



## Survey of Undergraduate Students' Perceptions through the Online Learning

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### Abstract

During the current pandemic of covid-19, there were some undergraduate students' speculations about online learning. Some students think positively and some think that online learning is not effective and maximal. The purpose of this study was to determine how students' perception of online learning during the Pandemic of COVID-19. Quantitative descriptive analysis was used to analyze the data. The researchers used a Google Form questionnaire as the instrument to obtain the data. The researchers used a Likert scale to examine the questionnaire and analyze the results. To find out how students' perception of online learning during the Pandemic of Covid -19, ten questions of questionnaires were evaluated. The result of study indicated various students' perspective to the online learning implementation. The various perceptions came from different situation such as environment, family, finance, and others. The highest percentage of positive perceptions regarding to online learning was from the students at University of Tridinanti Palembang and continued from the students at University of Muhammadiyah Palembang, then the students at Collage of Agriculture and Science Palembang, and the last was from students of Islamic University of Raden Fatah Palembang. Furthermore, some students also showed low percentage of neutral and negative perception. Therefore, the researchers suggest that universities and lecturers must work together to minimize the negative sides of online learning, as well as optimize the advantages of the internet and technology.

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## INTRODUCTION

E-learning is currently the principal center of learning methods in the era of internet based for communication and information technology. E-learning plays a significant part in assisting with student learning. E-learning as a concept has been used for education for over 15 years (Asih, Anggraeni, Rosdiana, Dewi, Muzaqiah, Handayani, 2021). Thus, supporting the learning process mostly need internet, computer, and technology. Due to the rapid development of technology information, numerous applications and websites can be employed as teaching tools. A common technologies used in education particularly at universities are Google Classroom, E-learning, zoom meeting, and google meet. Those medias simplify the process for teachers to conduct classes from anywhere at any time.

Internet, computers, and technology are very helpful for both lecturers and students in the field of learning, especially during the current Covid 19 Pandemic. The the serious interruption to the process of teaching and learning has been caused by the Pandemic of COVID-19. According to (Yanti, 2021) that online learning does not make something wrong with the learning process, but it helps in the education and learning system. It has numerous good sides in the field of learning or education. Since the pandemic was in Indonesia, learning has spontaneously changed from face-to-face learning to online learning. Most students and lecturers are not used to implement the method of learning and teaching under the technologies based. Considering that not all students are accustomed to the method, online learning requires adaptation. Some students found online learning challenging, and students hold varying opinions of this style of instruction (Harisma and Agustin, 2021).

In addition, it is possible to undertake teaching and learning activities at home using online learning; in this case, students and lecturers must adopt the proper technologies for online learning. The convenience of use, learning flexibility, and adjustable environment are the causes of this sufficiency. According to the previous study findings, Oktarini (2021)

summarized that online learning is ineffective due to numerous challenges, including the unstable signal, inappropriate e-learning tools used by the lecturer, which prevents students from understanding the course material, and the difficulty of completing group projects due to the limitations of digital interactions.

In contrast, online learning is a type of instruction where students access the internet using a computer or mobile device. It is also very helpful and flexible to be used. According to Lismardayani and Oktavia (2021) that most stakeholder perceptions were generally positive in terms of online learning practice. Then, the previous research finding claimed that both face-to-face and online learning have good sides. According to Tanjung and Utomo (2021), both positive and negative views on fully online learning modes are expressed by university students.

The purpose of this study is to identify more about students' perceptions of online learning throughout the Pandemic of Covid-19. In all other words, the researcher determine to understand how students at various universities in Palembang experienced to the online learning during the Pandemic of Covid -19.

According to Latkovikj and Popopvska (2020) that the research finding provides positif and negative outcome. Therefore, the researchers hope there are so many benefits that can be applied after the results of this study. Thus, there will be improvement implementation by students, lecturers, and universities to respond the negative side of online learning, and maximize the positive side as well. Therefore, further institutions and lecturers would have well preparation to implement the online learning.

