



English Students' Perception Toward E-Learning during COVID-19 in University Level at Surabaya

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Abstrak

Di masa pandemi COVID-19, banyak aktivitas yang tidak bisa berjalan normal, terutama di bidang pendidikan. Oleh karena itu, pemerintah telah menetapkan pembelajaran offline diberhentikan sementara dan pembelajaran dilakukan secara online. Namun, E-learning memiliki banyak kemudahan, adapula kendala yang memunculkan berbagai persepsi siswa. Tujuan dari penelitian ini yaitu untuk mendeskripsikan persepsi mahasiswa terhadap E-learning pada masa COVID-19 di tingkat Universitas di Surabaya. Penelitian ini menggunakan metode penelitian deskriptif kualitatif. Partisipan dalam penelitian ini adalah 17 mahasiswa Bahasa Inggris angkatan 2020 dari kelas A, B, dan E di Universitas PGRI Adi Buana Surabaya. Teknik pengumpulan data yang digunakan adalah questionnaire, dan interview. Teknik analisis yang digunakan adalah teknik deskriptif analisis. Hasil penelitian mengungkapkan bahwa sebagian besar siswa memiliki persepsi negatif pada awalnya. Hal ini dikarenakan adanya kendala dalam infrastruktur dan konektivitas seperti internet yang buruk, keterbatasan data internet dan kurangnya perangkat yang sesuai. Siswa mengalami kesulitan dalam memahami materi karena koneksi yang tidak stabil mempengaruhi pemahaman materi. Selain itu, tidak semua dosen memiliki strategi yang baik untuk mengajar menggunakan E-Learning, dan beberapa mahasiswa merasa bosan. Salah satu siswa juga merasa stres dengan pekerjaan rumah. Selain itu, mereka kesulitan berkomunikasi dengan teman dan dosennya. Secara keseluruhan, mahasiswa menganggap E-learning efektif di masa pandemi karena mampu mengatasi kendala seperti masalah konektivitas, mengoperasikan LMS (Zoom Meeting, Google Meet, Virlenda) dan juga semua aplikasi (Kahoot, WordWall).

Abstract

In COVID-19 pandemic, many activities cannot be carried out as normal, especially in the field of education. Therefore, the government has determined that offline learning is temporarily suspended and learning is carried out online. However, E-learning has many conveniences, there are also obstacles that give rise to various student perceptions. The purpose of this study was to describe students' perceptions of E-learning during the COVID-19 period at the university level in Surabaya. This research method uses descriptive qualitative research. The informants in this study were 17 English students in the year 2020 from classes A, B, and E, at PGRI Adi Buana University, Surabaya. Data collection techniques used in this study were questionnaires

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and interviews. The analytical technique used is the descriptive analysis technique. The results of the study revealed that most of the students had negative perceptions at first. This is due to constraints in infrastructure and connectivity such as poor internet, limited internet data and lack of suitable devices. Students have difficulty understanding the material because unstable connections affect their understanding of the material. In addition, not all lecturers have a good strategy for teaching using E-Learning, and some students feel bored. One of the students also felt stressed with homework. In addition, they have difficulty communicating with their friends and lecturers. Overall, students consider E-learning effective during the pandemic because it is able to overcome obstacles such as connectivity problems, operate LMS (Zoom Meeting, Google Meet, Virlenda) and also all applications (Kahoot, WordWall).

Keywords: Students' Perception, E-Learning, COVID-19

Introduction

The COVID-19 pandemic came to Indonesia in early 2020 and changes in Indonesian society. The government has implemented prevention of the spread of the COVID-19 virus, such as self-isolation, and large-scale social restrictions to a new life order (new normal). This makes the community, including students and teachers, stay at home, worship, study, and work from home (Jamaluddin, et al, 2020:2). Various efforts have been made to suppress the transmission of COVID-19, and the number of COVID-19 sufferers in Indonesia continues to grow today.

