

An Analysis on EFL Learners' Perspectives of Online Learning during Covid-19 Pandemic

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ABSTRACT

The aim of this research is to investigate EFL students' perspectives on the utilization of online learning during the COVID-19 pandemic. A survey method was applied. This research involves 40 students of the second, fourth, and sixth semesters of the English Study Program of a private University in Hamzanwadi for the academic year 2020-2021 as the participants. To collect the data, a questionnaire was administered via Google Forms. The data collected were then analyzed using a percentage formula. The results of the study indicate that most of the students believe that online learning has not provided a better experience and results in improving their competencies. However, they agreed that it provides ease in their learning. In addition, based on the result of questionnaires, more than 50% of the students prefer direct-classroom learning to online learning and only resettled with online learning during the COVID-19 pandemic. In a nutshell, despite the COVID-19 pandemic, students still choose direct classroom learning.

Keywords: *EFL learners' perspectives; Indonesian students; Covid-19; online learning*

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INTRODUCTION

Covid-19 outbreaks have recently shocked many countries around the world. The impacts of the pandemic are not only affecting the medical or health sector, but it also has a great influence on the continuity of the teaching and learning process in schools and universities. As the majority of governments around the world have shut down public places to prevent Covid-19 infection, the countries with small or large active cases had decided to issue some policies regarding the outbreaks. This regulation included the no classroom instruction at the meantime. (Klusmann et al., 2022). The outbreak, which later is classified as a pandemic due to its massive and fatal impact on humans, forced all officials of schools and universities consisting of teachers and lecturers to conduct their classes remotely through virtual meetings (Allen et al., 2020). Virtual or online meetings refers to the activities that they organized during the pandemic period which held from a significant distance due to difficult circumstances (Hodges et al., 2020).

In response to this situation, the Ministry of Education and Culture issued a policy on Surat Edaran Nomor 4 Tahun 2020 about the implementation of education in the emergency period of Covid-19; It is to work and study from home (Surat Edaran Mendikbud No 4 Tahun 2020 Tentang Pelaksanaan Kebijakan Pendidikan Dalam Masa Darurat Penyebaran

Corona Virus Disease (COVID-19), n.d.). This directs educational institutions, both at primary and university levels, to conduct instructional processes online.

The regulation of having the teachers/lecturers and students conduct online classes during pandemic has brought up several issues. Dhull and Sakshi (2017) argued that the lack of physical interaction and the presence of colleagues may determine students to feel isolated (Coman et al., 2020a)

As communication is the key part of the teaching and learning process, it is quite difficult to deliver the teaching content with its material to students. Not only about providing subjects, but also how the teachers will contact all of the students in once. This leads to another difficulty, the assurance from the school authorities and governments about the planning of class activities while all of people is still adjusting to new academic environment (Klusmann et al., 2022).

It can be understood that if the authorities do not give clarity about some policies regarding this issue, the teaching and learning process will be difficult because most of the subjects were designed for offline classes instead. Another problem is the capability on conducting distanced learnings with tons of equipment such as computers and various applications on the internet (Kabilan & Annamalai, 2022).

This situation will push either the teachers or students to be able to operate

advanced technology for it is needed to support the new educational environment during COVID-19. In addition, technological developments have resulted in many applications that may be utilized on portable devices, such as Zoom, Google Meet, WhatsApp, and other social media. Godber & Atkins added, for teaching and learning, several group forums are being explored to promote education through digital platforms. (Godber & Atkins, 2021) However, WhatsApp is the most widely used. (Budi Hermanto & Srimulyani, 2021; Mulyono et al., 2021; Napratilora et al., 2020; Pratama et al., 2020; Rakhmanina et al., 2021). Therefore, because they are widely used and built, these online learning platforms have become popular in Indonesia.

Furthermore, a number of studies on online learning have been conducted in the Indonesian EFL context emphasizing on the students' perception. Octaberlina & Muslimin (2020), Tanjung&Utomo (2021), and Haryanto, n.d (2021) may represent them. (Octaberlina & Muslimin, 2020) conducted research on EFL students' perspectives towards online learning barriers and alternatives using Moodle/Google Classroom during the COVID-19 pandemic. The results showed that students experienced three barriers during online learning including unfamiliarity of e-learning, slow internet connection, and physical condition e.g. eye strain.