## METHOD

In the study, there were 116 students as the sample of this study. The researchers employed a descriptive quantitative method to investigate the data then determine how students thought about online learning through Pandemic of Covid-19. According to Cropley (2009) qualitative begins by characterizing individual differences in terms of

universal through the standard variables. Quantitative research focuses on how researchers see the issues, error, and problem of the study. The concepts, terms, and data are typical as the results of measurements (in psychology and education questionnaires). Meanwhile, descriptive study is the use of qualitative and descriptive research methodologies that have become quite popular throughout a wide range of academic fields, including social, sciences, psychology, and education. Additionally, the application of these approaches in the study and teaching of second languages has increased (Nassaji, 2015).

After the researchers got data on students' perceptions through online and offline learning, the researchers processed the data which was classified into the percentage of dominant and minimal perception calculations into overall and for each university.

The researcher employed a questionnaire as the study's instrument to gather the data. The student's perspective of the media used within online learning during the Pandemic of COVID-19 was examined with 10 questions. There were ten questions adopted from Harisma and Agustin (2021), the questionnaires are as follows:

1. Does the lecturer effectively convey the topic through the online learning.

2. Do you consider that the lecturer's lessons given over online learning match with the Semester Lesson Plan.

3. Do you have full of spirit to comprehend the information from the instructor provided through online learning.

4. Do you believe that the Pandemic of Covid-19 makes online learning to be effective.

5. Do you feel that online learning assists you learn English better.

6. Does the lecturer engage in question-and-answer sessions regarding the course work through online learning.

7. Do you consult the lecturer if you have some issues or problems of the lesson during the online learning implementation.

8. Do you complete the online learning assignments that your lecturers gave you during the Covid-19 pandemic.

9. Even though you don't have any tasks during the Pandemic of Covid-19, do you still learn the existed lessons from lecturer.

10. During the Pandemic of Covid-19, are you still motivated and excited to learn by practicing the online learning.

Furthermore, the researchers delivered those ten questions as the questionnaire instrument. There were five options to respond the questionnaire, such as; strongly agree, agree, neutral, disagree, and strongly disagree. Furthermore, it was examined by using a Likert scale to interpret the findings;

**Table 1.** Responses to Students' Questionnaire Score

Scale	Score
Strongly Agree (SA)	5
Agree(A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

The participants were expected to select one of the degrees for each category based on the questionnaire. The surveys were processed to determine the results after being returned to the researchers. Furthermore, the percentages of students' response were selected according to each category. Then, the researchers also evaluated the data classification (Hadi, 1990) as follows;

**Table 2.** Data Classification

Range %	Category
81-100	Strongly Agree (SA)
61-80	Agree(A)
41-60	Neither Agree or Disagree (NA/D)
21-40	Disagree (D)
0-20	Strongly Disagree (SD)

The table above explained that there were five range categories of data classification from the questionnaire result, namely; strongly agree, agree, neutral, disagree, and strongly disagree. The classification is determined according to the percentage range.

**RESULTS AND DISCUSSION**

**Results**

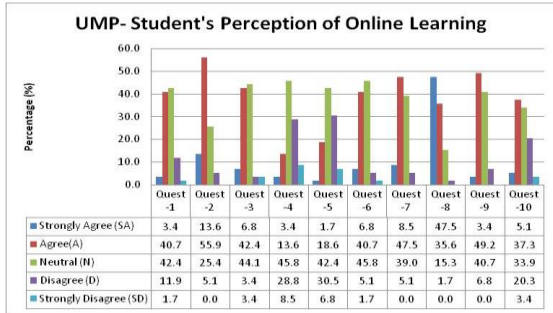
Figure 1 showed that the findings from the survey used to determine how students perceived online learning were provided. According to figure 1 that there were 116 students completed the survey. The amount of answers varies from one question to the subsequent. Additionally, data were given in the form of percentages, as seen in table 3 below. The percentage showed the students' perception through online learning. Furthermore, the criteria and frequency of answers for each questionnaire were explained as follows;

