

Submitted : 2020-09-22	Accepted : 2020-12-07
Revised : 2020-10-11	Published : 2020-12-15

Students Perception of The Full Online Learning Quality During The Corona Pandemic

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Abstract

Due to the Pandemic of Covid-19, teachers or lecturers must hold a full online teaching-learning process, so they should integrate technology into the teaching learning activities. To engage students in full online learning, Google Classroom, Edmodo, Kahoot, and Quizziz are some online learning platforms that are widely used by English teachers in teaching and learning. There are some video conference applications for doing video calls in the teaching-learning process, they are Zoom and Google Meet. This study focuses on students' perceptions of the full online learning quality during the corona pandemic. The research involved 50 participants consist of students of the English Education program in the second semester of IAIN Purwokerto. The data were collected through questionnaires, interviews, and observation and were analyzed using the qualitative methods approach. The results of the study indicated that the majority of participants considered did not enjoy the full online learning in English teaching and learning is not effective and efficient in terms of time and phone credit. One of the reasons is the slow-speed internet is one of the difficulties in operating those applications. So, they feel they could not get maximum knowledge and information from their lecturers in full online teaching-learning activities.

Keywords: Perception; Online learning; Corona Pandemic; quality

A. Introduction

The 4.0 Industry Revolution has a great effect in education, especially on the teaching learning process. The use of technology is the most important in this era. Recently, the Corona Pandemic has made a great change in education, especially for the teaching-learning process. Teachers should do WFH (Work From Home) and the students should do SFH (School From Home). From the offline or semi online teaching- learning process turns into a full online class. Both the students and the teacher could not go everywhere; they could not go to school and campus to do face to face teaching- learning process to avoid the spread of Covid-19 virus. It is a great challenge for the teacher to create an interesting full online class.

Some online learning platforms have been available on the internet, for examples Google Classroom, Edmodo, Kahoot, and Quizziz. There are some video conference applications for doing video call on the teaching learning, they are Zoom and Google Meet. As a teacher, we could choose which application we are going to use in our class. Teachers and lecturers could use some application to make the online learning more interesting, for example, Screen Cast O Matic, we could show the powerpoint presentation combined with our voice and video. So, the students could understand the material easily while watching the powerpoint presentation, they are listening to their teachers' or lecturers' explanation.

B. Review of Related Literature

Therefore, teachers should be able to integrate the use of technology and higher-order thinking skill. They should create a classroom atmosphere that would support the use of technology. Teachers should integrate technology with content and pedagogy in the full teaching-learning process.. According to (Cakrawati, 2017) teacher should be able to develop the ability to creatively use technology to meet students' learning needs because language learning should not only occur in the classroom,

technological devices could be used by teachers and students to facilitate language learning everywhere.

Teachers should encourage students to use their smartphones for doing something meaningful. In the English classroom, teachers could ask the students to post some photos on their Instagram and Facebook with an English caption. So, the students not only post something interesting, but also something useful for increasing their ability in learning especially in writing English. Teachers can also encourage students to express their opinion towards something and share ideas on Twitter, Facebook, Instagram, and discuss through Google Classroom, Edmodo, or other online learning platforms. Archambault, Wetzel, Foulger, and Williams (2016) stated that the use of social networking devices accommodates feedback between teachers/lecturers and students, and it makes them communicate more efficiently and effectively. Since it is easier to access social networking tools, students can receive immediate response and feedback from the teacher. They could check the feedback directly after the notification rings.

Recently, all teachers have implemented a full online learning class in this Corona pandemic. Some of them have never used online classes before, but today they must do it and they should learn to use those online learning platforms because of Work From Home and Study From Home Regulation. Teachers from kindergarten to the highest level or university level should join full online learning which makes them get bored. But it would not happen when the teachers have an interesting method and strategy in delivering the materials by online learning platform. They could do some quizzes, competitions, and live assignments which are challenging for the students.

According (S Bali and M C Liu, 2018) although online learning continues to grow rapidly, it remains at an early stage of development. Consequently, developers and deliverers of online learning need more understanding of how students perceive and react to elements of full and blended online learning, since student perception and attitude is critical to

motivation and learning, along with how to apply these approaches most effectively to enhance learning. Therefore, the significance of this research lies on exploring the university students' perception of the quality of full online teaching-learning during the Corona pandemic. Thus, the study seeks to achieve purposes and the issues to be discussed in this paper will be summarized in the following research questions:

Do students feel that they learn as much in a full online teaching-learning as they do in a face-to-face course?