In addition, Tanjung & Utomo (2021) investigated students' perspectives on the implementation of a full-online learning mode in English classrooms with a low-tech environment amid the Covid-19 pandemic. The finding revealed that the students have positive and negative perspectives on it. An example of positive perception is that university students are already accustomed to using search engines and social media platforms that can support learning objectives. On the other hand, some students' negative perceptions include: (1) the challenge of fully engaging in online learning mode due to the high cost of internet bundles, the limited network coverage, etc ; (2) lecturers' feedback is highly required to increase their students' motivation in learning; (3) the inconsistent schedule in conducting an online class.

Another previous study conducted by (Haryanto, n.d.) also explored students' responses to the effectiveness of learning from home policy. The finding showed that students considered home-based online learning as a beneficial policy. However, they also identified a lack of efficacy in the course materials, which focus more on completing tasks than the learning process itself, etc.

Furthermore, as one of the universities in West Nusa Tenggara, it was very responsive to prevent the spread of COVID-19 by suspending campus activities in the midst of the outbreak. Changing face-to-face experiences of the teaching and

learning process is then done by online learning. This online learning is conducted synchronously as well as asynchronously via Learning Management System. The LMS has been used before pandemic and is 100% used in the pandemic era.

Dealing with online learning, learners definitely have their own take on online learning in the midst of the COVID-19 pandemic, which is one of the study's goals. The result as the viewpoint that could be used by lecturers and universities to increase the quality of online learning.

Since students' learning can be influenced by their satisfaction with their learning experience (Espeland and Indrehus, 2003; Ramsden, 1991) in (Sit et al., 2005), therefore the purpose of this study is to investigate the university students' perspective on online learning in the midst of a COVID-19 pandemic.

METHOD

This study belongs to descriptive quantitative research. The primary objective of the study was to acquire students' opinions regarding their experiences with online learning. A descriptive approach for data analysis was considered (Nambiar, 2020)

In addition, the research only collected the data, and also made the conclusion from the collected data. The investigation was started with the formulation of the research question as the problem based on this study. In this

research, the researchers worked in an objective way and systematically by using a quantitative approach by calculating the presentation of the student's perspective on online learning during the covid-19 pandemic.

This study was conducted at a private University in Hamzanwadi the academic year 2020-2021. In this case, 40 students enrolled in dissimilar semesters were taken randomly as the participants including the second semester (14 respondents, or 35%), the fourth semester (14 respondents, or 35%), and the sixth semester (12 respondents, or 30%).

Furthermore, a closed-ended questionnaire was used in collecting the data. It was developed using the analysis of existing ideas or theories and then approved by the experts. Some questions are provided to be answered by the respondents related to their perspectives on online learning during covid-19. After the questionnaire was created, the link was distributed to the specified participants. After all the answers from each participant were collected, then the researcher calculated the number of presentations for each item.

The questionnaire used in this study consisted of 20 items. Questions numbers 1 to 4 were about students' experiences in the online class. Question 5 was about students' difficulties in the online class. Questions 6 to 9 were about the students' convenience that they feel in an online class.

Questions 10 to 11 were about students' problems in online classes. Questions 12 to 20 were about students' results during an online class.

The questionnaire was created using Google Forms and constructed using a Likert scale with four possible responses that must be chosen by participants namely:

Category	Score
Strongly disagree	1
Disagree	2
Agree	3
Strongly agree	4

The Likert scale is used to measure attitudes, opinions, and perceptions of events or social phenomena. Riduwan and Sunarto (2007) in Syauqi et al., (2020)

In addition, the researchers used the following formula to determine the students' scores based on the categories listed above:

$$score = \frac{\text{total score of the student}}{\text{maximum score}} \times 100$$

The researchers used the following formula to get the percentage of the categorization of the students:

$$P = \frac{fq}{n} \times 100\%$$

Note:

- P = Percentage rate
- Fq = Frequency number
- N = Total of sample

(Talimbekas & Arifani, 2022)

RESULT AND DISCUSSION

Results

The results of the study, which were gathered from 40 respondents of the second, fourth, and sixth semesters of the English language education study program of the University in the academic year 2020-2021, are now revealed.

Here are their answers to the 20 structured questions provided to them.

