the students mainly had good responses toward the implementation of online learning. Thus, in the year ahead, this kind of learning is becoming an appropriate model that needs to be implemented maximally with better treatment, especially in a virtual meeting via more synchronous platforms.

1. INTRODUCTION

Information technology in recent years has developed rapidly, and it has changed the paradigm of society in seeking and obtaining information, which is no longer limited to newspaper, audio-visual and electronic information, but also other sources, one of which is through the internet network (Norahmi, 2017; Robandi et al., 2019; Suryaman et al., 2020). The rapid development of technology has helped a lot in various fields of human life, such as economics, health, and education (Munna & Shaikh, 2020; Siregar,

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2020). One area that has had a significant impact on the development of technology is education (Agustini et al., 2019; Siwawetkul & Koraneekij, 2020; Sojayapan & Khlaisang, 2020). Online learning is a type of teaching and learning in which delivering teaching materials to students using the internet in the form of distance education (Cavanaugh et al., 2009; Fuadi et al., 2020). Its use is aimed at improving the quality of learning, which is done through internet connection in the form of distance education (Cavanaugh et al., 2009; Fuadi et al., 2020; Zhafira et al., 2020). The utilization of ICT in education development has penetrated into various forms that support the learning process, such as e-learning, blended learning, flipped learning, and others (Hutagalung et al., 2018; Ratminingsih et al., 2018; Santosa, 2017).

Online learning provides an excellent method for delivering material that is not bound by time or location, allowing accessibility anytime from anywhere (Alhassan, 2016; Choi & Yi, 2016; Knippelmeyer & Torraco, 2007). It gives three other advantages: a supplemental that is optional, complementary, or substitute. During the Covid-19 pandemic, the online learning mainly conducted by most institutions is as a substitute for face-to-face learning. This online learning also has another crucial benefit of providing a world-class education to anyone, anywhere, and anytime as long as they have internet access (Nguyen, 2015; Setiawardhani, 2013). Previous researcher specifies other benefits, such as (1) flexibility in choosing the time and place to access lessons (Elyas, 2018). It can be accessed from anywhere and at any time, (2) independent learning, that online learning provides an opportunity for learners to be in control of their learning, meaning that learners are given the freedom to decide when to start, when to finish, and which part of the lesson they want to learn first, and so forth, and (3) Funding, that many expenses can be saved from the online learning method. It requires both educators' and students' ability in using technology, which helps them create a more conducive learning atmosphere so that good social interaction is formed (Andel et al., 2020; Nursyahrina et al., 2021; Ulya et al., 2020).

All aspects of lectures are conducted in an online learning environment. It was categorization is of two types of online learning, asynchronous and synchronous (Elshami et al., 2021; Ogbonna et al., 2019). Asynchronous learning is a teaching and learning process that does not occur at the same time, while synchronous learning refers to a teaching and learning process that occurs at the same time, both done through technology such as the internet. The synchronous learning environment provides real-time interaction, which can be collaborative by combining electronic activities such as instructor lectures with the facility of question and answer sessions (Hastie et al., 2010; Perveen, 2016; Warden et al., 2013). The synchronous sessions require the presence of the student-teacher simultaneously. On the other hand, asynchronous environments are not time-bound, and students can work on electronic activities at their own pace. The asynchronous learning model has become the most common form of online teaching by far because of the flexibility of the model (Fabriz et al., 2021; Hiltz & Goldman, 2005; Setiadi et al., 2021). The asynchronous environment provides students with available material in the form of audio/video lectures, handouts, articles, and PowerPoint presentations. These materials can be accessed anytime, anywhere through the Learning Management System (LMS) or other similar channels (Dong et al., 2020; Ogbonna et al., 2019; Perveen, 2016; Sun & Chen, 2016).