**Table 3, Whole University Students' Perception**

Criteria	Frequency									
	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
a	-	-	-	-	-	-	-	-	-	-
Strongly Agree (SA)	1	2	3	4	5	6	7	8	9	0
Agree (A)	1	2	1	1	1	1	2	8	1	1
Neutral (N)	7	2	9	0	2	8	4	7	1	8
Disagree (D)	.	.	.	.	.	.	.	.	.	.
Strongly Disagree (SD)	2	1	6	5	6	4	7	1	5	4
	4	6	5	2	2	5	5	7	5	4
	7	7	1	8	3	0	7	1	2	3
	5	4	5	6	3	0	0	0	9	9
	4	2	3	3	4	4	3	2	4	3
	3	9	9	7	2	4	7	2	1	4
	4	5	2	1	7	9	6	6	3	7
				2	2					1
	8	3	7	7	5	4	5	3	3	7
	1	2	2	6	2	1	4	2	8	3
	1	0	2	6	8	1	0	3	1	4
	0	0	1	7	7	0	0	2	9	1
	1	1	1	1	1	1	1	1	1	1
	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Table 3 described that there were 5 responses criteria from 10 questionnaires given to the students through the online learning system. The criteria strongly agreed, agree, neutral, disagree, and strongly disagree. First, figure 1 showed that 47% of students dominantly with the agree criteria on the perception that lecturers still delivered online learning materials effectively. Second, students also mentioned that the lecturer provided learning materials that were in accordance to the semester lesson plan and the total number of percentage was about 67%. The third is, there were 51% of response that students still feel enthusiastic during the online learning. Fourth, students were still in the neutral category that online learning practiced continuously can make learning effective. Furthermore, 50% till 57% of students stated that the lecturers also implemented the question and answer sessions regarding problems and learning materials during the online class. Sixth, there were 87% of students practiced discipline in submitting the assignment during the online learning. Finally, students were in 43% till 52% felt enthusiastic through the online learning system.

In this study, the researchers also explained the specific distribution percentage of student responses to the online learning of each university such as the University of Muhammadiyah Palembang, University of Tridianti, College of Agricultural Sciences, and the State Islamic University of Raden Fatah. The following figure 2 explained the University of Muhammadiyah Palembang students' response regarding the online learning system.



**Figure 1.** University of Muhammadiyah Palembang

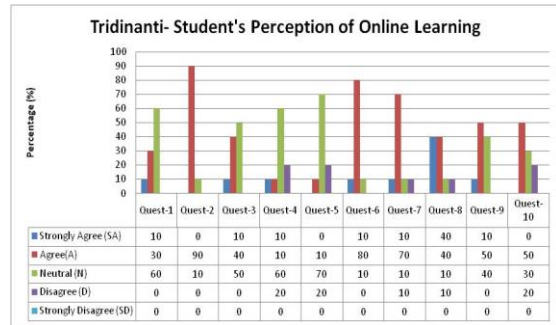
Figure 1 showed that the average opinion given by the students from the University of Muhammadiyah Palembang was that online learning run effectively during the Pandemic of Covid -19. From the chart, four out of ten questionnaire responses indicated that students had a positive perception of online learning. It can be seen there were 58% of students stated the material provided by the lecturer in accordance to the semester lesson plan. In addition, there were 48% of students also agreed that online learning did not limit the communication between lecturers and students in discussing the materials and problems of learning. Furthermore, there were 38% of students had high motivation during online learning and 49% of students were active in submitting the tasks or assignments from lecturers.

In addition, there were also negative responses from students regarding online learning during the Pandemic of Covid -19. There were 29% till 30% of students responded that online learning did not really make learning better and run effectively. Furthermore, there were 20% of students responded that online learning did not increase students' motivation to learn.