Tabel 1 . Sum and Percentage of Participants Choosing Criterion in Each Item

No	Items	Sum and percentage			
		1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Q1	I prefer online classes	9(22,5%)	27 (67,5%)	4 (10%)	0 (0%)
Q2	I participate more in online classes	2 (5%)	21(52,5%)	17 (42,5%)	0 (0%)
Q3	I prefer submitting my assignments via online	2 (5%)	16 (40%)	21 (52,5%)	1 (2,5%)
Q4	I feel relaxed in online classes	3 (7,5%)	19 (47,5%)	18 (45%)	0 (0%)
Q5	I feel stressed if I did some mistakes in online classes	4 (10%)	11 (27,5%)	22 (55%)	3 (7,5%)
Q6	I am able to work independently in online classes	2 (5%)	14 (35%)	22 (55%)	2 (5%)
Q7	The quality of online learning at Hamzanwadi University is good	3 (7,5%)	20 (50%)	17 (42,5%)	0 (0 %)

Q8	Online classes help me follow and review the course easily	6 (15%)	25 (62,5%)	9 (22,5%)	0 (0%)
Q9	Online classes are easy to reach	4 (10%)	8 (20%)	28 (70%)	0 (0%)
Q10	It is very difficult to study through online classes for me	0 (0%)	14 (35%)	20 (50%)	6 (15%)
Q11	It is frustrating to do task via online	1 (2,5%)	24 (60%)	12 (30%)	3 (7,5%)
Q12	I don't find difficulty in using Google Classroom, Zoom or other Apps	2 (5%)	16 (40%)	20 (50%)	2 (5%)
Q13	I learn and get the same learning from online and face-to-face	12 (30%)	21 (52,5%)	7 (17,5%)	0 (0%)
Q14	I would recommend online learning	8 (20%)	27 (67,5%)	5 (12,5%)	0 (0%)
Q15	Online classes satisfy my learning needs	9 (22,5%)	26 (65%)	5 (12,5%)	0 (0%)
Q16	Online learning is suitable with all subjects in class	12 (30%)	25 (62,5%)	3 (7,5%)	0 (0%)
Q17	We are provided with the learning material before/after online classes by the lecturer	7 (17,5%)	12 (30%)	21 (52,5%)	0 (0%)
Q18	I get better results through online learning	10 (25%)	27 (67,5%)	3 (7,5%)	0 (0%)
Q19	Online classes make the relationship between students and lecturers more intensive	12 (30%)	23 (57,5%)	5 (12,5%)	0 (0%)
Q20	I am more concentrated on online classes than offline classes	11 (27,5%)	26 (65%)	3 (7,5%)	0 (0%)

More specific information on students' perceptions of online learning is provided in the table below.

Table 2 Q1: I prefer online classes

Responses	Frequency	Percentage
Strongly disagree (1)	9	22,5%
Disagree (2)	27	67,5%
Agree (3)	4	10%
Strongly Agree (4)	0	0%
Total	40	100%

The aforementioned table reveals that all participants (100%) responded. The result shows that most of the students (67,5%) stated that they disagreed with the notion "I prefer online classes" and only a few (10%) answered that they agreed. It means that most of them were not comfortable with online classes.

Table 3 Q2: I participate more in online classes

Responses	Frequency	Percentage
Strongly disagree (1)	2	5%
Disagree (2)	21	52,5%
Agree (3)	17	42,5%
Strongly Agree (4)	0	0%
Total	40	100%

Based on the table above, more than half (52,5%) of the participants reported that they participated more in offline classes (face-to-face meetings). However, many of them (42,5%) also tended to agree and claimed that they also participated actively in online classes.

Table 4 Q3: I prefer submitting my assignment via online

Responses	Frequency	Percentage
Strongly disagree (1)	2	5%
Disagree (2)	16	40%
Agree (3)	21	52,5%
Strongly Agree (4)	1	2,5%
Total	40	100%

The table shows that more than 50% of the students prefer submitting their tasks through online platforms. It shows the positive impact of online media on them.

Table 5 Q4: I feel relaxed in online classes

Responses	Frequency	Percentage
Strongly disagree (1)	3	7,5%
Disagree (2)	19	47,5%
Agree (3)	18	45%
Strongly Agree (4)	0	0%
Total	40	100%

The table above shows that the percentages of the students who agreed and disagreed about the feeling of joining online classes are spread evenly. Approximately 55% of the participants argued that they did not feel relaxed during online classes. Whereas 45% of them chose to agree to the notion. Thus, only a little more than half of the students were convinced that online classes did not help them to feel relaxed during class.

