

ONLINE LEARNING AMIDST COVID-19: ITS CHALLENGES ON HIGHER EDUCATION IN INDONESIA

Ni Komang Arie Suwastini¹, Ni Komang Ratna Purwanti², Komang Febrinayanti Dantes³, Zhuo Huizhao⁴, Ni Wayan Surya Mahayanti⁵

^{1,2,5} Faculty of Languages and Arts, Universitas Pendidikan Ganesha

³ Faculty of Law and Social Sciences, Universitas Pendidikan Ganesha

⁴Department of Pharmacy, Zibo Vocational Institute

Email: surya.mahayanti@undiksha.ac.id

ABSTRAK

Pengaruh pandemi COVID-19 di Indonesia menjalar ke sektor pendidikan. Hal ini berdampak pada seluruh jenjang pendidikan termasuk perguruan tinggi yang memaksa perkuliahan dilaksanakan secara daring. Melaksanakan pembelajaran daring menunjukkan tantangan perkuliahan daring di Indonesia. Oleh karena itu, penelitian ini mengeksplorasi penelitian-penelitian sebelumnya yang menyoroti tantangan dalam melakukan online oleh institusi pendidikan tinggi di Indonesia. Ini mengadopsi model penelitian perpustakaan oleh George (2008). Penelitian ini memperoleh dan mengumpulkan data dari Google Scholar yang diindeks oleh jurnal nasional maupun jurnal internasional yang relevan dengan tantangan pembelajaran online di perguruan tinggi di Indonesia. Penelitian ini mengungkapkan bahwa terdapat beberapa tantangan yang dihadapi oleh dosen dan mahasiswa yang meliputi permasalahan teknis, kurangnya keterampilan ICT, manajemen waktu, dan motivasi mahasiswa dalam pembelajaran online.

Kata kunci: Tantangan, COVID-19, Perguruan Tinggi, Pembelajaran Online

ABSTRACT

The influence of the COVID-19 pandemic in Indonesia spread in the education sectors. It impacts all education levels including higher education institutions' forcing lectures to implement online. Conducting online learning indicates the challenges of online lectures in Indonesia. Therefore, this study explores the previous studies that highlighted the challenges in conducting online by higher education institutions in Indonesia. It adopted library research model by George (2008). The present study gained and gathered data from Google scholar that was indexed by national journals or international journals that were relevant to the challenges of online learning in higher institutions in Indonesia. This study revealed that there are some challenges faced by lecturers and students' involving technical issues, lack of ICT skills, time management, and students' motivation in online learning.

Keywords : Challenges, COVID-19, Higher Institutions, Online Learning

1. INTRODUCTION

The spread of the COVID-19 has major challenges to educational sectors in Indonesia including all higher institutions. COVID-19 had a big impact and changed the learning structure in higher institutions [1]. Many higher institutions are forced to make time modifications to continue to convey education and support students immediately change to online learning. According to Dhawan (2020)[2], in the COVID-19 pandemic situation, online classes are a suitable education solution in crisis time. Students are enforced to learn from home because face-to-face learning is abolished to avoid COVID-19 transmission [3]. Online learning is explained as learning that uses ICT [4]. In the same line, Zboun and Farrah (2021)[5] stated that the utilization of technology could be equipped for the teaching and learning process online. Learning Management System applications (LMSs) such as Schoology, Google Classroom, Edmodo, and Moodle are commonly utilized to conduct online classes [6].

According to Azhar (2021)[7], online learning is constituted of teaching and learning that permits teachers and students to deal with online learning materials. Online learning gives freedom for students to utilize technology in arranging the courses independently [8]. Online learning may increase students'

pedagogical skills through technology. It increases students' capability to learn independently through virtual learning process [9]. In her research, Tathahira (2020)[10] argues the asynchronous structure of online learning permits the students to adapt the time needed for independent learning and reflection. Students could develop their performance and critical thinking of online learning utilized the information from the internet and online instruction.

Dabbagh (2005)[11] stated that there are several characteristics of good online learning. Online learning should promote collaboration and social negotiation. The design of online learning activities should enable students to collaborate and interact during the process of their learning. A good online learning should support authentic learning activities and facilitate students to improve their problem solving and exploration. Online learning is considered to be effective if it promotes self-directed learning, modelling, explaining and reflection.

However, online learning also generates some problems. Many higher institutions in Indonesia are weak with the policies of online learning because lecturers and students are not ready to change quickly from conventional learning to online learning. Widodo and Slamet (2020)[12] argue online learning is utilized only to convey the assignments and to submit the assignments. Online learning is not enough to simply deliver teaching material; however, the significant is how lecturers can interact with their students' online learning. Mardiah and Anastasia, (2020)[13] stated that online learning gives a distinct experience to the students as online learning was not yet the main form of education in Indonesia and many teachers' inexperienced lectures in online. There are still many universities that do not have a great e-learning system [14]. In their research, Mulyani et al. (2021)[15] found that universities have hardship in adapting to the situation to move all classes online. Students face a lack of comprehension and skills of online learning, and many lecturers are also not enough familiar with the system online. Besides, the adaptation to the utilizes of online applications and platforms in the teaching and learning process would not be easy as students still depend on face-to-face communication [16]. Technical problems usually become challenges in the learning online process. Besides, students are overwhelmed by the immense number of assignments given by the lecturers amid the pandemic without deeper comprehension [17].

With considered conducting online learning, the present study will broaden prior studies that have investigated the challenges of conducting online learning amidst COVID-19 identified with more specifics of higher education institutions in Indonesia. The present study will try to promote more on the previous studies that focused on lecturers and students' challenges in conducting online learning amidst the pandemic. This study will convey the major problems of online learning in higher education institutions in Indonesia because every territory indicates has different challenges to conducting online learning.

2. METHOD

The present study employed library research model adopted from George (2008)[18] applied in ten main steps. Figure portrays George's library research process adopted into the study.

In the first step, the researchers identified the topic to be researched namely the challenges conducting online learning at higher education institutions in Indonesia. In the second step, the researcher proposing a research question. This step proposed a question namely what are the challenges that lecturers and students face conducting online learning. The third step was selecting the literature type used namely systematics literature reviews. In the fourth step, around 65 articles were choose based on conducting online learning amidst the COVID-19, perspective on it, and the challenges of conduct online learning at the university level in Indonesia.

