

THE STUDENTS' PERCEPTION TOWARD THE IMPLEMENTATION OF ONLINE LEARNING IN ENGLISH EDUCATION DEPARTMENT OF UNIVERSITY OF ISLAM MALANG

Rhizma Nur Fitria¹, Muhammad Yunus²

Universitas Islam Malang^{1,2}

rhizmanurfitria@gmail.com¹, m.yunus@unisma.ac.id²

Abstract: Online learning has widely applied in the field of education. It is claimed that online learning is effective. However, the students' perception toward its implementation is not measured yet. On the implementation of teaching mode, the students also needs to be considered since student is one of the important components in the learning process. This study aimed to identify the students' perception toward the implementation of online learning in learning English as well its advantage and challenge. The result will give an important consideration for the educational field to develop the implementation of online learning. The study employed descriptive qualitative design. The participants involved in this study were the students' of English education department University of Islam Malang. There were five classes of this intake with a total number of 168 students. Those classes were 2018A, 2018B, 2018C, 2018D and 2018E. However, the researcher took 6 students of each class as the subject of the study. Two instruments were used in this study which included: questionnaire and interview.

Keywords : Perception; Online Learning.

INTRODUCTION

Online learning describes as the implementation of technology supporting learning in the field of education (Bennett & Lockyer, 2011). It usually covers various systems such as: online access and online course. The programs are delivered through online and can be in the form of different types. Online learning, on the other hand, necessitates the use of the Internet or an online network. (Lorrain et al, 2007). Online learning encompasses not only education but also teaching and learning that is tailored to the person. To aid the learning process, a variety of terminology have been implemented. (Lorrain *et al.*, 2007). The early use of technology was reconciled to assist classroom instructional methods. Gradually, as a lot of tools in technology become available, the concept and practice of online learning are examined by a lot of experts.

Daniel (2014) identifies four barriers that can stymie the introduction of online learning in underdeveloped nations like Indonesia: 1). Connectivity is identified as the first obstacle. Lack of connectivity impedes access to online learning, 2). The second is equipment. Equipment is important to facilitate learning. However, in some universities have limited the equipment such

as computer, 3). The third obstacle is software since it eases educators to create learning content, 4). The next obstacle is training. Everything will mean nothing if the students are not well-trained to use the equipment provided.

From March 2020, the Indonesian government will formally enforce study, worship, and work from home laws. To combat the spread of the COVID-19 virus, meetings with physical contact should be kept to a minimum. These circumstances have ramifications for the effectiveness of higher education's learning process. Students, on the other hand, continue their education by learning online and communicating with their teachers via video chats. Because keeping campus open creates a safety risk to students, the model is now the best option.

Based on the results of observations and interviews, the existence of the Covid-19 epidemic makes the institutions have to present an alternative educational process for students. The University of Islam Malang is "forced" to ask students to study at home or apply online learning. However, not all students are used to studying online. Moreover, some of the lecturers have not mastered online learning techniques. In addition, the University does not yet have a place for students and educators to be able to exchange teaching materials when the teacher cannot attend class, and there is no direct feedback on the assignments given by the teacher to students online.

For students, there are at least three obstacles in online learning. First, students have difficulty accessing the internet. Internet coverage owned by the students is arguably limited. This makes the students difficult to do online learning. In addition, students also complained about internet quota especially the students who come from poor family backgrounds. Finally, the effectiveness of online learning itself. Many students find online learning very ineffective and burdensome. The number of assignments given by the teacher is not in accordance with the explanation given.

Based on the background of the study, the researcher aims to explore a research entitled "The Students' Perception toward the Implementation of Online Learning in English Education Department of University of Islam Malang". The researcher intends to investigate more information about the students' perception on the integration of online learning in learning English as well as its challenge and advantages. It is interesting since the implementation of

online learning is relatively new for the students especially the students of Islamic University of Malang. Therefore, the students' perception about this method needs to be explored.

The first of previous study, Mamattah (2016) conducted a study entitled "Students' Perceptions of E-Learning". Mix method was used by the researcher. The second study was conducted by Smart and Cappel (2015) entitled "*Students' Perceptions of Online Learning: A Comparative Study*". The result of this study indicated that the students' attitude toward online learning is mostly influenced by online modules taken. The third study conducted by Popovici and Mironov (2014) entitled "*Students' perception on using e-Learning technologies*". The result of the study indicated that the students gave positive perception on the use of e-learning. The fourth study was conducted by Eldeeb (2014) entitled "*Students' Perceptions to e-learning*". The findings indicated that the students gave positive response on the e-learning and LMS system given. The fifth study was conducted by Adijaya (Adijaya & Santosa, 2018) revealed that students felt that the interaction between students and lecturers during online learning was not optimal compared to learning in traditional classrooms. Students prefer face-to-face learning to online learning. The last study was conducted by (Aswasulasikin, 2020) showed that students feel boredom of online learning and students expect lecturers to be more creative and innovative to avoid boredom of online learning.