Table 6 Q5: I feel stressed if I did some mistakes in online classess

Responses	Frequency	Percentage
Strongly disagree (1)	4	10%
Disagree (2)	11	27,5%
Agree (3)	22	55%
Strongly Agree (4)	3	7,5%
Total	40	100%

The table above reveals that most of the students (55% who agreed and 7,5% strongly agreed) get worried if they make mistakes in their online courses.

Meanwhile, the other 37,5% claimed that they did not feel any pressure.

Table 7 Q6: I am able to work independently in online classes

Responses	Frequency	Percentage
Strongly disagree (1)	2	5%
Disagree (2)	14	35%
Agree (3)	22	55%
Strongly Agree (4)	2	5%
Total	40	100%

As much as 40 % of the students reported that they found it difficult to work individually in their online classes. Meanwhile, the other 60% claimed their ability to complete the task individually

Table 8 Q7: the quality of online class is good

Responses	Frequency	Percentage
Strongly disagree (1)	3	7,5%
Disagree (2)	20	50%
Agree (3)	17	42,5%
Strongly Agree (4)	0	0%
Total	40	100%

The results of the table above indicate that the students' perception regarding the quality of online classes at Hamzanwadi University is varied. As much as 57,5% of the students argued that the online learning quality was not good. On the other hand, 42,5% of them believed that the university's online classes could be categorized as decent.

Table 9 Q8: Online classes help me following and reviewing the course easily

Responses	Frequency	Percentage
Strongly disagree (1)	6	15%
Disagree (2)	25	62,5%
Agree (3)	9	22,5%
Strongly Agree (4)	0	0%
Total	40	100%

More than half of the students (77,5%) chose "Strongly disagree" and "Disagree" respectively. This result showed that just 22,5% believed that online courses help them understand the teaching materials easily.

Table 10 Q9: Online classes are easy to reach

Responses	Frequency	Percentage
Strongly disagree (1)	4	10%
Disagree (2)	8	20%
Agree (3)	28	70%
Strongly Agree (4)	0	0%
Total	40	100%

The table shows that the majority of students rather agreed with the notion that online or virtual classes were easy to reach (70%). Meanwhile, less than half of the students (30%) believed that they found it difficult to get access to the online class itself.

Table 11 Q10: It is very difficult to study through online classes for me

Responses	Frequency	Percentage
Strongly disagree (1)	0	0%
Disagree (2)	14	35%
Agree (3)	20	50%
Strongly Agree (4)	6	15%
Total	40	100%

The results of the table above indicate that most of the students felt that they

were struggling to follow the online classes process most of the time. The combination of "Agree" and "Strongly agree" percentages (65%) shows that students found it very difficult to keep up with online classes. On the other hand, few of the students (35%) did not have a problem with the implementation of the virtual classes.

Table 12 Q11: It is frustrating to do tasks via online

Responses	Frequency	Percentage
Strongly disagree (1)	1	2,5%
Disagree (2)	24	60%
Agree (3)	12	30%
Strongly Agree (4)	3	7,5%
Total	40	100%

Based on the table above, the idea of having an online task during online classes was not a problem for the majority of the students. The percentages of choosing "Disagree" and "Strongly disagree" combined are more than half of the number of students (62,5%). With this result, only 37,5% of the participants felt that it was difficult to do the task via the online platform.

Table 13 Q12: I do not find difficulty in using google classroom, zoom, or other apps.

Responses	Frequency	Percentage
Strongly disagree (1)	2	5%
Disagree (2)	16	40%
Agree (3)	20	50%
Strongly Agree (4)	2	5%
Total	40	100%

It can be seen from the result of the table above that the students' perception on using online media platforms during online classes was fairly divided. As much as 55% of the students considered that online platforms such as Zoom and Google Classroom were uncomplicated. However, almost half of the participants thought otherwise (45%). They argued that online platforms were difficult to operate.