The database used for determining the data sources namely ERIC, Research Gate, Google Scholar, and SINTA. Secondly, the references used as data sources namely articles identified challenges of online learning amidst COVID- 19 in higher education institutions in Indonesia. The articles used as sources in this study were published in reputable international journals indexed by Scopus, WoS, Ebsco, Copernicus, and national journal accredited by SINTA, index Sinta 1, Sinta 2, Sinta 3, and Sinta 4, and they were published in 2020 to 2021. The keywords on searching for literature in this study, such as "Online learning amidst COVID-19 pandemic", "Technology supported online learning", "The challenges conducted Online Learning", "Students' difficulties learning during COVID-19 pandemic". The researcher reading closely the articles which recognized what could encourage the research question. The researcher takes note of each article by making a tabulation table that had a title, methods of the study, findings and discussion, and conclusion. These processes resulted in 45 articles used as sources as found in this present study.

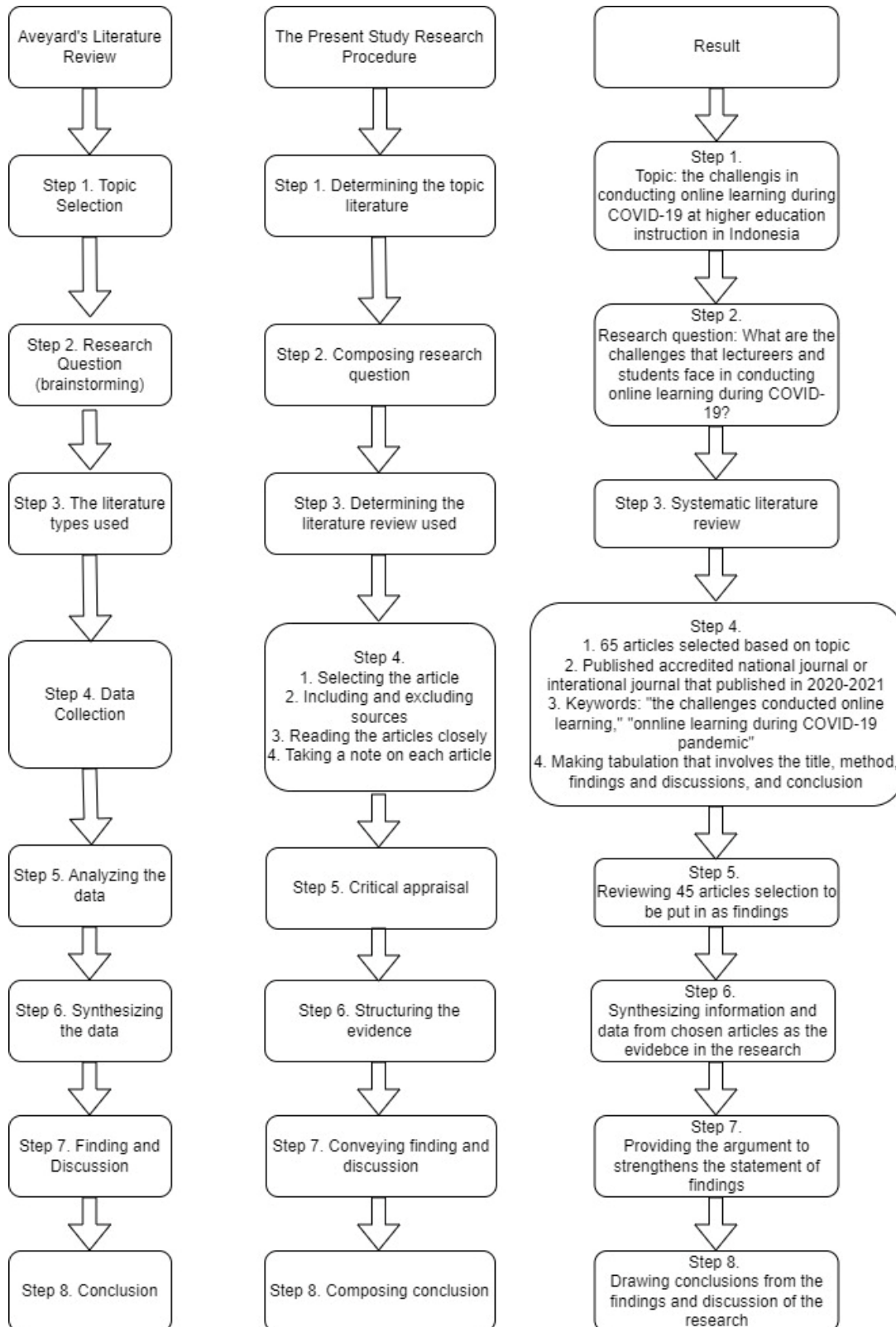


Figure 1. Adapting George's (2008) Library Research Process^[18]