The world of education applies an online learning system. the use of internet information technology is applied in learning now. E-learning is an internet-based learning method. By integrating the internet, learning activities are not face-to-face, therefore, E-learning is expected to encourage interaction between educators and students. This E-learning, of course uses an internet connection for the implementation of learning. (Bentley, Selassie, & Shegunshi, 2012:1-2).

The online learning system strives for students to be able to study at home without having to come to school. Learning is carried out with an application-based system that can be carried out in remote places. E-learning is not carried out face-to-face, but virtual. So, that it seems more practical, and easy to carry out during a pandemic like now. Online learning allows students to do learning from home or anywhere following the agreement between students and teachers, this learning only requires an internet connection so there is no need to do face-to-face directly (Adijaya & Santosa, 2018; Yunus et al., 2021).

However, the implementation of E-learning is not easy. There are obstacles faced by students during online learning, such as students finding it difficult to accept material both theoretical and practical, then concentration problems during the learning process., and an unsupported internet connection which sometimes interferes with the learning process. The students need to adapt to E-learning. In addition, each student's technological and economic abilities are different so that not all students can participate in learning efficiently.

These obstacles create perceptions for students of online learning. A person interprets things that happen based on his point of view create the perceptions. Research conducted on a person's perception is needed to find out the point of view that a person has on an event so that it can be used as evaluation material in the future. A person's perception can change along with his cultural background, grasping power of a problem, and his learning experiences, besides the quality of a person's thinking will also affect his perception of the incident so that it will broaden his horizons. In this matter, students have modified perceptions because online and pandemic change and transform things and it makes classroom and its system changes (Bhagat et al., 2019; Surani & Hamidah, 2020).

Universitas PGRI Adi Buana Surabaya is one of the universities in Surabaya that implements E-learning to prevent the spread of COVID-19. However, it is known that there are several problems in the implementation of online learning, namely the internet network is available but the internet access speed capacity is not optimal, a lot of internet quota is used, students do not understand the material provided and online learning tends to be boring. The obstacles presented by these students show that the world of education is not yet fully ready to carry out online learning. Therefore, proper discussion is needed, so that E-learning can be carried out properly, not becoming a burden.

Students' Perception

Perception determines the process of receiving information. Experience which is experienced by every human being that gives birth to the interpretation of the message can also be classified as perception. Various symptoms, forms of sensing, can be categorized as perceptions because the symptoms of various events experienced produce new thoughts so that they give birth to perceptions, so there are those who state perception as the interpretation of experience (Akareem & Hossain, 2016). Perception is a direct response that obtained from the absorption of a person to know some things through the senses. Perception

is subjective, because it depends on the circumstances and abilities of each individual, so that individual interpretations will differ from one individual to another.

E-learning

The COVID-19 pandemic forced lecturers and students to do online learning, this resulted in them having to use technology in learning (Barry et al., 2021; Marshall & Ward, 2020). The implementation of *e-learning* utilizes platforms in the form of applications, websites, social networks and Learning Management Systems (Barry et al., 2021; Marshall & Ward, 2020). Online learning uses various modern learning support equipment such as laptops, LCDs, video streaming, and so on. Assignments and materials are also carried out relying on electronic messages and internet connections. The use of the internet will improve students' skills following the times (Gogilashvili, 2021; Shieh & Qi, 2020; Yükselir, 2016).

Method

Respondents

The study employed descriptive qualitative method in obtaining, analyzing and discussing the data. The respondents or participants in this study include 17 (seventeen) English students in the year of 2020 from A, B, and E class at Universitas PGRI Adi Buana Surabaya.

Instruments and Data Collection

This study used questionnaire, interview for data collection techniques from 17 (seventeen) English students in the year of 2020 from A, B, and E, at Universitas PGRI Adi Buana Surabaya because they are first year students who use E-learning during the pandemic at the college level. The questionnaire in this study used close-ended and open-ended via a google form. The reason for used a questionnaire was because the researchers get more optimal data. Unstructured interviews are interviews in which researchers do not use interviews that have been made completely in data collection. Unstructured interviews are used in more in-depth research about something being studied. To get a more complete picture of the problem, the researchers interviewed the parties who represented the object.