Table 14 Q13: I learn and get the same learning from online and face-to-face learning

Responses	Frequency	Percentage
Strongly disagree (1)	12	30%
Disagree (2)	21	52,5%
Agree (3)	7	17,5%
Strongly Agree (4)	0	0%
Total	40	100%

The table shows that almost all of the students did disagree on the kinds and the amount of learning that they got during online and face-to-face classes (82,5%). This result indicates that it was rather ineffective for the students to have different types of learning compared to what they were used to before the implementation of virtual classes.

Table 15 Q14: I would recommend online learning

Responses	Frequency	Percentage
Strongly disagree (1)	8	20%
Disagree (2)	27	67,5%
Agree (3)	5	12,5%
Strongly Agree (4)	0	0%
Total	40	100%

Overall, most of the participants (87.5%) would not recommend online learning for the teaching and learning process. Merely few of the students (12,5%) agreed to encourage other people to have online learning.

Table 16 Q15: Online classes satisfy my learning needs

Responses	Frequency	Percentage
Strongly disagree (1)	9	22,5%
Disagree (2)	26	65%
Agree (3)	5	12,5%
Strongly Agree (4)	0	0%
Total	40	100%

The satisfaction and dissatisfaction of the students on joining online classes can be seen from the percentages that the table has shown above. Regarding of learning needs fulfillment, as much as 87,5% of the students believed that they did not feel satisfied with what they had achieved during online classes. Even though 12,5% of them were convinced that it was effective, the majority of the participants demonstrated dissatisfaction.

Table 17 Q16: Online learning is suitable with all subjects in class

Responses	Frequency	Percentage
Strongly disagree (1)	12	30%
Disagree (2)	25	62,5%
Agree (3)	3	7,5%
Strongly Agree (4)	0	0%
Total	40	100%

The table shows that almost all of the students (92,5%) did not favor the idea of having online learning in all subjects.

Although the minority (7,5%) chose to agree to the idea, it was difficult to conduct online learning in all courses due to the difficulty which happened to most of the students.

Table 18 Q17: We are provided with the learning material before/after online class by the lecturer

Responses	Frequency	Percentage
Strongly disagree (1)	7	17,5%
Disagree (2)	12	30%
Agree (3)	21	52,5%
Strongly Agree (4)	0	0%
Total	40	100%

From the table it is clear that the opinion of the students regarding the readiness of the lecturers on handling the online classes was varied. Almost half of the participants (47,5%) believed that they did not get any learning material from the lecturers before or after online class. Meanwhile, as much as 52,5% agreed that the lecturers provided teaching aids and teaching content for the students.

Table 19 Q18: I get better results through online learning

Responses	Frequency	Percentage
Strongly disagree (1)	10	25%
Disagree (2)	27	67,5%
Agree (3)	3	7,5%
Strongly Agree (4)	0	0%
Total	40	100%

The table shows that the outcomes for the students through online learning were rather not good. As much as 92,5% of the students disagreed regarding the satisfying results that they got after the

virtual classes. Only 7,5% of them believed that the results are good.

Table 20 Q19: Online classes make the relationship between students and lecturers more intensive

Responses	Frequency	Percentage
Strongly disagree (1)	12	30%
Disagree (2)	23	57,5%
Agree (3)	5	12,5%
Strongly Agree (4)	0	0%
Total	40	100%

From the table above it is obvious that the relationship between lecturers and students during online classes could not be classified as intensive. More than half of the students (87,5%) disagreed about the idea that online classes brought closeness between the lecturers and them. Only the minority (12,5%) chose to agree with the notion.

Table 21 Q20: I am more concentrated in online class than offline classes

Responses	Frequency	Percentage
Strongly disagree (1)	11	27,5%
Disagree (2)	26	65%
Agree (3)	3	7,5%
Strongly Agree (4)	0	0%
Total	40	100%

It can be concluded from the table above that the implementation of online classes was rather unimpressive for the students due to lack of room and space to concentrate well. The majority of the participants (92,5%) agreed that they concentrate better in offline classes than online classes. Only 7,5% of them agreed

that they could maintain their focus during the virtual meetings.

Discussion

Based on the results of the questionnaire, it is found that most of the participants have problems faced in online learning. For example, more than 50% of students disagree that they prefer online learning to face-to-face learning. The perception of students from the second, fourth and sixth semesters of the English education study program at the University was only a few agreed with online learning.

The perception of online or virtual classes among the students has shown that it is quite far from ideal to have such distance learning in the university, specifically in the English Education study program. There are a lot of factors that can be described according to the result of the study.

