

EFL students' perception of online learning experience during the COVID-19 pandemic

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ABSTRACT

Educational institutions around the world have been closed due to the COVID-19 pandemic. Learning activities that were originally carried out face-to-face have now shifted to online learning. This sudden change in the learning system creates various perceptions, especially among students. This study aims to determine the perceptions of EFL students about online learning experiences during the COVID-19 pandemic. This study involved eighty students who used online learning from the English Education study program at the University of Muhammadiyah Prof. Dr. Hamka, Indonesia. A mixed-method approach (quantitative and qualitative) was used in this study. A close-ended questionnaire was used to collect quantitative data, while an open-ended questionnaire in interviews was used to collect qualitative data. In analyzing the data, the researcher used Microsoft Excel and SPSS. The results of this study indicate that most students have a negative perception of the online learning experience during the COVID-19 pandemic. Students feel that online learning is not an effective learning method. Students also feel less satisfied with online learning. In addition, online learning also has several challenges, such as too many assignments, a lack of lecturers' ability to carry out online learning, reduced student concentration, and internet connection problems.

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1. Introduction

On the 31st of December 2019, in Wuhan, China, the spread of a new pneumonia virus called Coronavirus (COVID-19) was identified and reported (Maqableh & Alia 2021). This Coronavirus disease is spreading rapidly throughout the world, one of which is Indonesia. Shopping centers, offices, restaurants, houses of worship, cinemas, and even educational institutions had to be temporarily closed. Then, on March 24, 2020, the Indonesian Minister of Education and Culture enforced regulations in all educational institutions by changing the face-to-face learning system into an online learning system (Atmojo & Nugroho, 2020). This action was taken to prevent the spread of the Coronavirus from expanding, especially in the education field. According to Morgan (2020), in the current situation, implementing online learning is the best way for educators and students to be mutually sustainable in education. Moreover, online learning provides many advantages over face-to-face classes (Gyimah, 2020). The application of online education is nothing new. One study from Seaman et al. (2018) recently noted that over the last 15 years, the rate of adoption of online

education has varied greatly from year to year, but over time, this is inevitable across all economic periods. Since the Coronavirus outbreak, the use of technology in education has surged (Li & Lalani, 2020).

The University of Muhammadiyah Prof. Dr. Hamka, as one of the universities in Indonesia, was very responsive to the pandemic that occurred and took steps to prevent the spread of the Coronavirus from getting worse, especially on the campus environment. Therefore, the University of Muhammadiyah Prof. Dr. Hamka changed the learning system from face-to-face learning to online learning. The University of Muhammadiyah Prof. Dr. Hamka utilizes an online learning platform facility called OLU (Online Learning Uhamka) so that teaching and learning activities can run well.

However, this unexpected change from face-to-face learning to online learning has created various perceptions among educational institutions, especially for educators and students. Online learning is used to continue the education of students during the pandemic (Almomani et al., 2021). Gonzales & St Louis (2018) described that online learning is learning that involves electronic devices such as smartphones, tablets, or computers where the learning process requires an internet connection. According to Tareen and Haand (2020), online learning is an approach to the teaching and learning process where internet technology is utilized and plays an important role in communication or collaboration in an educational institution. Online learning is learning activities delivered through the network, providing access and exchanging knowledge via networks. This terminology reveals that online learning is a teaching and learning approach that involves internet technology. However, the reality is that there are still students who do not even have the most basic communication tools like the Internet, which will be a big problem for them because of the inequality of opportunity (Kala, 2021).

Various applications are made to facilitate the teaching and learning process, which allow teachers to develop the learning process to be more creative and comprehensive. Various online meeting platforms and video conferencing tools such as WebEx, Google Meet, Google Classroom, Microsoft Team, Edmodo, Zoom, Skype, WhatsApp, Facebook, and Instagram have been widely used. In addition, teachers also use additional evaluation applications such as Kahoot, Mentimeter, PowToon, Screencast-O-Matic, Canva, Podcast, Quizizz, Socrative, Google Form, and EdPuzzle (Mansor et al., 2021).