According to (Aštani, Ready, & Duplaga, 2010), an online course from the students' perspective offers several benefits such as flexibility, effective time, and fitting in with the students' lifestyles. Research implies that there are both favorable and unfavorable student perceptions of the online teaching-learning process. If perceptions of the students are negative regarding their past, present, or future online learning experiences, their perceptions may reach to such outcomes as higher dropout rates (Carr, 2000), low motivation of students in learning some materials (Maltby & Whittle, 2000), and lower student satisfaction with their learning experience (Kenny, 2003).

The outcomes of online learning are not correct for all students, in all situations, and always. There are some causes of individual differences in outcomes for online learners and factors contribute to student satisfaction in their online classes. Lee (2010) explained that timely feedback from instructors is very important to students' satisfaction in their online teaching-learning. Social presence is another factor emphasized as leading to higher student satisfaction in an online class activity (Richardson & Swan, 2003). Support services have also been one of the predictors for student satisfaction in online class (Lee, 2010). McGorry (2003) indicated that student satisfaction is affected by the flexibility in a course, social presence, technical support, and technology used.

C. The Research of Methodology

Qualitative data-collection techniques were used to obtain and describe the students perception of the full online learning during the Corona Pandemic. Three stages of data collection were used in this study these were (a) questionnaire (b) observation and (c) interview. The main data collection was the student questionnaires. Questionnaires were adapted from a previous study conducted by Barnes, Cynthia (2017). The questionnaires consist of seven close-ended using the Likert scale. Questions of the questionnaires were administered to figure out students' perceptions towards the quality of full online learning during the Corona Pandemic. Meanwhile, the interview was conducted with 10 students to gain an in-depth explanation and description during full online learning. Data from observations were used to confirm findings from the interviews.

Data were collected between the April-May academic sessions of 2020. Additional data were collected in June 2020. It involved 50 university students. The participants are students of the English Education Department in the second semester in the Faculty of Tarbiyah and Teacher Training in IAIN Purwokerto.

C. Findings and Discussions

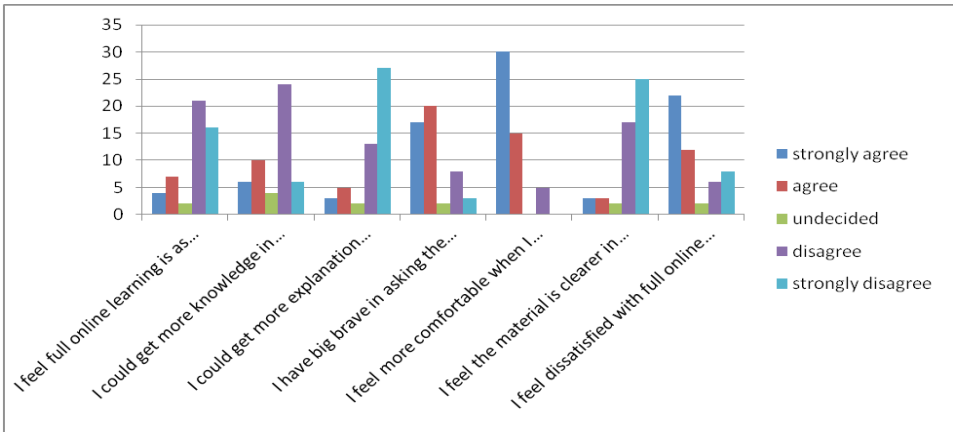
The data from students' close-ended questionnaire was statistically computed to find out that each statement and was interpreted descriptively. The interview data were all transcribed and analyzed for adding perceptions of students' perception on full online learning. The data from the questionnaire and interview were used to provide the description of students' perception of full online learning during the Corona Pandemic and the benefits felt by the students after doing online learning in the English teaching-learning process.

The questions for the questionnaire are:

NO	Questions
1	I feel full online learning is as interesting as face to face learning.
2	I could get more knowledge in full online learning than in face to face learning.
3	I could get more explanation from the lecturer in full online learning than face to face learning.
4	I have big brave in asking the material to the lecturer when I have online learning.
5	I feel more comfortable when I learn full online at home or in my pondok pesantren.
6	I feel the material is clearer in full online learning
7	I feel dissatisfied with full online learning.