There are two purpose of this study. The first is to know the students' perceptions toward the implementation of online learning in English Education Department of UNISMA. The second is to find out the challenge and advantage toward the implementation of e-learning in English Education Department of UNISMA.

METHOD

This study employs qualitative design. According to Ary (2010), a qualitative design is a study that is used to gather information on current events. Qualitative study focuses on specific situations or people and emphasis on words rather than numbers (Maxwell, 2012). The researcher collected the data from the participant. The subject of this research is the fifth semester students of English Department; there are 30 participants, those students were chosen based on their experience in learning English through online. There are two instruments in this study, those are: questionnaire and interview. The first instrument used in this study is questionnaire. The data of the questionnaire are the primary data of the study. The questionnaire contains 15 items. The

second instrument used in this study is interview. This instrument is the supporting data. It was conducted for two weeks with the number of 30 participants. Before collecting data, there are some steps of data collection procedures.

1. The researcher asks permission to the head of English Education Department University of Islam Malang by sending a letter. It is done in order to conduct the study.
2. After getting the permission, the researcher contacts the lecturer of the class. The researcher contacts the students in order to ask the time to conduct the research.
3. After that, the researcher also asks the students about the time to conduct the interview.
4. It should be noted that the implementation of this study is conducted during the pandemic so that, all activities related to the research are done through online.

The data collected through questionnaire and interview was analyzed using data analysis framework developed by Miles, Huberman, and Saldana (2014). There are three steps of data analysis, those are; data condensation, data display, and data conclusion drawing and verification.

FINDING AND DISCUSSION

As stated in the previous chapter, this study used two instruments i.e. questionnaire and interview to make sure the students' perception toward the implementation of online learning covered in the questionnaire. The questionnaire in this study was distributed once. Both of the instruments were conducted in English Education Department University of Islam Malang, and the participants were the students from 2018. The researcher took 6 students of each class from 2018 to be the participants of the study. The reason of choosing those six students from each since all the students have learned using online learning and were believed to be able to represent the condition of online learning of the students from their. Therefore, the total number of subjects in this study was 30.

1. Student's Usage of Internet and Knowledge of Online Learning

The first aspect explored in this study was student's usage of internet and knowledge of online learning. This aspect is explored through questionnaire item number 1, 2, 3, 4, and 5.

Table 4.1. Frequency and Percentage of Students' Internet Usage and Knowledge of Online Learning

Statement	SA		A		N		D		SD	
	%	F	%	F	%	F	%	F	%	F
I use internet in my daily activity	47	14	50	15	0	0	0	0	3	1
I understand clearly about online learning	17	5	50	15	0	0	33	10	0	0
I understand clearly about guidance on online learning	23	7	37	11	0	0	40	12	0	0
I have enough online learning facility	17	5	47	14	0	0	33	10	3	1
I use specific application to do online learning	33	10	67	20	0	0	0	0	0	0

SA: Strongly agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree

Based on the table above, the first aspect, students' internet usage and knowledge of online learning, gained high perception. Almost all students in this study used internet in their daily activity. It indicated that the students were very familiar with the internet and had the knowledge on the use of the internet. Although few participants faced difficulty to understand online learning, the majority of the participants understand about online learning. In terms of guidance used in online learning, the majority of the students understand clearly about the guidance use. However, few students seemed to think that the guidance used in online learning was difficult to be followed. Few students also seemed to have limited facilities in conducting online learning.

2. Student's Perception on Benefits of Online Learning

The second aspect explored in this study was students' perspectives on the advantages of online learning. This aspect is explored through questionnaire item number 6, 7, 8, 9, and 10.

Table 4.2. Frequency and Percentage of Student's Perception on Benefits of Online Learning.