There are several previous studies conducted on the use of online learning during the Covid-19 pandemic. First, previous study proved that nine types of applications are often used in the online learning process (Fuadi et al., 2020). The nine types of applications that are often used include; (1) Zoom, (2) Google Classroom, (3) WhatsApp group, (4) Google Meet, (5) Skype, (6) Webex, (7) Email, (8) Edmodo and (9) Cam Studio. The study by other previous study showed that (1) students already had the essential facilities needed to take part in online learning, (2) online learning had flexibility in its implementation and was able to encourage the emergence of independent learning and motivation to be more active in learning, and (3) distance learning encouraged the emergence of social distancing behavior and minimizes the emergence of student crowds so that they were considered to reduce the potential for the spread of Covid-19 in the university environment (Sadikin & Hamidah, 2020). Meanwhile, they also indicated the challenges of online learning, namely weak supervision of students' learning, the lack of strong signals in remote areas, and the high cost of quotas are challenges in online learning. Previous research, in his research entitled Online Learning: A Panacea in the Time of COVID-19 Crisis, showed that the application of online learning gave a new experience that provided convenience and flexibility in learning without having to go to campus (Dhawan, 2020). Apart from that, online learning still faced some problems, such as inadequate network access results in unclear communication and instructions in lectures, internet quotas hindered student participation in online lectures, excessive workload made the students' concentration decreased.

Perception is something to do with someone's views, opinions, and ideas due to observation or experience. It denotes how someone perceives and reacts to a particular subject. It has something to do with attitude in receiving information through senses (Maba, 2017; Matherne, 2015). It is related to someone's responses toward the stimulus, which is in the form of visual (sight), auditory (sound), olfaction (smell), taste, and touch in order to understand something (Adnan & Anwar, 2020; Astuti & Indriani, 2020; Démuth,

2013). Perception aims to extend ideas of something or the issues that can be used to consider a problem; thus, it is possible to make conclusions (Noguera et al., 2018; Qiong, 2017). Thus, the issues, concerns, and conclusions which are made in this study are related to the teachers' and students' experience due to the implementation of online learning during the Covid-19 pandemic. Therefore this study aims to analyses teachers' perception and students' responses toward the online learning implementation which have undergone for more than one year.

2. METHOD

This research made use of a mixed-method which combined quantitative and qualitative. It used a sequential embedded design through questionnaires and interviews (Creswell, 2017; Kimmons, 2022). There were two ways to collect the data: delivering the questionnaires to the teachers and conducting the interview with the students. Thus, the quantitative data was the primary source collected from the questionnaire, while the qualitative data was the interview results that complemented the quantitative data result. The subjects were 37 teachers who teach in the English Education Study Program of Undiksha Bali, comprising 32 permanent, two contracted, and three extraordinary teachers. Meanwhile, eight students were involved, representing four different levels, two from each level in the first, second, third, and fourth year. There were two instruments used to collect the data, namely questionnaire and interview guide. Two experts in the field validated the instruments for content validation. Furthermore, the questionnaire was also empirically validated to determine the validity and reliability before it was used to collect data. The results of content validity proved that instruments reached a 1.0 score, which means that the instruments had very high content validity to be readily used to obtain the data. In contrast, the empirical validity calculated through Pearson Product Moment and Cronbach Alpha indicated that the questionnaire got a score 0.7 which means it was reliable. The findings were further analyzed descriptively. First, the results from the questionnaires were presented quantitatively by calculating the percentage (Indriwati et al., 2019; Sudirman et al., 2021). Then, the percentages were categorized using the category for the teachers' perception that was determined by using theoretical ideal reference assessment as shown in Table 1. Based on that theory, the category for the teachers' perception can be seen in Table 2. Meanwhile, the results from the interview were described more qualitatively.

Table 1. The Theoretical Ideal Reference Assessment Criteria

No	Interval	Category
1	(MI + 1.5 SDI) < X	Very Good (VP)
2	(MI + 0.5 SDI) ≤ X < (MI + 1.5 SDI)	Good (P)
3	(MI – 0.5 SDI) ≤ X < (MI + 0.5 SDI)	Fair (SP)
4	(MI – 1.5 SDI) ≤ X < (MI – 0.5 SDI)	Poor (N)
5	X (< MI – 1.5 SDI)	Very Poor (VN)

Note:
MI = $^1/_2$ (ideal maximum score + ideal minimum score)
SDI = $^1/_6$ (ideal maximum score - ideal minimum score)

Table 2. Category and Interval

Category	Interval
Very Good	156 ≤ X
Good	130 ≤ X < 156
Moderate	104 ≤ X < 130
Fair	78 ≤ X < 104
Poor	X < 78

3. RESULT AND DISCUSSION

Result

The study results comprise teachers' perception results from the survey and students' responses obtained from the interview results. The first question to answer in this research concerns the teachers' perception of online learning in the research context. Table 3 presents the results of the survey.