Table 1 : the questions of the questionnaire

The choice for the answers is using Likert Scale from strongly agree, agree, undecided, disagree, and strongly disagree. The result of the questionnaires is below:



Graphic 1: The result of the questionnaire

As seen in the table, the first question, 'I feel online learning is as interesting as face to face learning', 16 students click 'strongly disagree', 21 students 'disagree', 2 students are undecided, 7 students click 'agree' and the rest is 'strongly agree'. It means that the students do not enjoy the fully online learning process because they feel they could not process the material given well and they think it is not an effective learning process. 37 students feel online learning is not as interesting as face to face learning.

The interview result states that they need much phone credit and a good signal to do full online learning well. They think full online learning is a boring activity, they feel if they open their gadget, they could be happier because they open some social media to upload a photo, to send messages to their friends or to do stalking their friends' account. But in this pandemic, they should open their gadget not to check some social media but to join the online class using some platform, for example, Google Classroom, WhatsApp Group, Zoom, etc.

Second questions, 'I could get more knowledge in fully online learning than in face to face learning', 6 students choose 'strongly agree'. They feel offline classroom activities could give them more knowledge than in online one. There are 10 students answer 'agree', 4 students are undecided, 24 students choose 'disagree', and the rest is 6 students choose 'strongly disagree'. In the interview, some students said, "I got a little knowledge when the teaching-learning process is fully online, it is the limited class for me, I could not ask many things because of signal". It means they need more knowledge when they do full online study, they want to ask something to the teacher or lecturer but when the signal is low, they could do nothing. They could not ask anything; it would be different if they ask some questions in the real teaching-learning activity. They could express their questions, their opinion as much as they could.

The next analysis relates to previous questions about knowledge the students got in the online classroom. The question is 'I could get more explanation from the lecturer in fully online learning than face to face

learning'. More than half of the students join the questionnaire strongly disagree with this statement. When teachers and students do the online teaching-learning process, students feel they get a limited explanation about the material because of time, signal, etc. Explanation in offline class is clear enough for the students, they could ask whatever they like.

In an online class, if the teacher wants to lengthen the teaching period, it would relate to the student's ability in buying some phone credit for their gadget. Sometimes teachers will explain and answer the questions simply because teachers think about students' phone credit and signal. The other question relates to the clarity of explanation is 'I feel the material is clearer in fully online learning'. There are only 3 students answer, 'strongly agree', so they think that material in online learning is not clear enough.

The result for the fourth question 'I have big brave in asking the material to the lecturer when I have online learning' is 17 students answer strongly agree because they not only speak directly in the online platform but also write the questions in the chat box. Write the questions in the chat box is the most interesting for them because they should not speak up, just write what they want to ask. In the offline classroom, 25 percent of students in the classroom have big brave to ask something to the teacher, they should arrange the sentence well and ask it orally in front of their friends. Shy and introverted students would not do it, but they could express their opinion when they write it in the chat box in the online class.

I feel more comfortable when I learn full online at home or in my pondok pesantren. 30 students said they feel more comfortable when they do full online study in their house or their pondok pesantren. They feel comfortable because they study in their own house or their bedroom. The situation is different when they do some offline classes. Comfortable here is just the situation that makes them feel relaxed in getting some material from their teacher or lecturer. They should not go to internet rental or others. They just hold their full credit gadget and they could get the material from the lecturer or the teacher everywhere they want.

The last statement is 'I feel dissatisfied with full online learning', there are 22 students answer strongly agree, 12 students express agreement, 2 students are undecided, 6 students express disagreement, and 8 students express their strong disagreement. It is more than 50 percent of the students in the questionnaire show that they agree with the statement 'I feel dissatisfied with full online learning'. The result of the questionnaire shows the students do not like full online classes. It would be different if they do a semi, online class. Based on the result of the interview, they do not like the full online class because they need a good location for a good signal; they need money to buy some phone credit, they need more phone memory to install a new application like Google Classroom, Edmodo, Google Meet, Zoom, Quizziz, etc. They could not do some direct interaction with their teacher, lecturer, and friends like in offline classroom activities.

D. Conclusions

From the data we got from the interviews, questionnaires, and observation, some students feel the quality of full online teaching-learning is different from face to the face teaching-learning process. They think they need some phone credit, good signal, and much memory for installing the new application to join the fully online learning activity. The results of the study indicated that the majority of participants considered did not enjoy fully online learning in English teaching and learning is not effective and efficient in terms of time and phone credit. One of the reasons is the slow-speed internet is considered to be one of the difficulties in operating those applications. So, they feel they could not get maximum knowledge and information from their teacher in full online teaching-learning activities. They feel that the quality of the face to face learning is better than the quality of fully online learning based on the result of the questionnaire, observation, and interview. The students feel dissatisfied with the full online learning teaching-learning process.

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