

## STUDENT'S PERCEPTION OF E-LEARNING DURING COVID-19 PANDEMIC AT NURUL HUDA

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### ABSTRACT

*The COVID-19 pandemic has compelled the Indonesian government, via the Ministry of Education and Culture, to enact laws switching from traditional classrooms to online learning environments. This study, which is a collective case study, analyzes survey data regarding students' opinions of their online education during the pandemic. This study involved 71 students from Nurul Huda University Sukaraja's English Language Education Study Program. Using a survey, the opinions of the students regarding online education during the COVID-19 pandemic were noted and documented. This study concentrated on how the students felt about their involvement in the online course, how accessible they felt about the material and assignment delivery, and how they used e-learning platforms to complete their homework at home. Tables and narrative summaries of the findings followed. Additionally, this study found three main issues with the way the Nurul Huda University English Language Education Study Program conducts online instruction. The first concerns the accessibility of the teaching materials, the second the availability of the internet connection, and the third the interoperability of the student devices. Based on the findings, it appears that the primary element contributing to the success of online learning is still accessibility.*

**Keywords:** Covid-19 E-Learning Student's Perception.

### INTRODUCTION

The first time this particular virus was identified was in November 2019, in Wuhan, China. In late December 2019, the World Health Organization (WHO) was notified of a case of pneumonia that was not well understood and had its origin in the Wuhan, Hubei, province of China. A new virus that was previously unknown was identified in January 2020 and given the name Novel Coronavirus (COVID-19). Global Health Organization (WHO) declared COVID-19 as a pandemic on March 11, 2020, and as a serious health threat to the world's population on January 30, 2020, with international attention. (Cuccinotta & Vanelli, 2020). Eight days after the World Health Organization declared COVID-19 to be a pandemic, President of Indonesia Joko Widodo issued many directives to reduce the rate of disease in the population.

The people are expected to learn, work, and carry out household chores (The Jakarta Post, 2020). Following the WHO's declaration that COVID-19 is a pandemic, all social activities were suspended and the government was ordered to carry out every household task in order to stop the virus's spread (Agung & Surtikanti, 2020).

A pandemic is a disease that, in times of peace, spreads to every country on the planet. Worldwide, high schools, colleges, and universities have had to close their doors to students due to the pandemic so that they could take part in socialization activities. In a circular letter, Indonesia's Minister of Education and Culture, Nadiem Makarim, advised schools and other educational institutions to temporarily discontinue traditional classroom instruction in favor of online learning. Nadiem notes that teachers have access to a variety of e-learning resources, including Zoom, Google Classroom, Ruang Guru, Rumah Belajar, and others (Borey et al., 2016).

Given the current state of the learning process, researchers are eager to conduct an analysis of the student perceptions of e-learning during the COVID-19 pandemic: a case study of the English language majors at Universitas Nurul Huda.

This study focuses on the perceptions of the master's student's toward e-learning during the COVID-19 pandemic and the problems they encountered throughout their online learning activities. Based on the above-mentioned problem statement, the author discusses the issue. The question is, "How do students feel about e-learning during the COVID-19 pandemic?" "Is there a problem that students face when learning online using the e-learning platform used during the COVID-19 pandemic? How does this impact student's ability to communicate, learn, read, and write? (Crystallography, 2016).

The problem statement is: How are students' perceptions of e-learning during this COVID-19 pandemic? It was formulated by the writer based on the aforementioned limitation of the problem. Does the use of e-learning platforms during the pandemic present any challenges for students enrolled in online courses, and how does this affect their proficiency in speaking, listening, reading, and writing English?

The goals, as stated in the problem statement above, are: to understand how students at Nurul Huda University's English Language Education Study Program felt about e-learning during the COVID-19 pandemic, to understand what issues students had with online learning while utilizing the e-learning platform used during the pandemic, and to

know What effects does this online education have during COVID-19? Pandemic to their fundamental English language skills (writing, speaking, listening, and reading).

Perception is the process of sending signals or data into the brain. Perception allows humans to continuously interact with their surroundings. This interaction is achieved through the senses of touch, smell, hearing, taste, and sight.

The University of Illinois at Urbana-Champaign initially introduced e-learning through the use of a computer known as platform and a computer-assisted instruction system. E-learning for the advancement and development of impact. The evolution of e-learning is summarized here every now and then. (Akkoyunlu & Soylu, 2006).

Contextual teaching and learning (CTL) is a method of education that aims to help students understand the material they are studying by connecting the academic subjects to the context of their daily lives, specifically the personal, social, and religious contexts.

Classifying the types of e-learning according to the students' level of proficiency in the subject. There are two types of online learning: computer-based learning and internet-based learning.(Alqahtani & Rajkhan, 2020).