Table 1. Data Source

No.	Source	Indexing		
1	Amin and Sundari (2020) ^[6]	Scopus	Sinta 1	Copernicus
2	Amir et al. (2020) ^[19]	Scopus		
3	Azhar (2021) ^[7]		Sinta 2	
4	Bahrudin and Febriani (2020) ^[20]	Scopus		
5	Basri et al. (2021) ^[21]		Sinta 3	Ebsco
6	Cahyadi et al. (2021) ^[22]	Scopus		
7	Giatman et al. (2020) ^[4]		Sinta 2	
8	Famularsih (2020) ^[3]			Copernicus
9	Hadianti and Arisandi (2020) ^[23]		Sinta 3	Copernicus
10	Hamid et al. (2020) ^[24]		Sinta 3	Ebsco
11	Harunasari et al. (2021) ^[25]		Sinta 2	
12	Hermanto and Srimulyani (2021) ^[26]		Sinta 2	
13	Hidayat et al. (2020) ^[27]	Scopus Q3		
14	Junus et al. (2021) ^[28]	Scopus Q3		
15	Kaluge (2020) ^[29]	Scopus	WoS	
16	Ladyanna and Aslinda (2021) ^[30]	Scopus	WoS	
17	Madya and Abdurahman (2021) ^[31]	Scopus	WoS	
18	Mardiah and Anastasia (2020) ^[13]	Scopus	WoS	
19	Martha et al. (2021) ^[32]	Scopus Q2		
20	Melvina et al. (2021) ^[33]	Scopus	WoS	
21	Mulyani et al. (2021) ^[15]	Scopus	Sinta 1	Copernicus
22	Nartiningrum and Nugroho (2020) ^[34]		Sinta 3	
23	Nisa et al. (2020) ^[35]	Scopus		
24	Rahayu and Mediyansyah (2021) ^[36]	Scopus	WoS	
25	Rahiem (2020) ^[37]	Scopus Q4		
26	Rahiem (2021) ^[38]	Scopus		
27	Rasto et al. (2021) ^[39]		Sinta 2	
28	Sari (2020) ^[40]		Sinta 3	
29	Setiawan and Taiman (2020) ^[41]		Sinta 4	
30	Simamora (2020) ^[8]			Copernicus
31	Sipayung and Wibawa (2020) ^[42]	Scopus Q3		
32	Siswati et al. (2020) ^[43]		Sinta 2	Ebsco
33	Slamet et al. (2021) ^[44]	Scopus		Ebsco
34	Subekti (2020) ^[45]		Sinta 2	
35	Subekti (2021) ^[46]		Sinta 3	
36	Suharyanti et al. (2021) ^[47]			Ebsco
37	Sujarwo et al. (2020) ^[48]		Sinta 2	
38	Sulisworo et al. (2020) ^[49]	Scopus		
39	Suryaman et al. (2020) ^[50]	Scopus		
40	Sutiah et al. (2020) ^[44]	Scopus		

No.	Source	Indexing				
41	Tathahira (2020) ^[10]			Sinta 2		
42	Trisanti et al. (2021) ^[51]	Scopus				Ebsco
43	Utomo et al. (2020) ^[52]	Scopus				Ebsco
44	Wulanjani and Indriani (2021) ^[53]			Sinta 3		
45	Zainuddin (2020) ^[54]			Sinta 2		
Total		24	6	20	5	7

In the fifth step, the 45 articles were then critically read and were classified the challenges of online learning into seven categories such as device issues, internet connectivity, cost, skills, time management, students' readiness, and learning activities. In the sixth step, the researcher synthesizing the information and data from those chosen articles related to the categories in order to find out some researchers with similar ideas or data and synthesize them together. The researchers also put the arguments about the challenges conduct online learning in the higher education institutions to make strengths the statements of the finding. Then, the data was delivered in findings and discussion parts to answer the research question. In the last step, the researcher was creating conclusions from the findings and discussion of this study.

3. FINDINGS AND DISCUSSION

Critical reading on the articles reviewed in the present study identified 4 challenges in the implementation of online learning during the COVID-19 Pandemic. Figure 2 displays the mapping of these challenges as argued by those previous studies.

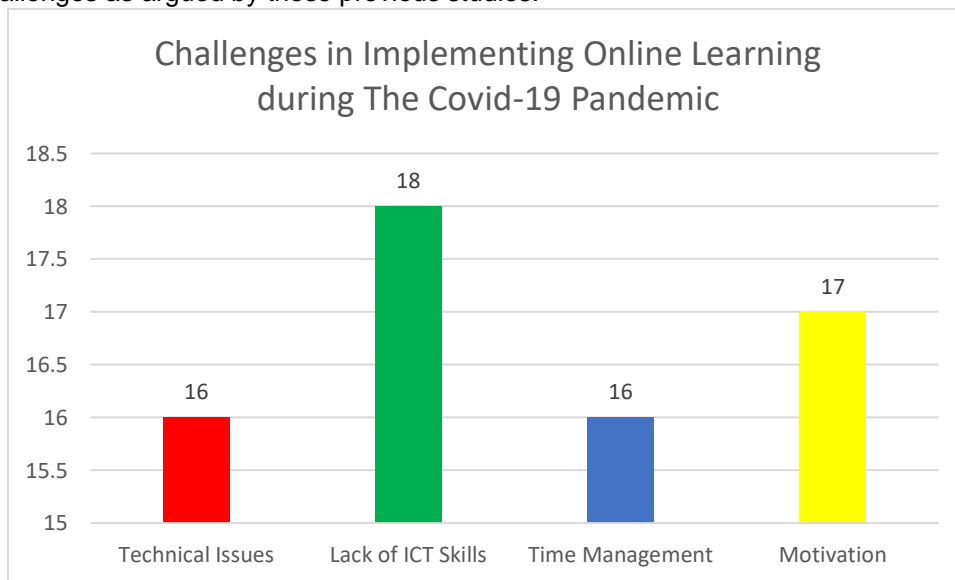


Figure 2. Challenges in Implementing Online Learning during The Covid-19 Pandemic

Figure 2 shows the challenges in conducting online learning during Covid-19 pandemic. The challenges were classified into four classifications namely technical issues, lack of ICT skills, time management, and motivation. It was found that 16 articles mentioned about technical issues that occurred in conducting online learning during Covid 19-pandemic. Then, 18 articles discussed about challenges in implementing online learning in terms of lacking of ICT skills. There were 16 articles mentioning about time management challenges. Lastly, 17 articles mentioned about issues regarding motivation. The following sections would explain specifically these categories.

a) Technical Issues

In implementing online learning, technical issues often occur as challenges for both teachers and students. Those issues influence the success of the implementation of online learning. In Indonesia,

these technical issues become prominent challenges that include many aspects. The reviewed articles in this study identified several aspects that are considered as technical issues. Technical issues include lack of device, internet connection, and internet credit price.

During COVID-19, all education sectors including higher education institutions were concerned to conduct online learning. The availability of devices or other facilities that support the implementation of online learning becomes essential [3], [8], [31], [35], [37]. Facilities such as laptops, computers, or mobile phones were necessary for online learning processes that would be easier for students to engage and obey the teachers' instructions [3], [31], [37]. In its practice, many teachers and students are affected by the availability of devices that support the online teaching and learning process. Many teachers and students do not have compatible devices during the online learning period [8], [35]. Therefore, it becomes a big obstacle in the implementation of online learning. When the teachers do not have compatible devices to create and deliver learning materials to the students, it would be difficult to conduct a smooth and effective online learning [8], [37]. It also happens when the students have no device to access the materials delivered in the online learning [8], [37]. The learning process will not take place. Some studies found out that students had problems with devices used for online learning. Many students did not have the ability to get the right to online learning basis due to the fact they did not have support tools such as laptops, mobile phones, and insufficient internet access [8]. Some students were hard to follow the learning process since they did not have a computer, laptop, and mobile phones. The online learning process is difficult because of insufficient supporting facilities owned by teachers and students [3], [8], [31], [35], [37].