Data analysis

The researchers used descriptive analysis as data analysis. The researchers used the triangulation technique to check validity data. Triangulation participant is one of triangulation method which used to examine the collected data from different research's participants in using the same method. It assesses multiple sources and appropriate data collection procedures. This means that researchers have examined various data in various ways.

Results and Discussion

The data in this research was taken from 17 students using questionnaire and interview. This process had a function to describe the English students' perceptions toward E-learning during COVID-19.

Connection Issue

A bad connection can affect the learning process, because not all of students have a pretty good signal during E-learning process. The price of internet data was also not cheap and not all students have the same economy. this case distributed the learning process, and students need time to adapt. In addition, each student's technical and financial abilities were different, so not all students supported online learning activities. In this case, they have a way to solve the problem. They moved locations that provided wi-fi such as café, or workplace. But not all students live in the city, some students lived on the village that far from city, so they did not go to café or workplace. In addition, before learning begins, they prepared internet quotas and learning equipment such as cell phones, and laptops.

Unsupported Devices

Students carry out E-learning, this is of course supported by capable devices. If the device is not capable then the acceptance of material by students will be disrupted. Not all students have supported devices. Unsupported equipment also be a problem such as cell phones that have low specifications can't follow the lesson perfectly, applied the meeting application made the phone hot, that made it error, lagged. In this case, students overcome it only by upgrading their devices such as cell phones and laptops.

Lack of technological skills

The COVID-19 pandemic has changed student learning patterns, which were originally offline learning, now students do it online. This was not an easy thing, because students needed to adapt to E-learning. Not all students have gadgets to support online learning. They needed to operate the application properly and correctly, and not all students have high technological skills. At first, the students had difficulty in operating the learning application. This is because they were new to the application used in the learning process such as zoom meeting, google meeting, and Virlenda (an internal LMS of Universitas PGRI Adi Buana Surabaya). Therefore, they needed help from friends, lecturers, and family in operating the application. They also learned independently through video tutorials on the internet such as YouTube.

Difficult in Understanding the Material

The understanding of the material is difficult because the unstable connection affected the understanding of the material, not all the lecture had a good strategy to taught, and some student felt bored. The solution to this problem, students must be able to learn independently in finding additional material. They looked for new references on the internet such as in journal articles, learning videos on YouTube. In addition, they also record important points of learning material in notebooks while the teacher explains the material.

Discussion

Based on the questionnaire, the researcher found 13 (thirteen) students stated “agree” that E-learning was effective for students during the pandemic era and 4 (four) students stated “disagree” that E-learning was effective for students during the pandemic era. Most of the students stated that E-learning was effective because they could learn, submitted the assignment anywhere and anytime easily. However, there were some students who also felt that e-learning was less effective because there were several obstacles for examples infrastructure and connectivity such as bad connection, hard to understand the materials, unsupported equipment, they also stated that they hard to expressed opinion clearly, and boring. One of the students stated that “E-learning is no suit with my learning style” because they needed to adjust on new learning style, and needed to learned to operate the applications. However, many students faced obstacles during E-learning. the researcher found 16 (sixteen)

students “agree” that there were some problems with the E-learning process during the pandemic era and only 1 (one) student “disagree” that there was a problem with the E-learning process during the pandemic era.

Connection issue

Many students experience obstacles in E-learning, the first is the connection issue. Connection issues in the form of device limitations, quota limitations, or network access limitations. So, until now online learning has experienced problems (Efriana, 2021; Maqbulin, 2021). Based on the data found, the first perceptions were connection issue in E-learning. The students faced obstacle in E-learning in the field of internet networks. In addition, the students faced obstacles such as signals that are not strong enough to access E-learning, wasteful internet quota, material received is not maximal. In this case, students experienced a similar thing as said by EN and FM stated that E-learning obstacles like a required signal constraint must be strong, so they needed to moving locations that provided strong wi-fi such as café and workplace.