The four fundamental components of fluency in the English language are speaking, listening, reading, and writing. Speaking is the primary method of communicating ideas, listening is the process of carefully analyzing and comprehending written words, and reading is a crucial skill in a variety of settings, particularly in education. Liu contends that teaching writing is a crucial component of the teaching and learning process. One of the most crucial parts of learning is education through reading (Hanke, 2007).

## RESEARCH METHOD

In this research, data collected from English Language Education Study Program Students at Nurul Huda University, to be precise from semester III and V. Data is information about students' perceptions of e-learning during this COVID-19 Pandemic, can be seen in the table below :

**Table 1**  
**The Data of the Study**

No.	Primary Data	Secondary Data
1	Interview transcript	Field-note

2	Recording	Pictures
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This research population is a Student of the English Language Education Study Program at Nurul Huda University. The detailed distribution of students can be seen in the table below:

**Table 2**  
**The Population of the Study**

No.	Class	Students		Total
		Male	Female	
1	Semester III B Campus	7	15	22
2	Semester III C Campus	8	9	17
3	Semester V B Campus	1	13	14
4	Semester V C Campus	5	13	18
5	Semester VII B Campus	1	8	9
6	Semester VII C Campus	7	22	29
Total		29	80	109

*Source: The data of English Education Students at Nurul Huda University Academic year 2021/2022.*

An example of this study is an English Language Education Study Program Student at Nurul Huda University, to be precise from semester III and v

**Table 3**  
**The Sample of the Study**

No.	Class	Students		Total
		Male	Female	
1	Semester III B Campus	7	15	22
2	Semester III C Campus	8	9	17
3	Semester V B Campus	1	13	14
4	Semester V C Campus	5	13	18
Total		21	50	71

*Source: The data of English Education Students at Nurul Huda University Academic*

*year 2021/2022.*

For this study, the authors used triangulation to collect data. Triangulation of data, data collected through various sources (Alqahtani & Rajkhan, 2020). The use of various data sources, some observers, and/or some methods is referred to as triangulation

## **FINDING**

This collective case study involves the analysis of the survey on the student's perceptions of e-learning during this COVID-19 Pandemic. Their perceptions were described narratively. Seventy-one students of English Language Education Study Program at Nurul Huda University Sukaraja participated in evaluating online learning during this pandemic.

The participants of this study were from two different semesters. There were 39 (55%) freshmen students and 32 (45%) sophomore students. For the gender classification, the participants were 70% female and 30% male. The students' skill in using technology was classified into two groups namely poor and advanced. 71,8% of the students are poor in mastering technology because this is their first online learning experience, while 28,2% of the students were in the advanced group because they were already familiar with the application of the internet for basic use. Most of the students are having trouble with the poor internet connection when accessing online learning whether they are in Sukaraja or not in Sukaraja.

## **DISCUSSION**

The participants in this study came from two different semesters. There are 39 (55%) new student's and 32 (45%) second year student's. For gender classification, participants were 70% female and 30% male. Students' skills in using technology are classified into two groups namely poor and advanced. 71.8% of students are poor in mastering technology because this is their first online learning experience, while 28.2% of student's are in the advanced group because they are familiar with internet applications for basic use.

**Table 1**  
**Description of Participants**

<b>Student Rank</b>	Freshmen	55%
	Sophomore	45%
<b>Gender</b>	Female	70%
	Male	30%

<b>Skill in Technology</b>	Poor	71,8%
	Advance	28,2%
<b>Place during online learning</b>	Sukaraja	40,8%
	Outside Sukaraja	59,2%

*Source: Google Form Interview Sheets*

### **Student's Accessibility**

General conditions of student's accessibility to join online learning sessions can be seen in table 2. There are 95.2% of student's who have an internet connection in their homes even unstable, while 4.8% do not have good internet access. According to Agung (2019), he said that the general conditions in the region are least developed due to its limited infrastructure and public facilities. There are only 35.7% of student's who have good signal quality, 16.7% of student's have unstable signals, while 4.8% go with bad signals or no signals at all (Toquero, 2020).

When joining an online learning session, most of them use mobile phones instead of laptops. There are 70.5% of student's using android phones to participate in online learning while 29.5% of them use laptops. We know that phones are limited in terms of ram capacity, features, and performance depending on their type of phone. Low-end phones or potato phones force them to make extra efforts to install and reinstall certain apps many times because mobile phone memory limits the number of apps that can be installed at any given time. 47.3% of students say their devices are not compatible with online learning. For student's accessibility data can be seen in the table below.