Besides the lack of device, internet connection becomes another technical issue that influences the implementation of online learning. In fact, some places have very limited internet connection [8], [15], [22], [41], [44], [48], [51], [52]. It makes difficult for both teachers and students to access online learning platforms and materials. Moreover, some rural areas have no internet connection at all. It is impossible to conduct online learning with this kind of limitation [15], [44], [52]. Studies also found that most of the students' in Indonesia is not very active in conducted online learning [8], [15], [22], [41], [44], [48], [51], [52]. Limited access to the internet becomes the main reason that makes the students rarely participate in online learning [8], [44], [51], [52]. Online learning can be hampered if the internet access restricted for students either due to geographic location that is tough to reach internet signals [8]. Mulyani et al. (2021)[15] argued that not all territories in Indonesia were coverage of sufficient internet connection. The students' should go to other location far from their houses to get a good internet connection. Poor internet connection makes it hard for students' to access, learn, and comprehend materials delivered by the lecturers [48]. According to Setiawan and Taiman (2020)[41], students' with low internet connectivity may be spotty which makes the absence rate appears incredibly high. Through these obstacles, might less than half of their students' could not participate in online learning. The student would feel surrender easily, did not have the motivation to learn online, and are not good at focusing on online learning material [51].

Conducting online learning need cost a lot because learning relies on internet quotas and support devices [31], [36], [38], [43], [47]. Most lecturers especially the students' have not been capable to fulfill appropriate devices and internet quota to access learning [31]. Students' faced some trouble due to the financial condition of students' families such as internet quota and internet access [38], [47] Students' who come from low-income families affliction because they cannot study well, since they could not have access to the technology required, which frequently prevents them [36]. During this pandemic, the lecturers were utilizing Zoom or Google Meet for online learning. The application of Zoom, Google Meet, and other costs make students' have to consider budgeting money to buy quota [43]. Lecturer cannot manage and defend the online lecturing because students reasoned difficult to access and might do anything during the online process. It makes online lecturing cannot be delivered precisely and clearer. Sometimes, it would make miscommunication, different perceptions between lecturer and students' during conveying and receiving the material [47].

b) Lack of ICT Skills

The implementation of online learning requires ICT skills in utilizing technological devices and online learning platforms. Both teachers and students need to be skillful in using the devices and also familiar with the interface of learning platforms used. The effective implementation of online learning depends on how the teachers and students can maximize the use of the technology for learning. Therefore, ICT skill becomes an essential aspect that influence the success of online learning. The lack of ICT skills owned by teachers or students can be obstacles in conducting online learning.

Skills in utilizing technology becomes one of essential aspects that needs to be master by teachers or lecturers in implementing online learning. The change structure of teaching and learning

from face-to-face classes to online learning could influence the overall teaching system. Some platforms or applications such as Zoom, Google Meet, Google Classroom, Moodle, Whatsapp, YouTube, etc are utilized to encourage students' success in conducting online learning [6], [15], [22], [28], [33], [35], [37], [48], [49], [51], [54], [55]. Those platforms have been broadly implemented for teaching in online lectures during the pandemic [6], [35], [37], [54]. Lack of ICT skills possessed by lecturers often become challenges in conducting online learning. Some studies found that lecturers were difficult in conducting effective online learning because of their infamiliarity to the devices and the interface of the platforms used [15], [22], [28], [29], [33], [35], [37], [48], [49], [51]. Moreover, the digital divide also contribute to the lack of ICT skills. It is motivated by the age of teachers and lecturers [28], [29], [33], [37], [48], [49]. For example, baby boomer teachers found utilizing technology for learning is difficult and complicated. It is because baby boomer generations were born and grown in the period before advance technology and information. It makes them difficult to adjust themselves with the rapid growth of technology and how to utilize it effectively [15], [35], [37], [51], [54]. In its practice, it was found that teachers encountered problems in creating and delivering learning materials effectively and interactively [35], [37], [51], [54]. It is due to their ability and experience in using technology for teaching and learning purposes. Therefore, the lack of ICT skills possessed by teachers will become obstacles in conducting effective online learning. There should be teachers' training that prepare and train teachers to use technology in their teaching [35], [51]. It is useful to familiarize teachers with technology and its interface as well as to know how to use it effectively for their practices.

In students' side, lack of ICT skills deals with the low ability of the students to use the technology for academic purposes [8], [15], [23], [29], [32], [34], [35], [37], [51], [53]. Most of students in higher institutions are familiar with technological devices and know how to use it skilfully. Gen Z students were born in the period of advance development of technology and information. They are exposed frequently with technological thing in their daily basis. However, when it turns to using technology for learning, students perceived that they found some obstacles. It can be motivated by the sudden change in learning system that requires students to use technology for learning [8], [23], [32], [34], [35], [37], [51], [53]. Students are required to search for information and online resources on the internet and use it for their learning. This experience is quite new for the students. Therefore, they need some adjustment to bring their ICT skills for daily life into academic purposes. Some studies also revealed that students have difficulties in performing the platform or applications utilized for online learning since the interface of the platforms are new for them [8], [15], [23], [32], [34], [35], [37], [51], [53], [55]. When they tried utilizes Zoom, Google Meet, Google Classroom in online learning, they were experienced obstacles because they could not carry out the device properly and correctly [29]. Therefore, online learning implementation during the COVID-19 pandemic needs adequate mentoring by developing innovative learning materials and strategies in the higher institutions [15].

c) Time Managements

Time management is related to the management of scheduled work with initial planning, organizing, and performance which purposed to reach a particular goal. Time management related to the application of the most efficient methods of equipping particular work within a required time. Time management becomes another issues in the imlementation of online learning. Time management issues occur in several forms and are motivated by multiple reasons. The issues in time management includes limited time allocation, limited time to provide sufficient feedback, insufficient time for teaching preparation, tardiness in submitting the assignment, and discipline in attending the online learning session.