Unsupported Devices

The learning process which was initially carried out face-to-face turned into online learning because of COVID-19, the various parties involved must adjust so that the learning process continues. Of course, online learning still has problems because most teachers and students have never done online learning. Obstacles are not only felt by teachers and students, parents of students also experience difficulties during this online learning process. This online learning has a positive impact and a negative impact. Lack of public knowledge and differences in knowledge about technological advances make differences in the learning process in the community. The problem of online learning was not only in the use of technology. Not all students have gadgets to support learning online. Online learning that requires support for the use of technology is not without problems that will hinder the learning process. To carry out online learning, a supportive gadget was needed, where all participants and parents of students did not necessarily have gadgets. Even if parents of students have gadgets that support them, it was not necessary that parents of students and students were able to access platforms that supported the learning process, which platforms were still foreign because they have never used them. In this case, unsupported equipment

also be a problem as said by RA and AR stated there were problem about unsupported devices the device was not compatible when using some meeting application such as cell phones that have low specifications cannot follow the lesson perfectly, applied the meeting application made the phone hot, that made it error, lagged. In this case, students overcome it only by upgrading their devices such as cell phones and laptops.

Lack of Technological Skill

COVID-19 pandemic has changed student learning patterns, which were originally offline learning, now students do it online. This was not an easy thing, because students needed to adapt to E-learning. Not all students have gadgets to support online learning. Online learning that requires support for the use of technology is not without problems that will hinder the learning process. It means that, digital literacy for EFL teachers is very important (Efriana, 2021; Maqbulin, 2021). They needed to operate the application properly and correctly, and not all students have high technological skills. In this case, at the first, the students had difficulty in operating the learning application. As said by NF stated that some students needed to getting help from friends, lecture and family in operating the application. This is because they were new to the application used in the learning process such as zoom meeting, google meeting, and Virlenda. Therefore, they needed help from friends, lecturers, and family in operating the application. They also learned independently through video tutorials on the internet such as YouTube.

Difficult in Understanding the Material

The understanding of the material was a big problem for students, that's why, the teacher must use the right strategy in teaching students. Skills are very important for teachers because most of the teacher's conversations that affect students' understanding are in the form of explanations. Online learning made teachers unable to mate face to face so that teachers become less flexible in explaining the material. This condition caused the students to be less able to understand the learning material. In this case, students experienced a similar thing as said by ANF and GP the understanding of the material is difficult because the unstable connection affected the understanding of the material, not all the lecture had a good strategy to taught, and some student felt bored. The solution to this problem, students must be able to learn independently in finding additional material. They looked for new references on the

internet such as in journal articles, learning videos on YouTube. In addition, they also record important points of learning material in notebooks while the teacher explains the material.

Conclusion

The majority of students have positive perceptions toward E-learning during the pandemic era. This is because E-learning is flexible can be access everywhere and anytime. However, there are several obstacles in the E-learning process such as students not understanding the material presented, delivering less interesting material and students' opinions about online learning being less effective.

The obstacles faced during E-learning are connection problems such as a weak signal to access material during E-learning, wasteful internet quota. Unsupported devices also be the problem such as cellphones that have low specifications can't follow the lesson perfectly, applied the meeting application made the phone hot, that made it error, lagged. In addition, Lack of technological skill also be the students' problems, they needed to adjust and adapted of new learning strategies, and how to operate the LMS. And the last, difficult in understanding of the material because the material that presented by the teacher less than acceptable.

Suggestions from this research are:

1. For teachers, teachers should make another strategies during E-learning, so the learning is not monotonous and bored.
2. For students should equip themselves with knowledge of E-learning learning, so that it can run optimally.
3. For other researcher, other researchers can take a theory about the perceptions of students and teachers. besides that it is expected to be able to show theories and solutions in E-learning.

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