In online learning, there are synchronous and asynchronous learning (Dhawan, 2020). Both learning environments have been implemented during the COVID-19 pandemic by utilizing the internet as a medium and learning resource (Harida et al., 2020). Online learning offers various advantages such as convenience and flexibility (Kashoob and Attamimi, 2021). The flexibility is not only time and place but also teaching materials from the teacher can be shared with other students, allowing them to pause, replay, and review the material provided (Omar et al., 2021). Moreover, the availability of online tools to support the learning process, being able to reach students, and providing opportunities for students to give and receive direct feedback (Dhawan, 2020). Online learning is also more affordable when compared to face-to-face learning (Safura, 2021). The costs such as transportation costs, food costs, and costs for paper-based learning can be reduced (Priyanka, 2020). Increasing student involvement, improving communication skills, providing visual data to support the learning process, and increasing student enthusiasm are also included in the benefits felt by students (Halim & Hashim, 2019).

Nonetheless, online learning also has some disadvantages and challenges. Referring to Simamora (2020), there are several problems faced when learning online, such as signal problems that interfere with the learning process, economic problems to buy internet quota, and smartphone features that are not supported. The study conducted by Almahasees et al. (2021) stated that students face some difficulties such as a lack of motivation, a lack of interaction, internet connectivity problems, online platforms that do not match students' needs, and data privacy. Not only technical problems and lack of interaction, but online learning also affects students' health. As reported by Hermida (2020), the students complained of fatigue from staring at the screen for too long. Students felt more stressed because of too many assignments given. According to Livana et al. (2020), study assignments are one of the main factors for the emergence of stress in students during the pandemic. Apart from that, too much staring at a video conference screen, connectivity problems, and being required to open a camera can increase stress levels and interfere with the mental health (Dhawan, 2020). Physical

health is also impaired because students spend time sitting and staring at screens, causing vision problems and back pain (Nazarlou, 2013).

In the context of English as a Foreign Language (EFL), the implementation of online learning also provides many benefits. This can encourage students to be involved in the classroom, improve their language skills, and improve their critical thinking skills (Rojabi, 2020). In addition, Almekhlafy (2020) stated that learning foreign languages online is an effective way to develop students' reading, listening, and vocabulary skills. However, some studies reveal that some EFL students experience several difficulties in online learning. For instance, EFL students face some difficulties in mastering their skills in English, such as in the writing and speaking (Lee and Bailey, 2020).

Several previous studies have been conducted to determine students' perceptions of online learning. Almahasees et al. (2021) identified faculty and student perceptions of online learning. This study involved 50 faculty members and 280 students who were randomly selected. The result found faculty and students agree that online learning has benefits during a pandemic such as a self-study, minimal costs, convenience, and flexibility. However, when compared to face-to-face learning, online learning is considered less effective. Furthermore, Alashwal (2020) conducted a qualitative study involving 4 undergraduate and postgraduate female students. The research aims to explore and measure the extent of online learning among Saudi students at U.S University. As a result, students agree that online learning has very good potential such as providing easy and flexible access. Students are also familiar with active learning and collaboration systems. In addition, online learning also provides convenience for students who are married. In this study, the researcher involved 80 EFL collage students from the first semester who carried out online learning. This research used a mixed quantitative and qualitative method.

As cited in Atmojo and Nugroho (2020), online learning research usually discusses student-centered things such as attitudes, perceptions, assessments, evaluations, satisfaction, and student performance (Gonzales and St Louis, 2018; Sun, 2014). Still, although there have been many studies exploring online learning, studies on online learning are rare, especially in the context of the English as a Foreign Language (Lin and Warschauer, 2015). In addition, there is very little research on the fully online learning (Sun, 2014), especially during a COVID-19 pandemic. Therefore, to address this gap, the current study aims to explore EFL students' perceptions of online learning experiences during the COVID-19 pandemic. Therefore, this study aims to answer the research questions; How do EFL students' perception of online learning experience during the COVID-19 Pandemic?

Theoretically, the current study is expected to contribute to the progress of learning English and complement existing theories regard to online learning. Practically, the study is expected to motivate students and teachers to participate in online learning. This study also explains many benefits of online learning in hope that students and teachers are interested in applying online learning. In addition, this study also contains various information about online learning that may be useful for students, teachers, or readers in the future.

2. Method

In this study, the researcher used a mixed method of quantitative and qualitative. The research was conducted from September to March 2022. The researcher involved 80 students (12 male and 68 female) from the English Education study program at the University of Muhammadiyah Prof. Dr. Hamka, Indonesia. The eighty students are first semester students of the English education study program who carry out online learning.