Firstly, time allocation becomes an essential element in teaching process. In online learning, time allocation needed for teaching might be longer than in on-site learning [3], [27], [33], [34], [44], [46]. It is due to the adaptation needed by both teachers and students in carrying out the online learning pattern. Moreover, in online learning, the absence of actual presence of teachers makes the teaching process encounters more obstacles [3], [33], [34]. It needs extra time to make sure the learning materials are delivered efficiently to the students. In some cases, the online class cannot be ended up on time because there are topics that needs to be explained or discussed further [27], [33], [44], [46]. In online learning setting, students tend to be confused about a particular concept because of the short explanation from the lecturer or because of the technical issues that make them cannot hear the explanation clearly. These situations require teachers to extend the time allocation for online session. In addition, online learning promotes autonomous learning [33], [34], [44], [46]. Therefore, the time allocation should facilitate students' different learning pace.

Secondly, time management issue deals with the limited time allocated for providing feedback for students [13], [34], [38], [39]. Monitoring students progress and providing feedback tends to require more time allocation in online learning setting. In online learning, students' progress are monitored through assignment [13], [34]. Teachers assign assignment to be done by the students every meeting [38], [39]. It makes the papers are loaded and the feedbacks that should be sent to the students increased. It will consume more time for the teachers to provide feedbacks. Moreover, considering the role of feedback is very important in online learning, the feedback given should be detailed and encourage improvement.

Thirdly, online learning requires more time to prepare learning activities and materials to be delivered to the students [10], [13], [26], [30], [33], [37], [40]. In on-site learning, preparation before teaching includes preparing lesson plan, teaching media, and learning materials. However, teachers can rely on the textbooks when they teach to make it simpler [10], [13], [30]. On the other hand, online learning requires teachers to be creative in designing learning material, activities, and assignment [10], [26], [40]. It should be done in order to make the learning process more engaging and active. Students' will not enthusiastic to participate and engaged more the online learning if teachers constantly implement conventional teaching methods such as lectures, presentations, and provide many assignments to their students [13], [33], [38], [40]. Therefore, preparation for creating engaging learning materials and activities needs more time allocation. The teachers are required to design a modul for each topic, teaching video, PowerPoint presentation, mindmap, or other materials that sum up the topic being taught [10], [13], [26], [30], [33], [37], [40].

Next, time management issue regarding the tardiness in submitting assignment is seen as a common challenge in implementing online learning. Students are used to do the tasks append the deadline of the assignment concurrently [13], [26], [27], [41], [54]. It makes students' will feel a lack of time to do all of the assignments. Moreover, students tend to spend more time searching for the resources materials by their dependency on the technology [13], [27]. It contributed to their punctuality in submitting the assignment based on the deadline. Therefore, it is necessary fro the students to arrange well and utilize time effectively by preventing procrastination as much as possible [26], [41], [54]. Teachers role in preparing teaching materials that are easy to comprehend for students is very important. The assigned task also needs to consider tle level of the students and the time fostered to accomplish the task. Most significantly, lecturers as instructors should take an important role in planning the activity in online learning [54].

Lastly, online learning weakens student time management in learning. Less control and directions from the lecturer make students indolent to learn or to participate actively in online session [26], [27], [29], [30], [41], [44], [45]. There was more temptation for not studying while following online classes in contrast to when studying in face-to-face classes [29], [30], [44], [45]. Students' felt that did not have an imminent relationship while doing online learning with their lecturers [26], [27], [44]. Online learning, which is not appropriately structured, makes students unmotivated, bored, and depressed [30], [45]. The deficiency of direct activities and the imbalance to some students lacking self-discipline are also considerations of online lectures [26], [27], [41], [44]. In addition, each student has different behaviors against their participation in the online lecture process. Besides, the application utilized also must be capable to help students with problems in lectures, although not all should be provided by the lecturer [30]. Besides, online lectures make students have to be extra in organizing online lecture schedules because it turns out that there are some students who attend while working [45]. It influence the effectiveness of online learning itself.

d) Motivation

Students' motivation is one aspect that contributes to the success of online learning. Students' motivation to follow the online learning will define whether the online learning is carried out well or not. The issues in students' motivation including several aspects namely lack of motivation to study, lack of motivation to access the materials online, and the lack of motivation to join the synchronous session.

In online learning setting, issues regarding the students' low motivation to study is very vivid [7], [20], [28], [38], [42], [44], [50], [51], [53]. This issue can be motivated by the flexibility provided in online learning setting. Online learning let students to learn everytime and everywhere [7], [20], [28], [42], [44]. It also let the students to adjust their learning pace. This flexibility is beneficial when the students have high self-directed skills in their learning. However, the flexibility provided in online learning can make students demotivated to follow the lesson because there are opportunities to procrastinate their learning [38], [42], [50], [51], [53]. Moreover, conventional learning style and less engaging learning activites and materials also contributes to the students demotivation to study [50], [51]. When the online learning is considered boring by the students, their motivation to study will be low. In addition, the complexities

of the materials delivered also influence the students to study [38], [42]. Students are not eager to study when the materials are too complex. Therefore, the learning materials should be delivered in engaging and comprehensive way to make the students easier to understand the topic delivered.

Besides low motivation to study, students' low motivation to access the learning materials becomes another challenge in conducting online learning [3], [8], [13], [21], [50], [53]. Students' willingness to access the materials are influenced by many factors. It includes how interesting the materials are delivered. Interactive learning materials or media usually interest students to access them. In its practice, the provided learning resources were insufficient to encourage students to read and help them to comprehend the lecture content [3], [8], [21]. Some lecturers found have not implemented online learning properly and preparing any suitable materials. Communication and interactivity in a group discussion are promoted well [8], [13], [50], [53]. Thus, designing various online materials and the utilization of innovative learning is necessary to develop students' involvement in online learning [8], [21]. The behavior of students is a key factor establishing how online learning will be conducted. Thus, students' involvement portrayed students' thoughts which were pertinent to the online learning motivation.