Table 3. Teachers' Perception of Online Learning

Respondents	Score	Category	Respondents	Score	Category
R1	156	Very good	R20	161	Very good
R2	160	Very good	R21	140	Good
R3	150	Good	R22	161	Very good
R4	135	Good	R23	150	Good
R5	147	Good	R24	154	Good
R6	180	Very good	R25	135	Good
R7	166	Very good	R26	161	Very good
R8	185	Very good	R27	140	Good
R9	155	Good	R28	177	Very good
R10	124	Good	R29	152	Good
R11	145	Good	R30	166	Very good
R12	140	Good	R31	148	Good
R13	148	Good	R32	183	Very good
R14	119	Good	R33	150	Good
R15	137	Good	R34	144	Good
R16	145	Good	R35	151	Good
R17	138	Good	R36	153	Good
R18	185	Very good	R37	110	Good
R19	165	Very good			

From the category applied, as seen in Table 4, it can be summed up that most of the teachers (64.9%) had a good perception of the implementation of online learning, while the rest (35.1%) had a very good perception of it. In general, all teachers viewed the implementation of online learning during the Covid-19 pandemic positively.

Table 4. The Summary Result of Teachers' Perception of Online Learning

No	Category	Total	Percentage (%)
1	Very Good	13	35.1
2	Good	24	64.9
3	Moderate	0	0
4	Fair	0	0
5	Poor	0	0
	TOTAL	**37.0**	**100.0**

To capture students' responses on their teachers' implementation of online learning, follow-up in-depth interviews with students were conducted with interesting emerging themes occurred. All students stated that all teachers used both synchronous and asynchronous platforms. They also confirmed that Google Meet was used more often to conduct online meetings; 63% (5 people) of them also stated that their teachers combined Google Meet and Zoom alternately. Furthermore, the application of asynchronous learning was carried out to provide and collect student assignments, conduct online discussions, and distribute learning materials to be more efficient because they could be accessed anytime. All students (100%) mentioned that the platform commonly used to teach asynchronously is Undiksha E-Learning (Moodle). As many of 63% (5 people) said the use of *Schoology* and Google Classroom and 50% used *WhatsApp* application to support the learning system, and only 25% (2 people) stated that the teachers used Telegram and Email.

Base on The result of interview the students (75%) agreed that the online learning system used by teachers could increase curiosity. If there were things that were not understood, they could seek additional information through other sources. In addition, the teachers also facilitated them with various learning media and learning references such as videos from YouTube and journal articles, provided relevant assignments/projects to encourage students' curiosity. However, 25% of students answered that they doubted if the online learning system could encourage curiosity in learning. This is because some teachers rarely held online meetings when teaching, teachers only gave assignments with little material exposure and did not provide feedback on the assignments given, and rarely had discussion sessions with students. These caused students to feel confused whether what they learned was correct or not. It is supported by the result of interview; students (62.5%) explained that the online learning system used by the teachers could help explore the materials better because of the adequate internet access from various sources. The

teachers facilitated students with various materials, such as e-books, journal articles, PowerPoint, and links to other learning materials such as video links from YouTube. However, 37.5% of students stated that online learning applied by teachers could not fully encourage them to explore the material well because of the lack of guidance and instructions given.

The other result of interview show that the students (75%) answered that the online learning system used was able to provide opportunities for students to exchange information when conducting discussions, group work, presentations, and making project assignments by utilizing the discussion features of the platform/application used, such as through E-learning Undiksha, *Google Classroom, Schoology, WhatsApp, and others*. The use of this learning system made it easier for the students to share their understanding. However, 25% of them were in doubt because not all students understood the materials, so their enthusiasm in exchanging information was low so that the response imbalance affected the frequency of exchanging information during learning. Furthermore, the students (50%) said that the application of the learning system could help to connect the concepts learned with other concepts. This is supported by various types of applications or platforms used either synchronously or asynchronously. However, the other 50% stated that they were less able to connect the concepts studied because some teachers only gave assignments without giving explanations. Next, 62.5% of students answered that the online learning system used can help students apply concepts in everyday life. This is indicated by the existence of relevant concepts to be applied, such as concepts in sociolinguistics courses in learning to analyze daily conversations, applying the concepts of TEYL and TEFL courses to teach young learners/adult learners, applying concepts to communicate in the field of communication. However, 37.5% of students have not been able to apply these concepts in everyday life due to a lack of understanding related to the concepts being studied. The limitations of applying these concepts in real-life were due to limited social interaction with the community.