The data were collected by using a close-ended questionnaire and an open-ended questionnaire. The questionnaire was chosen because it is an appropriate and fast method of gathering information from many respondents regarding the perception of online learning experiences during the COVID-19 pandemic. The questionnaire was made in the form of a Google Form and distributed online through the WhatsApp application. The distribution of the questionnaires was carried out online because during the current pandemic researcher could not go directly. Moreover, the close-ended questionnaire contains a five-point Likert scale. A five-point Likert scale allows students to choose

between option 1 (strongly disagree) to option 5 (strongly agree). Confidentiality of personal data information that has been obtained by the researcher will be guaranteed.

To obtain students' perceptions, there are 23 questionnaire statements which are divided into four dimensions; attitudes, effectiveness, learning satisfaction, and challenges. Before the questionnaire was distributed to students, the researcher modified and translated it into Indonesian to make it easier for students to understand. Moreover, to analyze the data statistically, the researcher used Microsoft Excel and SPSS version 25. The researcher tested the reliability of the questionnaire and obtained a Cronbach Alpha score of ($r = 0.80$) which indicated that the questionnaire used was reliable. To calculate the frequency and percentage of each item, the researcher used the formula:

$$P = \frac{F \times 100\%}{N}$$

Note:

P = Percentage student's response
F = Frequency of the answer

N = Number of students

Furthermore, in the interview session, the researcher used an open-ended questionnaire consisting of four questions related to students' perceptions of online learning. The data analysis used in this research was an interactive model analysis with questions divided into 4 indicators; Satisfaction, Effectiveness, Advantages and Disadvantages, and Preferences. The interviews were conducted online through the WhatsApp application.

3. Findings and Discussion

3.1 Close-ended questionnaire

This research survey questionnaire was divided into four dimensions; the first dimension is Students' Attitude toward Online Learning which consists of five statements; the second dimension is Students' Perception of the Effectiveness of Online Learning which consists of seven statements; the third dimension is Students' Learning Satisfaction of Online Learning which consists of seven statements, and the fourth dimension is Students' Challenge in Online Learning. There are five answer options that respondents can choose from, namely Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA).

1) Students' Attitude to Online Learning

Table 1. Students' Attitude to Online Learning

Statement	SD (1)	D (2)	Total (1+2)	N (3)	A (4)	SA (5)	Total (4+5)
1. On the overall, I feel good about online learning	5%	12.5%	17.5%	35%	31.3%	16.3%	47.6%
2. I want to continue online learning for the next semester	10%	32.5%	42.5%	30%	16.3%	11.3%	27.6%
3. I am prefer with on-campus learning than online learning	1.3%	7.5%	8.8%	26.3%	36.3%	28.7%	65%
4. Participating in online learning increases my confidence	5%	25%	30%	30%	32.5%	7.5%	40%
5. I feel motivated to attend the online class	3.8%	13.8%	17.6%	50%	25%	7.5%	32.5%

Based on the table, 47.6% of students (Agree and Strongly Agree) stated that they were good with online learning. In addition, in item number 4 (participating in online learning can increase self-confidence), students also gave a positive perception of 40% of Agree and Strongly Agree on answers. As many as 32% of students also think that with online learning they felt motivated to attend online classes. However, when compared to online learning, students prefer to learn on campus directly. This is evidenced by the percentage results on items number 2 (I want to continue online learning for the next semester) and number 3 (I prefer on-campus learning to online learning). In

item number 2, as many as 42% of students do not want to continue studying online for the next semester, and in item number 3, as many as 65% of students prefer to learn on campus rather than online learning.