Besides those two issues in motivation, there is also a high tendency of the students to avoid participating on synchronous online session or discussion [3], [4], [8], [19], [24], [25], [28], [38], [42], [44], [50]. Students usually struggle to participate in synchronous online learning session due to difficulty focusing, incapability to ask questions immediately to the lecturers, and a lack of group discussion [4], [19], [24]. Students' who participates in online learning activities often experience boredom since of a lack of interactivity and understanding [3], [28], [38], [42], [50]. The restricted space for interaction between students and lecturers in online learning mitigates the interest of students to engage in the learning process [24]. Most students denote less interest and get passive during online lectures [8], [25]. It is necessary to create interactive communication and profound discussion between the lecturers and students and needs common comprehension to be successful in conducting online learning [4], [44].

4. CONCLUSION AND RECOMENDATION

This study reveals that the shift to online education during the pandemic had a substantial effect on both lecturers and students. Higher education institutions faced many hurdles as a result of the change, such as technical concerns, a deficiency in ICT skills, problems with time management, and discontentment with the online learning experience. Students specifically, had issues in internet access and insufficient support equipment, impeding their capacity to actively participate in online lectures. The lecturers also faced difficulties, such as the necessity to enhance their instructional techniques in order to sustain student involvement and understanding.

In order to tackle these difficulties, it is recommended for lecturers to improve their proficiency in ICT and pedagogy by participating in ongoing professional development and exploring inventive approaches that include multimedia components and interactive exercises. Enhancing time management and course design to effectively cater to the online learning environment is crucial. Additionally, it is vital to offer ongoing feedback and assistance to students through transparent communication channels. Universities must prioritize investment in ICT infrastructure to provide dependable internet connectivity and allow students access to essential devices and application. Universities should adopt complete online learning policies that cover evaluation methodologies, student participation, and digital accessibility. Moreover, they should provide training and tools for lecturers to enhance their online teaching practices. Furthermore, it is crucial to prioritize student well-being by implementing improved support services and implementing mechanism to assess and analyze online learning methods. By focusing on these specific areas, higher education institutions in Indonesia have the potential to improve the quality and efficiency of online learning, resulting in a more captivating, convenient, and supportive experience for both lecturers and learners.

DAFTAR PUSTAKA

- [1] T. Supriyatno and F. Kurniawan, "A New Pedagogy and Online Learning System on Pandemic COVID 19 Era at Islamic Higher Education," in *Proceedings - 2020 6th International Conference on Education and Technology, ICET 2020*, Institute of Electrical and Electronics Engineers Inc., Oct. 2020, pp. 97–101. doi: 10.1109/ICET51153.2020.9276604.

- [2] S. Dhawan, "Online Learning: A Panacea in the Time of COVID-19 Crisis," *Journal of Educational Technology Systems*, vol. 49, no. 1, pp. 5–22, Sep. 2020, doi: 10.1177/0047239520934018.
- [3] S. Famularsih, "Studies in Learning and Teaching Studies in Learning and Teaching Students' Experiences in Using Online Learning Applications Due to COVID-19 in English Classroom," *Studies in Learning and Teaching*, vol. 1, no. 2, pp. 112–121, 2020, doi: 10.46627/silet.
- [4] M. Giatman, S. Siswati, and I. Y. Basri, "Online Learning Quality Control in the Pandemic Covid-19 Era in Indonesia," *Journal of Nonformal Education*, no. 2, pp. 168–175, 2020, doi: 10.15294/jne.v6i2.25594.
- [5] J. S. Zboun and M. Farrah, "STUDENTS' PERSPECTIVES OF ONLINE LANGUAGE LEARNING DURING CORONA PANDEMIC: BENEFITS AND CHALLENGES," *Indonesian EFL Journal*, vol. 7, no. 1, pp. 13–20, 2021, doi: 10.25134/iefj.v7i1.3986.
- [6] F. M. Amin and H. Sundari, "Efl students' preferences on digital platforms during emergency remote teaching: Video conference, lms, or messenger application?," *Studies in English Language and Education*, vol. 7, no. 2, pp. 362–378, 2020, doi: 10.24815/siele.v7i2.16929.
- [7] A. Azhar, "Online Learning amid the COVID-19 Pandemic: A Case Study of the State Islamic University of Mataram," *Nadwa: Jurnal Pendidikan Islam*, vol. 14, no. 2, pp. 265–276, Jan. 2021, doi: 10.21580/nw.2020.14.2.6639.
- [8] R. M. Simamora, "Studies in Learning and Teaching Studies in Learning and Teaching The Challenges of Online Learning during the COVID-19 Pandemic: An Essay Analysis of Performing Arts Education Students," *Studies in Learning and Teaching*, vol. 1, no. 2, pp. 86–103, 2020, doi: 10.46627/silet.
- [9] N. F. Ukhrowiyah, M. Nasihah, and F. M. Pratawati, "Acitya: Journal of Teaching & Education LANGUAGE ASSESSMENT IN ONLINE LEARNING: CHALLENGES AND EFFECTIVE STRATEGIES FOR ESP CLASSROOMS," 2021. [Online]. Available: <http://journals.umkt.ac.id/index.php/acitya>
- [10] T. Tathahira, "PROMOTING STUDENTS' CRITICAL THINKING THROUGH ONLINE LEARNING IN HIGHER EDUCATION: Challenges and Strategies," *Englisia: Journal of Language, Education, and Humanities*, vol. 8, no. 1, p. 79, Nov. 2020, doi: 10.22373/ej.v8i1.6636.
- [11] N. Dabbagh and A. Kitsantas, "Associate Professor of Educational Psychology , Graduate School of Education," *Instr Sci*, vol. 33, pp. 22030–4444, 2005, doi: 10.1.
- [12] J. P. Widodo, "STUDENTS' PERCEPTION TOWARDS GOOGLE CLASSROOM AS E-LEARNING TOOL (A Case Study of Master of English Education of the Second Semester at STKIP PGRI Sidoarjo)," *Magister Scientiae*, vol. 2, no. 48, 2020.
- [13] R. Mardiah and I. Anastasia, "EFL Students Online Learning Experience During Pandemic," *4th International Conference on Language, Literature, Culture, and Education (ICOLLITE 2020)*, vol. 509, 2020.
- [14] A. Saleh and M. Mujahiddin, "Challenges and Opportunities for Community Empowerment Practices in Indonesia during the Covid-19 Pandemic through Strengthening the Role of Higher Education," *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, vol. 3, no. 2, pp. 1105–1113, May 2020, doi: 10.33258/birci.v3i2.946.
- [15] Mulyani, Fidyati, Suryani, M. Suri, and Halimatussakdiah, "University students' perceptions through e-learning implementation during covid-19 pandemic: Positive or negative features dominate?," *Studies in English Language and Education*, vol. 8, no. 1, pp. 197–211, 2021, doi: 10.24815/siele.v8i1.17628.
- [16] P. Indah Puspitasari, N. Komang Arie Suwastini, G. Wisma Krisna Ari Aditya Blangsinga, G. Rasben Dantes, and I. Javier Couturier Tuerah, "Boomers' Perception Towards the Implementation of Online Learning Amidst Covid-19 Outbreak," pp. 128–134, 2021.
- [17] M. Damaiyanti, D. Yulastri, and Sumira, "Challenges of Online Class Amid the Pandemic of the Covid 19," *Proceedings of the International Conference on Science and Technology on Social Science (ICAST-SS 2020)*, vol. 544, 2021.
- [18] M. W. George, "The Elements of Library Research," 2008.
- [19] L. R. Amir *et al.*, "Student perspective of classroom and distance learning during COVID-19 pandemic in the undergraduate dental study program Universitas Indonesia," *BMC Med Educ*, vol. 20, no. 1, Dec. 2020, doi: 10.1186/s12909-020-02312-0.
- [20] U. Bahruddin and S. R. Febriani, "Student's perceptions of Arabic online learning during COVID-19 emergency," *Journal for the Education of Gifted Young Scientists*, vol. 8, no. 4, pp. 1483–1492, 2020, doi: 10.17478/jegys.760735.