Statement	SA		A		N		D		SD	
	%	F	%	F	%	F	%	F	%	F
Online learning is really useful	10	3	37	11	0	0	43	13	10	3
Online learning is really beneficial as it is an interactive mode	23	7	27	8	0	0	50	15	0	0
Online learning is cost effective	13	4	37	11	0	0	50	15	0	0
The implementation of online learning improve my performance	7	2	30	9	0	0	56	17	7	2
Online learning gives better understanding in learning course	17	5	3	1	0	0	70	21	10	3

SA: Strongly agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree

Based on the table above, the second aspect “student's perception on benefits of online learning”, gained somewhat interesting result. The majority of the students assumed that online learning did not seem to give benefits for the students. The students argued that online learning was not useful for the students in learning. It seemed that the students found difficulty in learning English through online learning. The students also argued that online learning was not beneficial and interactive for learning English. They also assumed that online learning was not cost effective. Moreover, the majority of students argued that the current implementation of online learning was not able to improve the students’ performance in learning English. Online learning did not give better understanding in learning course.

3. The Challenge of Online Learning

The second aspect explored in this study was the challenge of online learning. This aspect is explored through questionnaire item number 11, 12, 13, 14, and 15. The challenge of online learning deals with the challenge or difficulty confronted by the students during the implementation of online learning.

Table 4.3. Frequency and Percentage of the Challenge of Online Learning.

Statement	SA		A		N		D		SD	
	%	F	%	F	%	F	%	F	%	F
The facilities given in conducting online learning is limited	16	5	68	21	0	0	16	5	0	0
Online learning is lack of monitoring, friends, and interaction	30	9	44	13	0	0	23	7	3	1
I find difficulties on adapting the implementation of online learning	20	6	67	20	0	0	13	4	0	0
The explanation of the lesson on online learning is not clear	36	11	50	15	0	0	7	2	7	2
I do not have enough internet connection to do online learning	23	7	47	14	0	0	27	8	3	1

SA: Strongly agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree

Based on the table above, the main challenge faced by the majority of the students in online learning were in terms of facilities provided by the university stakeholders and lack of monitoring, friends, and interaction. Moreover, most of the students believed that they faced difficulties in adapting online learning. Other challenges were in terms of the lecturer's explanation on the lesson and the internet connection owned by the students. Therefore, addressing enough explanation on the lesson and providing internet connection for the students was needed in online learning.

In order to confirm the data obtained through questionnaire, the students were given assisting question through interview. Six students in this study became the participants of interview. On the interview, the researcher also examined the three aspects explored which include: student's internet usage and knowledge of online learning, the benefits of online learning and the challenges of online learning as seen through the eyes of students.

1. Student's Internet Usage and Knowledge of Online Learning

The data were then confirmed through interview. The major question was “*Do you understand about online learning?*”. The majority of the students believed that they understood about online learning and had no problem with the implementation of online learning. The students also believed that the guidance used by the lecturer in online learning was also easy to be understood. Moreover, the facilities owned by the students were also enough to support the online learning process. Although few students understand about online learning and had the

knowledge of online learning, the students mostly had problem on the guidance used in online learning.

2. Student's Perception on the Advantage of Online Learning

The data were then confirmed through interview. The major question was “*Is online learning beneficial?*”. The majority of the students believed that online learning was not really beneficial for the students. Although the students could learn a lot of things through online learning, the students assumed that problems faced were varies such as internet connection and the cost to do online learning. Some students are difficult to join the learning process since the internet connection is relatively low. It then affects the learning process and students’ performance. The students were difficult to understand the material. Moreover, the cost that has to be spent was relatively expensive. However, few students believed that online learning was beneficial. Covid-19 made online learning became the only mode that can be used in the learning process.

3. The Challenge of Online Learning

The data were then confirmed through interview. The major question was “*What are the challenges of online learning?*”. The data above therefore confirmed the data of questionnaire. The challenges faced by the students were varies. The main challenge faced by the majority of the students in online learning were in terms of facilities provided by the university stakeholders and lack of monitoring, friends, and interaction. Moreover, most of the students believed that they faced difficulties in adapting online learning. Other challenges were in terms of the lecturer’s explanation on the lesson and the internet connection owned by the students.

all of the students understand about online learning. Understanding online learning is important. Online students must comprehend the complexities of online learning, including interactions, relationships, perspectives, and the roles of learners and instructors. The instructor's position as a facilitator or guide should be understood by the students. The students in this study were found to be familiar with online learning. However, the students seemed to have low perception about online learning. The majority of the students believed that online learning was not beneficial and gave them some obstacles in the learning process. In contrast, only few students who believed that online learning is beneficial and gave the students better understanding.