2) Students' Perception of The Effectiveness of Online Learning

Table 2. Students' Perception of The Effectiveness of Online Learning

Statement	SD (1)	D (2)	Total (1+2)	N (3)	A (4)	SA (5)	Total (4+5)
6. Online learning is effective	11.3%	42.5%	55.8%	31.3%	11.3%	3.8%	15.1%
7. Learning is the same in class and at home on the Internet	11.3%	48.8%	60.1%	13.8%	21.3%	5%	26.3%
8. Assessment is more suitable delivered in online learning	11.3%	33.8%	45.1%	35%	13.8%	6.3%	20.1%
9. I can better manage my time with online learning	8.8%	13.8%	22.6%	21.3%	35%	21.3%	56.3%
10. Online learning is less stressful than in-class learning	12.5%	20%	32.5%	27.5%	20%	20%	40%
11. I can ask my lecturer questions and receive a quick response during online learning	5%	25%	30%	33.8%	28.7%	7.5%	36.2%
12. Online learning reduce my financial expenses than face-to-face learning	3.8%	12.5%	16.3%	11.3%	37.5%	35%	72.5%

Regarding the effectiveness of online learning during the pandemic, the majority of students, 55.8% (Strongly Disagree and Disagree) gave a negative perception. Then, as many as 60.1% of students stated that face-to-face learning was more effective than online learning. Likewise, with the assessment, 45.1% of students stated that the assessment was more effective when learning face-to-face than online learning. However, on item number 9, a total of 56.3% (Agree and Strongly Agree) of students stated that online learning makes students better at managing time. Moreover, 40% of students (Agree and Strongly Agree) feel that online learning is not too stressful for them. In addition, 36.2% of students also gave a positive response, saying that online learning made it easier for them to ask questions and get a quick response from the lecturer. Finally, as many as 72.5% of students (agree and strongly agree) gave a positive response that online learning reduces their expenses compared to face-to-face learning.

3) Students' Perception of Learning Satisfaction in Online Learning

Table 3. Students' Perception of Learning Satisfaction in Online Learning

Statement	SD (1)	D (2)	Total (1+2)	N (3)	A (4)	SA (5)	Total (4+5)
13. Online learning gives similar learning satisfaction as classroom learning	11.3%	50%	61.3%	22.5%	12.5%	3.8%	16.3%
14. Communicating with my classmates and instructors is easier electronically	11.3%	47.5%	58.8%	16.3%	16.3%	8.8%	25.1%
15. I can better collaborate with other students during online learning	7.5%	37.5%	45%	31.3%	16.3%	7.5%	23.8%
16. I study more efficiently with online learning	7.5%	32.5%	40%	42.5%	7.5%	10%	17.5%
17. Online learning leads to self-directed learning, which I prefer it	5%	27.5%	32.5%	33.8%	23.8%	10%	33.8%
18. Online learning provides a valuable learning experience	7.5%	6.3%	13.8%	30%	41.3%	15%	56.3%

19. I feel that online learning will help me to improve on my digital creativity	2.5%	1.3%	3.8%	13.8%	52.5%	30%	82.5%
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The third dimension aims to determine learning satisfaction with online learning. A total of 61.3% (Strongly Disagree and Disagree) of students stated that they were not satisfied with online learning. Furthermore, 58.8% of students also stated that it was not easy to communicate electronically with classmates or lecturers. Similarly, 45% of students think that collaborating with friends during online learning is not easy. In addition, as many as 40% of students also oppose the statement that they can learn efficiently through online learning. However, in item number 17, 33.8% of students stated they agreed that online learning led them to independent learning. In addition, 56.3% of students agree that online learning provides a valuable learning experience. And lastly, as many as 82.5% of students said they have a positive perception that online learning can improve their digital creativity.

4) Students' Perception of Challenges in Online Learning

Table 4. Students' Perception of Challenges in Online Learning

Statement	SD (1)	D (2)	Total (1+2)	N (3)	A (4)	SA (5)	Total (4+5)
20. Online learning increases amount of task and study hours.	2.5%	6.3%	8.8%	17.5%	40%	33.8%	73.8%
21. Some lecturers do not have the required skills to handle online learning.	0%	10%	10%	28.7%	42.5%	18.8%	61.3%
22. Online learning reduces concentration and some students are distracted using other social media.	0%	6.3%	6.3%	18.8%	47.5%	27.5%	75%
23. Online learning has poor or slow internet connection	0%	2.5%	2.5%	10%	43.8%	43.8%	87.6%

The table above is related to students' perceptions of the challenges that exist in online learning. The majority of students, as much as 87.6% (agree and strongly agree), stated that online learning had a bad and slow internet connection. In addition, 75% of students also experience a reduction in concentration during online learning and are disturbed by other social media. Furthermore, as many as 73.8% of students also agree that their number of assignments and study hours are increased by studying online. Finally, as many as 61.3% of students also agree that some lecturers do not have the skills to run online learning.