- [21] M. Basri, B. Husain, and W. Modayama, "University Students' Perceptions in Implementing Asynchronous Learning during Covid-19 Era," *Metathesis: Journal of English Language, Literature, and Teaching*, vol. 4, no. 3, p. 263, Jan. 2021, doi: 10.31002/metathesis.v4i3.2734.
- [22] A. Cahyadi, D. Andris Susanto, and I. Suardi Wekke, "Obstacles and Challenges of Information Technology Application on the Online Lecturing during Covid19 Pandemic Outbreaks," *Psychol Educ*, vol. 58, no. 3, pp. 1070–1077, 2021, [Online]. Available: www.psychologyandeducation.net
- [23] S. Hadiani and B. Arisandi, "THE ROLE OF ONLINE ENGLISH COMMUNITY DURING COVID-19 PANDEMIC," *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, vol. 4, no. 2, pp. 271–279, Dec. 2020, doi: 10.30743/ll.v4i2.3104.
- [24] R. Hamid, I. Sentyo, and S. Hasan, "Online learning and its problems in the Covid-19 emergency period," *Jurnal Prima Edukasia*, vol. 8, no. 1, pp. 86–95, Jan. 2020, doi: 10.21831/jpe.v8i1.32165.
- [25] S. Y. Harunasari, R. Dwigustini, N. Halim, and S. Susillawati, "University Students' Acceptance of Online Learning During the Pandemic in Indonesia," *AL-ISHLAH: Jurnal Pendidikan*, vol. 13, no. 1, pp. 396–406, May 2021, doi: 10.35445/alishlah.v13i1.491.
- [26] Y. Budi Hermanto and V. A. Srimulyani, "The Challenges of Online Learning During the Covid-19 Pandemic," *JURNAL PENDIDIKAN DAN PENGAJARAN*, vol. 54, pp. 46–57, 2021, doi: 10.23887/jpp.v54i1.
- [27] D. Hidayat, Anisti, Purwadhi, and D. Wibawa, "Crisis management and communication experience in education during the covid – 19 pandemic in indonesia," *Jurnal Komunikasi: Malaysian Journal of Communication*, vol. 36, no. 3, pp. 67–82, 2020, doi: 10.17576/JKMJC-2020-3603-05.
- [28] K. Junus, H. B. Santoso, P. O. H. Putra, A. Gandhi, and T. Siswantining, "Lecturer readiness for online classes during the pandemic: A survey research," *Educ Sci (Basel)*, vol. 11, no. 3, Mar. 2021, doi: 10.3390/educsci11030139.
- [29] T. A. Kaluge, "The University Student Voices on Online Language Classes during Covid-19 Pandemic in Indonesia," *4th International Conference on Language, Literature, Culture, and Education (ICOLLITE 2020)*, vol. 509, 2020.
- [30] S. Ladyanna, "Problems and Challenges of Online Lectures in Indonesia During the Pandemic COVID-19," *Proceedings of the 3rd International Conference on Educational Development and Quality Assurance (ICED-QA 2020)*, vol. 506, 2021, [Online]. Available: www.youtube.com/watch?v=J7AcwdqRZ4o&t=560s.
- [31] S. Andes Madya, "Online Learning Implementation in the Covid-19 Pandemic," *Proceedings of the Ninth International Conference on Language and Arts (ICLA 2020)*, vol. 539, 2021.
- [32] A. S. D. Martha, K. Junus, H. B. Santoso, and H. Suhartanto, "Assessing undergraduate students' e-learning competencies: A case study of higher education context in Indonesia," *Educ Sci (Basel)*, vol. 11, no. 4, 2021, doi: 10.3390/educsci11040189.
- [33] N. Sri Lengkanawati, Y. Wirza, and D. Alicia, "EFL Learners' View on Online Learning Implementation During Covid-19 Outbreaks," *4th Sriwijaya University Learning and Education International Conference (SULE-IC 2020)*, vol. 513, 2020.
- [34] N. Nartiningrum and A. Nugroho, "Online Learning amidst Global Pandemic: EFL Students' Challenges, Suggestions, and Needed Materials," *ENGLISH FRANCA: Academic Journal of English Language and Education*, vol. 4, no. 2, p. 115, Nov. 2020, doi: 10.29240/ef.v4i2.1494.
- [35] K. Nisa *et al.*, "The COVID-19 impact on statistical learning at State Islamic University in East Indonesia," in *Journal of Physics: Conference Series*, IOP Publishing Ltd, 2020. doi: 10.1088/1742-6596/1663/1/012051.
- [36] M. Rahayu, "Islamic University Students' Voices on Online Learning during Covid-19 Pandemic," *Proceedings of the International Conference on Engineering, Technology and Social Science (ICONETOS 2020)*, vol. 529, 2021.
- [37] M. D. H. Rahiem, "Technological barriers and challenges in the use of ICT during the COVID-19 emergency remote learning," *Universal Journal of Educational Research*, vol. 8, no. 11B, pp. 6124–6133, Nov. 2020, doi: 10.13189/ujer.2020.082248.
- [38] M. D. H. Rahiem, "Indonesian University Students' Likes and Dislikes about Emergency Remote Learning during the COVID-19 Pandemic," *Asian Journal of University Education*, vol. 17, no. 1, pp. 1–18, Jan. 2021, doi: 10.24191/ajue.v17i1.11525.
- [39] R. Rasto, S. A. Muhidin, T. Inayati, and M. Marsofiyati, "University Student's Experiences with Online Synchronous Learning during Covid-19," *Jurnal Pendidikan Ekonomi Dan Bisnis (JPEB)*, vol. 9, no. 1, pp. 34–43, Feb. 2021, doi: 10.21009/jpeb.009.1.4.