Thus, the researchers concluded that most students at the University of Muhammadiyah Palembang had positive perception and there were some neutral opinions to the online learning. It can be seen from the percentage level that agree and neutral category were the dominant. Furthermore, most students were in the neutral category for each questionnaire responses, except for the questions number eight

that students submit the assignment through online submission

Here is the chart of students' perceptions through the online learning at University of Tridinanti Palembang.



**Figure 2.** University of Tridinanti Palembang

Figure 2 showed there were 90% of students stated that the lecturer provided learning materials in accordance to the semester lesson plan. In addition, 80% of students also agreed that the lecturer provided question and answer sessions during the online learning. Furthermore, there were 70% of students at the University of Tridinanti Palembang can conduct consultations and discussions about learning problems during online learning. There were 50% of students responded that students continued to study the material given by the lecturers at home. Finally, students had good motivation to keep learning even through online learning.

On the other hand, there were 10% categories of strongly agree, such as; students believed the online learning run effectively, students had the motivation to learn, lecturers continued to provide question and answer sessions, and students still got guidance or consultation regarding material or problems in learning, and students responded to be active in learning even though there were no any assignments given by the lecturer through online learning. There are 40% of students' perception to submit the assignments through online submission. Furthermore, there were 70% of students in the neutral category, students stated that online learning provided progress. Furthermore, there were 60% of students also in the neutral perception that online learning could

run effectively. Finally, there were 30% and 50% of students also responded neutral in terms of spirit to learn virtually.

Furthermore, here is the chart to the students' perception of online learning implementation during the Pandemic of Covid - 19.

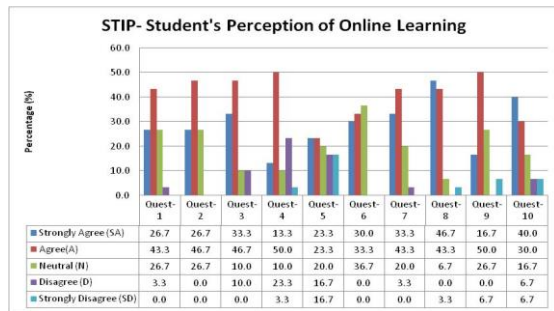


Figure 3. University of College of Agricultural Science Palembang

Figure 3 showed the average students in the college of agricultural science had a positive perception of online learning. Students' perception was 50% to the positive response that online learning could also be applied effectively, and students considered that online learning did not limit students to study independently, even without any assignments given from the lecturer. In addition, there were 48% of students responded that students had enthusiasm in understanding the material which accordance to the semester lesson plan. Furthermore, there were 44% of students at the college of agricultural science responded positively that online learning runs effectively where the lecturer also provided discussions and asked questions session about the learning problems, and students also still to be active in submitting the assignments given by online learning. Furthermore, there were 30% of students had good motivation to learn during the Pandemic. In addition, only a few students gave negative responses through online learning. It can be seen from the chart that there were 24% which was the highest percentage for the category of disagreement or students consider that the online learning can produce effective learning. The second lowest category, there were 18% of students did not agree that online learning could provide learning outcomes better. In terms of

online learning motivation, there were 10% of students from the college of agricultural science did not agree that online learning could motivate students to understand learning materials and 8% of students also responded that online learning reduces student enthusiasm during the learning activities.

In addition, here is the chart of students' perception through the online learning at Islamic University of Raden Fatah Palembang.