3.2 Open-ended Questionnaire

In the open-ended questionnaire, the researcher asked four questions, referring to the closed-ended questionnaire that had been shown previously. An open-ended questionnaire was used to strengthen the results of the closed-ended questionnaire (Attitude, Effectiveness, Satisfaction, Challenge) which shows that the majority of students prefer face-to-face learning. The following are the results of the open-ended questionnaire:

1) Students' Satisfaction with Online Learning

In the first question, the researcher asked a question about how comfortable the students were with participating in online learning. Based on the answer a student, states, *"I don't enjoy studying online because when I study, I prefer to interact directly with the lecturer and classmates"*. Moreover, a student with the initials DG also thought that *"spending hours studying online makes her uncomfortable. The class became monotonous and many students were not active in class"*. From the sample of interview answers, most of the students stated that they did not enjoy online learning. They have difficulty interacting with lecturers and friends. In addition, they also argued that classes were monotonous and did not as active as face-to-face classes.

2) Students' Opinions about The Effectiveness of Online Learning

In question number two, the researcher wanted to find out how effective online learning was according to the students. The student with the initials DZ states, *“There are some lecturers who cannot use online learning, the delivery of material becomes long-winded, drains the quota, and makes me lazy to join online classes. So, in my opinion, the online learning method is less effective if the lecturer does not have the skills in online learning”*. In addition, the student with the initials AA also thought that online learning was less effective. He states, *“In my opinion, online learning is less effective because time is limited and the network is not stable, so the delivery of learning material is disrupted”*. Most students gave the opinion that online learning was less effective. There were still many lecturers who were not skilled at running online learning, so teaching and learning activities became ineffective and long-winded. In addition, internet connection problems also often interfered with the delivery of material by lecturers.

3) Advantages and Disadvantages of Online Learning

Question number 3 aims to find out the advantages and disadvantages felt by students related to their online learning experience. The student with the initials SJ stated that online learning provided flexibility both in terms of time and place, allowing students to manage their own time, and costs were also less. The drawbacks, the lack of interaction between friends and lecturers, for students who have limited facilities, online learning made them stressed. Students with the initials LA and NM stated that online learning gave them both advantages and disadvantages. They stated, *“The most obvious thing is that I felt I don’t need to attend campus, saving my energy and transportation costs. Next, the disadvantage, what I feel the most is the problem of the internet connection which is often disconnected or slow so that it interferes with the delivery of learning materials”, and “By learning online I can learn how to run online learning tools, can learn anywhere and anytime. The disadvantages are poor interaction with friends and lecturers, as well as a large enough expense to buy internet quota”*. From the students’ interview answers above, it can be concluded that flexibility is the most perceived advantage of online learning by students. While the drawback is that online learning results in a lack of interaction with lecturers and classmates. In addition, students also experience internet connection problems and complain about their spending to buy internet quota.

4) Preference for Online Learning and Face-to-face Learning

In the last question, the researcher wanted to know the students' preferences, whether they prefer online learning or face-to-face learning. The majority of students answered that they preferred face-to-face learning to online learning. Students with the initials LN and KU state, *“Because I think online learning is less effective and I'm used to face-to-face learning, I prefer face-to-face learning”*, and *“I prefer to study offline or face to face because I can easily interact and ask questions about the material to the lecturer”*.

The purpose of this study was to explore EFL students' perceptions of online learning experiences during the COVID-19 pandemic, involving students of the English Education study program. To obtain the research objectives, the researcher used a survey method using open-ended and closed-ended questionnaires. A Close-ended questionnaire was made in the form of Google Forms and distributed online to 80 students via WhatsApp. In the closed-ended questionnaire, the researcher focused on 4 dimensions, namely attitudes, effectiveness, learning satisfaction, and challenges. Meanwhile, the open-ended questionnaire consists of four questions.

In the attitude dimension, students stated that they felt happy with online learning. Online learning also increased students' self-confidence and motivation. However, when compared to on-campus learning, the majority of students prefer face-to-face learning on campus. It is shown that 65% of students prefer face-to-face learning on campus rather than online learning (see question number 3). The results of this preference are similar to the findings of Hermida (2020) and Barzani & Jamil (2021), which state that students prefer face-to-face learning to online learning.