First, it is difficult for students to attend or to study via online classes. Some explanations for this agreement about difficulty might come from the lack of types of equipment to support their study, as some of the students probably could not afford to buy one prior to the virtual meetings. The need of having a good quality of internet is also the main factor in how they find it difficult to have online classes. Having good computers or laptops is not enough for the participants of distance learning.

They must have a good internet connection. In some places, it is quite hard to find a proper spot to access the internet. These difficulties will lead to the absence of the students from the classes. This finding matches with the previous findings of Hamid et al., 2020 who confirmed that the majority of their students (81,3%) access the internet with a less stable to unstable carrying capacity. This is the biggest issue that students have with online learning.

Second, not all subjects can be taught via online classes. Most of the students agree that with the importance of understanding a subject, and a demand that comes with it, it will be hard to achieve the learning goals if the media is not ideal to be used. Some subjects are best delivered through practices, lab activities, or even field projects. Having distance learning as the only way to have classes during the pandemic outbreaks will put the students in difficult situations as they will not be able to discuss directly, to ask about the topic intensely, and to deliver greatly. The presence of all people in real classroom is what best according to them. This finding is in line with the finding of Kearsley (2002) who mentioned that online courses cannot always be used to teach a subject or perform a job task successfully.

Third, most of the students imply that they can not follow the learning

process maximally when it was conducted through online learning. This phenomenon can be caused by the limitation of time or interaction between lecturers and students during the meeting. Other than that, it is really hard to maintain focus through the new method of teaching because there will be ton of distractions from the computers, the internet, the applications, the lecturers, and the students themselves. These students' difficulties in following the learning process cause the rather bad results for them according to the outcome of the research. Their difficulty to perform their best through online classes is indicated by their marks on their subjects. Following this matter, it will be hard for both the lecturers and students to achieve the purposes of the learning if they keep maintaining this phase. Furthermore, Alawamleh et al., (2022) and Coman et al., (2020b) supported this finding since the majority of students believe that communicating with their teachers has become more difficult as a result of online learning. In addition, several issues arise when taking online classes including lack of motivation, lack of comprehension of the material, decrease in communication between the students and their teachers, as well as a sense of isolation caused by this online class.

Fourth, regarding the rather negative opinion about online learning

among the students, it is shown on the research's result that the students believed that the quality of online classes in Hamzanwadi University is quite dissatisfying. This notion is brought likely due to some ineffective methods and approaches that have been applied in the university that cause the students' dissatisfaction about the outcomes.

Some online applications to support the distance learning such as Zoom, Google Meet, Whatsapp or Microsoft Teams might come with their advantages and disadvantages. Take Whatsapp Messenger as one of the examples. Relying solely on sending messages in terms of interactions and providing topic of discussions for classes via the application is somewhat ineffective for both lecturers and students. In order to convey a good explanation, sending text messages without being followed by a video conference is not the best option. Online learning platforms like Zoom and Google Meet have offered an effective way to communicate and work through synchronous meetings. Coman et al., (2020b) mentioned video conferences were crucial for students because they allowed them to replace face-to-face interactions with their instructors and classmates.

However, some difficulties might occur while using these applications as the majority of the students have

answered in this research. Problems like internet connection and good learning equipment might be the factors of the rather dissatisfied experiences for the students. To solve these challenges regarding online learning in the university, some solutions are needed to fulfill the students' and lecturers' needs. In order to provide the best teaching and learning process, the authority must establish a proper and stable platform that can be used by all students and lecturers. The important thing about creating a new brand of the platform is the arranged and structured information about the manual books or information containing the best way to operate the new technology. This advance innovation must be followed by the quality of the e-learning itself.

From the outcomes of this research, it can be assumed that most of the subjects were clearly designed to be delivered through offline learning. When these courses then were pushed to online classes, the results were rather dissatisfying due to some limitation that could be found during distance learning. Thus, lecturers' competencies in creating proper e-learning materials and adjusted methods are the key factors to improve the quality of online learning at the university.

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AUTHOR CONTRIBUTION STATEMENT

SM, LW, AD, NY and SZS collaborated and contributed to the design and implementation of the research, to the analysis of the results and writing of this manuscript assisted by students from Hamzanwadi University.

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