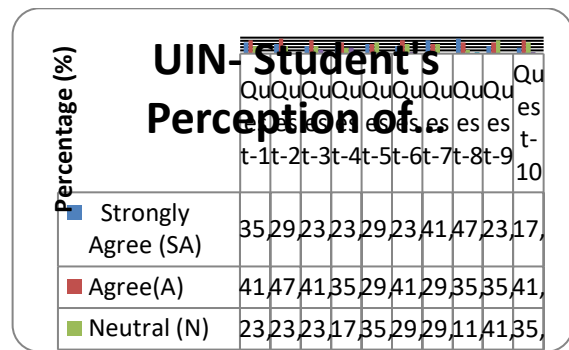


Figure 4. Islamic University of Raden Fatah Palembang

From Figure 4, it can be seen that most students at Islamic University of Raden Fatah Palembang had a positive perception of online learning, especially during the Pandemic of COVID-19. It is also can be seen that eight out of ten questions were answered by the students that online learning had a positive side in the education field. The highest percentage value was 48% of students who strongly agree that the submission of assignments during online learning can be implemented properly. Furthermore, there were 42% of students also strongly agreed that during online learning, students could practice discussions and ask questions about some issues related to learning. In addition, there were 46% of students agreed that the lecturer provided learning materials in accordance to the semester lesson plan. There were 42% agreement from the students that learning run effectively, lecturers provided question and answer sessions, and students had high enthusiasm during the online learning.

On the other hand, there were 12% of students did not agree that online learning could increase students' spirit in learning. Furthermore,

students also responded 5% disagreement to some questionnaires, namely; online learning could improve learning to be better, the lecturer provided question and answer sessions related to the lessons, students submitted the assignments sustainably, and students had good motivation to learn during online learning.

### Discussion

As the existing percentage results, there were 116 total number of students from various Universities such as; the University of Muhammadiyah Palembang, University of Tridinanti Palembang, The Collage of Agriculture and Science, and Islamic University of Raden Fatah Palembang. Most students had positive perceptions through online learning. However, the highest percentage of positive perceptions regarding online learning was from students at the University of Tridinanti Palembang and continued from the University of Muhammadiyah Palembang, The Collage of Agriculture and Science, and the last was from Islamic University of Raden Fatah Palembang.

Each University also responded the questionnaire with neutral and disagree categories. However, the percentage level of neutral and disagree categories was not more dominant than the category of agree. The highest students' percentage level of disagree perception of online learning was from the University of Muhammadiyah Palembang, followed by the College of Agriculture and Science, University of Tridinanti Palembang, and Islamic University of Raden Fatah Palembang.

The researchers interpreted that online learning has both good and bad sides. It is also supported by Zounek and Sudický (2016). Both students and lecturers must organize appropriate and cooperative material, time, and energy. For example, students reach the effectiveness of online learning by having good preparation for the internet and computer technology and also supported with hardware and software specifications. Besides, keep communication is also a must to implement the online learning practice. According to Widyaningrum, Faridi, Saleh (2020) that communication is kind of

strategy to optimize the academic of students. Both students still could have good communication through online and offline. Thus, the face-to-face virtual meeting runs optimally. On the other hand, if students cannot manage the efficiency and effectiveness of online-based learning, students tend to have a negative perception in terms of flexibility, interaction, and collaboration during online learning. It means communication between students and lecturers is really important during the online learning implementation. Having good communication decrease learning problems (Mardiana, 2020).

Each educational institution has different online learning facilities. However, the role of universities, lecturers, and students is very dominant to implement effective online learning. The university should facilitate online learning system by socializing and supporting the relevant applications and learning models. In addition, lecturers also have an important role to improve and motivate students to have high expectations about learning outcomes during online learning implementation. It means lecture and students should not see a drawback of online learning, but both must explore the advantages of online learning. Thus, the existing deficiency will be minimal. Alamsyah (2018) also agreed that motivation and online learning development for continuous learning is important.

Furthermore, the researchers concluded that students' characters also influenced the implementing of online learning or the blended learning. It was also supported by Mazizah, Suwandi, and Hartono (2021) that extroverted students could improve ability of speaking during the online learning and even blended learning.

### CONCLUSION

Based on the study's findings, it can be summarized, that university students agree that online learning can run well or effectively. In other words, there is no difference between face-to-face learning and virtual learning. Even though students learn virtually, students are still able to have consultation and discussion in understanding the lesson. Besides, in terms of



submission of the task, students have no problems. It means both lecturers and students work hard to achieve the learning target during online learning. Furthermore, students are motivated in passing each step of the learning process, because students are well prepared to face online learning.

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will be useful to some other academics and readers who specialize in the field of English language learning.

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