Furthermore, on the dimension of effectiveness, some students stated that online learning makes it easier for them to manage their own time. This is evidenced by 56.3% of students agreeing that online learning makes them better at managing time. In addition, students also feel that online learning can reduce their expenses. These findings are similar to those stated by Safura (2021) and Priyanka (2020), which stated that online learning is more affordable and reduces costs such as food, transportation, and paper costs for learning. Students also feel that online learning is less stressful for them than learning in class. However, most of the students stated that online learning was less

effective than face-to-face learning. In item number 6 (Online learning is effective), the majority of students answered that they disagreed that online learning was effective, then on number 7 (Learning is the same in class and at home on the Internet), as many as 60.1% of students stated they disagreed. Furthermore, on item number 8 (Assessment is more suitable delivered in online learning), most students answered that the assessment was more suitable when learning directly in class.

Next, on the dimension of learning satisfaction, as many as 61.3% of students are not satisfied with online learning. Students have difficulty interacting and collaborating with classmates and lecturers. Learning also becomes ineffective if done online. According to Atmojo and Nugroho (2020), interaction and communication are quite important in the learning process of students. Unfortunately, online learning has not been able to provide the facilities for students to interact and communicate like a face-to-face class. Even so, with online learning, students can learn independently and can improve their digital creativity. Online learning provides them with a very valuable learning experience.

The last, on the challenge dimension, most students experience several challenges when learning online, such as increasing the number of assignments and study hours, there are still teachers who are not yet proficient at running online learning activities, and online learning also reduces student concentration, and the most dominant internet connection problem. Most students have experienced internet connection problems. In a study conducted by Adnan and Anwar (2020), they report that internet connection problems are one of the major factors that cause online learning methods to fail to deliver the desired results in a country like Pakistan.

The change in the learning system from face-to-face to online learning due to the COVID-19 pandemic has created various perceptions, especially among students. This study aims to explore EFL students' perceptions of online learning experiences during the COVID-19 pandemic. Based on the results of quantitative and qualitative data, in the first dimension about attitudes towards online learning, students stated that they agreed that they felt good about online learning and that online learning increased students' self-confidence and motivation. This is in accordance with research conducted by Rinekso and Muslim (2020), who found that online learning gives students a good psychological effect so that students are more engaged, motivated, and active. However, the majority of students revealed that if possible, they did not want to continue online learning in the next semester, they prefer face-to-face learning on campus rather than online learning. These findings are similar to the findings of Barzani & Jamil (2021), which found that as many as 81.2% of students prefer not to continue learning online and 84.8% of students prefer face-to-face learning.

Online learning makes it easier for students to manage their own time. This is evidenced by 56.3% of students agreeing that online learning makes them better at managing time. In addition, students also feel that online learning can reduce their expenses. These findings are similar to those stated by Safura (2021) and Priyanka (2020), which stated that online learning is more affordable and reduces costs such as food, transportation, and paper costs for learning. Students also feel that online learning is less stressful for them than learning in class.

4. Conclusion

Based on the data that has been obtained, the researcher can conclude that the majority of EFL students have a negative perception of the online learning experience during the COVID-19 pandemic. This negative perception stems from students' responses to their online learning experiences during the pandemic. Most of the students expressed that they prefer face-to-face learning in class to online learning. In addition, students also stated that the application of online learning was considered less effective. The results also reveal that online learning cannot meet student learning satisfaction. Students often face several obstacles when carrying out online learning such as connectivity problems, lack of interaction with lecturers and other students, difficulty collaborating and communicating online, lecturers' lack of expertise to carry out online learning, and more assignments.

Even so, some students feel good about online learning because it provides many benefits such as feeling more motivated, easier to manage time, reducing expenses, getting fast feedback, and

improving digital skills. This is in line with the researcher's expectation that students can feel the many benefits that exist in online learning.

The results of this study have several limitations such as involving a small population and limitations in generalizing the results. Therefore, further research is recommended to involve a wider population and more diverse contexts. However, this study has provided an overview of students' perceptions of their online learning experience. Future research can investigate more deeply what learning methods and techniques are appropriate for online learning, as well as what technologies or applications can be used to support students' online learning processes. In addition, related to the challenges faced by students during online learning, further research can analyze more deeply the importance of interaction in online learning and find appropriate solutions to problems faced by students during online learning.

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