A total of 62.5% of students felt they did not have a good relationship with their teachers for several reasons, such as not all teachers held online meetings so that there was no emotional closeness between teachers and students if only learning through asynchronous learning. In addition, some teachers did not pay attention to the condition of students, such as only giving various task demands and students were generally constrained by internet connections and internet quotas to participate in online learning. Only 37.5% of students answered that there was a close emotional relationship between students and teachers through the online learning system that was applied. A number of 75% of students agreed that communication that occurred during online learning seemed more comfortable and relaxed because the learning process was carried out without face-to-face directly. As a result, this gradually helped students to reduce feelings of fear, insecurity, and nervousness when participating in the learning process. One student also explained that teachers rarely punished or scolded them during the online learning system. This made them feel calmer and less stressed when studying. However, as many as 25% of them felt that they lacked good communication because there were still teachers who often put pressure on the learning process, threw bad words, and some even gave subtle satire. In addition, not all teachers were easy to contact when they wanted to confirm the lecture schedule, and some reprimanded when students tried to confirm lectures. Thus, communication between students and teachers sometimes became poor because some teachers were easily offended and gave warnings.

The majority of students (87%) agreed that through the implementation of the online learning system, there was good communication and collaboration in supporting the implementation of the online learning process. However, this was more optimally implemented if the learning process was conducted by holding online meetings via video conferencing platforms, such as *Google Meet or Zoom*. This could help students and teachers to communicate interactively and collaborate to support the online learning process. However, there were 13% of students assumed that communication and collaboration were not fully realized because there were teachers who were lacking in responding, instructing, and assisting in learning. In addition, some teachers did not give group assignments or joint discussion sessions, so there was no element of collaboration that could be actualized.

Regarding the teacher's ability to teach a particular topic, 50% of the students interviewed agreed that the teacher could explain the topic of the lesson well. This was primarily true when the learning process was carried out through a video conferencing platform, such as using *Zoom and Google Meet*. They usually also provided PowerPoint and other materials as learning support facilities. Teachers who teach have mastered the topic well, taught in a fun, interactive, and communicative way. In fact, most of the teachers have used varied teaching methods by using PowerPoint, videos, and conducting evaluation tests through quiz games, such as *Quizziz and Kahoot*. In addition, the other 50% of students stated that the ability of teachers to teach using the online system was not good enough. This is because some teachers rarely taught and provided confirmation if they could not teach according to schedule. Teachers only provided material

files without holding online meetings to explain the topic, so students were confused in understanding material that had never been studied before.

A number of 75% of students stated that the teachers who teach them have initiated the topics taught during online learning well. This was done by providing apperception as a stimulus for students at the beginning of learning. The teachers ensured students' understanding of a topic in detail through online meetings so that if something was difficult to understand, it could be directly asked at the same time. However, 25% of students explained that some teachers rarely gave presentations on the topics studied. They were only given some assignments or material links to read. In addition, some teachers rarely responded to messages from students who consulted or collected the assignments, so that there was no feedback and assistance provided in the learning process, which resulted in a lack of student understanding of a particular topic. The students (75%) agreed that the teachers had helped them to focus on a discussion. They usually provided direction and instructions to students before conducting discussions to make learning more effective and efficient. However, 25% of students still felt that they did not receive good assistance from the teachers to focus on discussions because they rarely held discussion sessions, rarely provided feedback, suggestions, and input. So, the students tended to have fair discussions because of a lack of understanding. Based on all the excerpts of interviews above, it can be summed up that the students from all levels responded positively to the teachers' competence in implementing online learning. In general, online learning worked well during the Covid-19 pandemic, at least viewed by 75% of students. However, there were challenges found by 25% of students due to mostly lack of virtual online meetings conducted by the teachers, which resulted in less curiosity, exploration of the materials, involvement in exchanging information, and closeness. Less guidance, assistance, and feedback were some reasons which made them to be demotivated and not to maximally participate in the discussion.