Dealing with the 21 century learning, the finding of this study is somewhat appealing. This study found that the students seem to be difficult adapting to twenty-first learning condition. It can be seen from their perception on the implementation of online learning which is low. 21 century learning has shifted the way of learning process (Hendarman, 2016). Students in 21st-century learning live in a world dominated by technology and media, with unprecedented access to knowledge, quick developments in technology tools, and the capacity to collaborate and make individual contributions. Students must be able to demonstrate a variety of functional and critical thinking abilities linked to information, media, and technology in order to be effective in the twenty-first century.

There were at least three challenges in online learning. First, students have limited facilities. Internet coverage owned by the students is also arguably limited. This makes the students difficult to do online learning. In addition, students also complained about internet quota especially the students who come from poor family backgrounds. Finally is the effectiveness of online learning itself. Many students find online learning very ineffective and burdensome. The guidance used in online learning and lecturer explanation was not clear. The number of assignments given by the teacher is not in accordance with the explanation given.

CONCLUSION AND SUGGESTION

Based on the findings in the previous chapter, all of the students understand about online learning. However, the students seemed to have low perception about online learning. The majority of the students believed that online learning was not beneficial. There were at least three challenges in online learning. First, students have limited facilities. Internet coverage owned by the students is also arguably limited. This makes the students difficult to do online learning.

In addition, students also complained about internet quota especially the students who come from poor family backgrounds. Finally is the effectiveness of online learning itself. Many students find online learning very ineffective and burdensome. The guidance used in online learning and lecturer explanation was not clear. The number of assignments given by the teacher is not in accordance with the explanation given.

Based on the result this research, the researcher would like to give some suggestions. For The University Stakeholders, The University Stakeholder should consider the facilities provided to the students as this study identified that facilities become main challenge for the

students to online learning. For The Lecturer to provide a better guidance and instruction in online learning. This study identified that the students seemed to find problem in following the guidance and understanding the lecturer instruction. For Future Researcher, As the limitation of the current study which is restricted on the students' perception the implementation of online learning and minimum number of participants, therefore, it is recommended to the future research to investigate the related issues in a broader context with sufficient number of participants in order to gain the valid generalization data about the implementation of online learning. For The Students, Prepare maximum and effective strategies in online learning. so that what you get from the results of online class learning can be useful and can be understood as much as possible for learning English. Understand more about applications used for online learning and often ask lecturers when learning takes place. It is hoped that it can deepen knowledge about the selection of online learning media; the use of online learning can be used with media that is not boring.

REFERENCES

- Ajadi, T., Salawu, I., & Adeoye, F. (2012). E-Learning and Distance Education in Nigeria. *Turkish Online Journal of Educational Technology*, 7(4), 96-102.
- Anastasiades, P., & Retalis, S. (2011). The educational process in the emerging information society: Conditions for the reversal of the linear model of education and the development of an open type hybrid leaning environment. *Proceedings of ED-MEDIA 2001, Tampere, Finland, June 25-30*. 43-50.
- Buzzetto-More N. A., (2013). Student perceptions of various e-learning components. *Interdisciplinary Journal of E-Learning and Learning Objects*, Vol. 4. Retrieved November 9, 2015 from www.ijello.org/Volume4/IJELLOv4p113-135Buzzetto413.pdf
- Creswell, J. W. (2012). *Research Design Pendekatan Kualitatif Kuantitatif, danMixed*. Yogyakarta: Pustaka Pelajar.
- Kalpana, V. (2010). *Future Trends in E-Learning*. IEEE 2010 4th International Conference on Distance Learning and Education (ICDLE).
- Gjørting, U. (2009). The European Pedagogical ICT Licence Going Worldwide A New Standard for Teachers' Professional Development in ICT and Education? *Proceedings of the International Federation of Information Processing (IFIP) Technical*

Committee 3 (TC3) Conference (pp. 55-62). Stellenbosch, South Africa: International Federation of Information Processing (IFIP).

Yusuf, M., & Afolabi, A. (2010). Effects of Computer Assisted Instruction (CAI) on Secondary School Students' Performance in Biology. *Turkish Online Journal of Educational Technology*, 9(1), 62-69.

Maxwell, J. A. (2012). *Qualitative Research Design: An Interactive Approach*. Thousand Oaks: CA: Sage Publications.

Approved by

Advisor I,

A handwritten signature in blue ink, consisting of a horizontal line followed by a stylized, cursive flourish.

Muhammad Yunus, S.Pd., M.Pd
NPP. 2090200002