- [40] F. Mulya Sari, "Exploring English Learners' Engagement and Their Roles in the Online Language Course," *Journal of English Language Teaching and Linguistics* e-ISSN, vol. 5, no. 3, 2020, [Online]. Available: www.jeltl.org
- [41] F. Setiawan and T. Taiman, "The Impact Of The Lockdown Status On Student Learning During The Covid-19 Pandemic," *Syntax Literate ; Jurnal Ilmiah Indonesia*, vol. 5, no. 11, p. 1311, Nov. 2020, doi: 10.36418/syntax-literate.v5i11.1729.
- [42] Y. R. Sipayung, K. Cahya, and S. Wibawa, "The Role Of Information Technology Toward The Development Of Online Learning Process In Covid-19 Pandemic Period In Indonesia-Palarch's," *Journal Of Archaeology Of Egypt/Egyptology*, vol. 17, no. 4, 2020.
- [43] S. Siswati, A. K. Astiena, and Y. Savitri, "Evaluation of Online-Based Student Learning: Models During New Normal Pandemic Covid-19 in Indonesia," *Journal of Nonformal Education*, vol. 6, no. 2, pp. 148–155, 2020, doi: 10.15294/jne.v6i2.25599.
- [44] S. Sutiah, S. Slamet, A. Shafqat, and S. Supriyono, "Implementation of distance learning during the covid-19 pandemic in faculty of education and teacher training," *Cypriot Journal of Educational Sciences*, vol. 15, no. 5, pp. 1204–1214, Oct. 2022, doi: 10.18844/CJES.V15I5.5151.
- [45] A. S. Subekti, "University English Teachers' Challenges in Handling Unmotivated Learners: A Case Study," *Langkawi: Journal of The Association for Arabic and English*, vol. 6, no. 2, p. 100, Dec. 2020, doi: 10.31332/lkw.v0i0.1926.
- [46] A. S. Subekti, "Covid-19-Triggered Online Learning Implementation: Pre-Service English Teachers' Beliefs," *Metathesis: Journal of English Language, Literature, and Teaching*, vol. 4, no. 3, p. 232, Jan. 2021, doi: 10.31002/metathesis.v4i3.2591.
- [47] E. Suharyanti, E. Kurtianti, and M. Muamaroh, "Rise of E-Learning and Covid-19 Pandemic: Lecturer and Students Adaptations on the English Language Teaching and Learning," *European Alliance for Innovation n.o.*, Jan. 2021. doi: 10.4108/eai.30-11-2020.2303697.
- [48] S. Siradjuddin, "An Analysis of University Students' Perspective on Online Learning in the Midst of Covid-19 Pandemic," *Jurnal Pendidikan dan Pengajaran*, vol. 53, no. 2, pp. 125–137, 2020.
- [49] D. Sulisworo, R. Ummah, M. Nursolikh, and W. Rahardjo, "The analysis of the critical thinking skills between blended learning implementation: Google Classroom and Schoology," *Universal Journal of Educational Research*, vol. 8, no. 3 B, pp. 33–40, 2020, doi: 10.13189/ujer.2020.081504.
- [50] M. Suryaman *et al.*, "COVID-19 PANDEMIC AND HOME ONLINE LEARNING SYSTEM: DOES IT AFFECT THE QUALITY OF PHARMACY SCHOOL LEARNING?," 2020.
- [51] T. Trisanti, B. M. Alsolami, H. Kusumawati, N. Primandaru, S. Tinggi Ilmu Ekonomi YKPN, and Y. Jalan Seturan Yogyakarta, "Determining Factors Affected Online Learning Satisfaction: An Empirical Study in Indonesia during Pandemic Covid-19 Period," *International Journal of Multidisciplinary and Current Educational Research*, vol. 3, no. 1, pp. 334–343, 2021, [Online]. Available: www.ijmcer.com
- [52] M. N. Y. Utomo, M. Sudaryanto, and K. Saddhono, "Tools and Strategy for Distance Learning to Respond COVID-19 Pandemic in Indonesia," *Ingenierie des Systemes d'Information*, vol. 25, no. 3, pp. 383–390, Jun. 2020, doi: 10.18280/isi.250314.
- [53] A. N. Wulanjani and L. Indriani, "Revealing Higher Education Students' Readiness for Abrupt Online Learning in Indonesia amidst Covid-19," *NOBEL: Journal of Literature and Language Teaching*, vol. 12, no. 1, pp. 43–59, Apr. 2021, doi: 10.15642/nobel.2021.12.1.43-59.
- [54] M. R. Zainuddin, "ONLINE LEARNING CHALLENGES IN CENTRAL PANDEMIC VIRUS CORONA IN STAI MUHAMMADIYAH TULUNGAGUNG," *Edukasi*, vol. 08, no. 01, 2020, [Online]. Available: [https://www.suara.com/yoursay/2020/04/07/104610/tantangan-dan-](https://www.suara.com/yoursay/2020/04/07/104610/tantangan-dan)
- [55] T. A. Kaluge, "The University Student Voices on Online Language Classes during Covid-19 Pandemic in Indonesia," *Advances in Social Science, Education and Humanities Research*, vol. 509, 2020.