Discussion

The finding proves that the teachers' perception of the implementation of online learning during the Covid-19 pandemic is generally categorized as good from a combination of 4 dimensions: performance expectancy, effort expectancy, social influence, and facilitating conditions. It means that they have positive views, opinions, ideas, and attitudes due to their experience (Maba, 2017; Matherne, 2015). This finding accords with previous studies that highlighted EFL teachers' beliefs and perceptions on the importance of online learning (Astuti & Indriani, 2020; Nugroho & Mutiaraningrum, 2020; Nursalina & Fitrawati, 2021). If we look at the performance expectancy, most teachers perceive that they can accomplish the duties more efficiently and effectively, increasing teaching performance and productivity. In terms of effort expectancy, they also view that online learning brings easiness and flexibility. However, few teachers feel it brings complexity. This finding is in line with studies by previous reseaecher in terms of the use of online learning in the pandemic time and its flexibility being offered (Dhawan, 2020; Elyas, 2018; Santosa, 2021).

Furthermore, from the dimension of social influence, the teachers perceive that they use online learning because it is not only the norms that should be followed but colleagues and students also give influence. In this case, they are aware of the external demands, so that they think they should adapt to the current development. It can be proven that they use several kinds of platforms, synchronous, asynchronous, and combination of the two (Perveen, 2016; Sun & Chen, 2016). It supports by previous study that defined phenomenon of digital learning of English employing a range of digital devices, e.g., computer, tablet, web apps, and smartphones, to develop effective use of technology for language learning (Masterson, 2020; Nugroho & Mutiaraningrum, 2020). Finally, from the dimension of the supporting conditions, more teachers have a very good perception of the availability of facilities to support their teaching and learning activities, while the rest have a good perception. This finding supports by other study that work in terms of supporting conditions where all teachers confirm that they have adequate supporting facilities in conducting online learning (Sadikin & Hamidah, 2020). This is actually a stepping stone for the success in conducting teaching and learning activities through online learning.

The students also responded positively to the implementation of online learning carried out by their teachers. Most of them stated that their teachers are ready to carry out learning both synchronously and asynchronously, convey material, direct and provide feedback, and clarify material well. Teachers are also capable of directing students to discuss and explore material by self-study and relating the concepts learned in everyday life. However, it is undeniable that some students also emphasized that some teacher only use asynchronous applications in learning so that they are less able to understand the learning material because they are not directed and given feedback by the teachers, mainly if it is carried out only asynchronously, then this has an impact on the lack of interaction and closeness with teachers. This also affects the lack of motivation to learn. This finding also supports previous research that state online learning is not fully effective if there is no good interaction and communication, resulting in a lack of understanding of the learning material (Adnan & Anwar, 2020; Perveen, 2016). Teachers should consider the students'

concerns in this case since confirmation and clarification from the teachers could enhance their successful learning. Henceforth, teachers need to know students' learning needs to facilitate effective learning (Ilona et al., 2011; Wongwatkit et al., 2016).

The implication of this research is to provide information related to the implementation of online learning during the Covid-19 Pandemic. This study tries to analyze teacher perceptions and student responses. This information will be very useful for educator and other researchers. For educator, especially teachers this knowledge will be useful as guidance to find the best students respond to online learning. For other researcher this study giving reference about related topic. This research still has many limitations, one of which is a subject that only involves one agency, so it is hoped that other research can deepen and expand the topic of discussion related to the implementation of online learning during the Covid-19 Pandemic.

4. CONCLUSION

The teachers' perception of the English Education Study Program is categorized as positive, observed from 4 major dimensions, namely performance expectancy, effort expectancy, social influence, and supporting conditions. In addition, the students have positive response towards the implementation of online learning. However, there is evidence that some teachers limit the use of synchronous platforms, which results in a lack of closeness, motivation, and understanding of the materials. Thus, it is recommended that the teachers make variations in the use of synchronous, asynchronous, and the combinations.

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