**Table 2**  
**Students' Accessibility**

<b>Internet access at home</b>	Available	95,2%
	Not available	4,8%
<b>Signal strength</b>	Stable	42,9%
	Unstable	35,7%
	Poor	16,7%
	No signal	4,8%
<b>Sufficiency of internet data</b>	Sufficient	57,2%
	Not sufficient	42,8%
<b>Device</b>	Mobile phone	70,5%
	Laptop	29,5%
<b>Device compatibility</b>	Compatible	56,3%
	Not compatible	47,3%

*Source: Google Form Interview Sheets*

### Students' Participation

Seventy-one student's participated in this survey, Of them, 95.2% engaged in online learning led by their instructors, and 4.8% reported having trouble connecting to online courses. Only 11.9% of students were extremely passive during online learning, compared to 88.1% who actively participated in the lessons. The table below shows the data regarding student participation (*Learned Publishing - 2003 - Klein - E-learning New Opportunities in Continuing Professional Development.Pdf*, n.d.).

### Material and Assignments Delivery

For the delivery of materials and assignments, 57.7% students claimed that the material provided is simple to understand. But still, 42.3% of them declared it to be very challenging to understand the material. Learners argue that not online classes are more fulfilling than these during classes. There are 71.4% of lecturers who provide discussions, questions, direction, and explanations. In addition actively provide reaction's from student's on subjects covered. Material and task delivery data are shown in the table below.

**Table 3**  
**Material and Assignments Delivery**

<b>Comprehensive material</b>	Yes	57,7%
	No	42,3%
<b>Assignments</b>	Yes	100%
	No	0%
<b>Assignments and material relevancy</b>	Yes	93,9%
	No	6,1%
<b>Comprehensive direction</b>	Yes	50%
	No	50%
<b>Discussion and QnA session</b>	Available	71,4%
	Not available	28,6%
<b>Feedback</b>	Yes	84,5%
	No	15,5%

Source: Google Form Interview Sheets

### E-learning Platform

From the survey, according to the student's we can know that the highest three platforms for online learning so they can Study From Home (SFH) we're Google

Classroom, WhatsApp, and Zoom. But, not entirely of the e-learning platform that used by the lecturers were suitable for the students' conditions and needs. The recommendation about the e-learning platform that can be used according to the students was 75,8% on WhatsApp, 24,2% on Google Classroom, while no one chooses Zoom. The data can be seen in the table below:

**Table 4**  
**E-learning Platform Used**

<b>E-learning platform used by lecturers</b>	Google Classroom	54,5%
	WhatsApp	45,5%
	Zoom	0%
<b>E-learning platform based on students' recommendation</b>	WhatsApp	75,8%
	Google Classroom	24,2%
	Zoom	0%

*Source: Interview Session*

### **Students' Problem in Online Learning**

From Using the open-ended questionnaire, a few students share their opinions about the problem that they faced during the online learning and how it is affect their basic skills in English as seen in Table 4.

**Table 5**  
**Students' Perception of the Problem**  
**That They Faced During the Online Learning**

<b>No.</b>	<b>Students Code</b>	<b>Responses</b>
1	BING-05	My biggest problem during this online learning is the internet signal, poor internet signal makes me can't join the course.
2	BING-13	I don't have any problem with the internet connection, but it doesn't mean I don't have any problem. My phone, it is not support this online learning because its small RAM capacity. It makes me can't download some files about the material and the assignments.
3	BING-46	I couldn't stand being in front of smartphone or laptop screen for too long, that's why when the course that related with reading and writing skills I often getting a headache. I think that's the only problem if we talk about the reading and writing skills in this online learning during the pandemic.



4	BING-29	There is no face-to-face interaction between the lecture and the students, and you know it is really hard to improve your speaking skill with that condition.
5	BING-68	Sometimes I cannot understand with what the lecturers said or explained, because they pronounce it unclearly. I don't know whether it is because of my device that not support or because of my bad internet connection. It is really affected my listening skill improvement. You know, I cannot improve my listening skill when I just cannot understand what is being said to me at the time.

*Source: Interview Session*

### **Students' Perception**

This part is the result from the perception of the student's, and According to the data, the majority of student's participated actively in online learning. It did not, however, imply that they were excited. According to data on how student's felt about the assignments, 42,2% of them were burdensome. On the other hand, 57,8% of respondents thought the meeting was enjoyable but found the lengthy assignments to be unbearable. Online education was seen as a fun way to teach and learn during this pandemic. But, because all of the lecturers gave them their assignments, the long hours were killing them. Additionally, most of them accessed the online learning platform using low-ended gadget. Their android mobile phones were not compatible because having small RAM, so they had no more space for a newly-installed program. Another problem is presented when the students have to spend extra money to afford the internet data/ quota which was considered very expensive for them. The information about their perception is visible on the table that follows (Kodrzycki, 2002).

**Table 6**  
**Students Perception**

<b>Student's enthusiasm</b>	Yes	36,6%
	No	63,4%
<b>Student's perception of assignment</b>	Heavy & stressful	42,2%
	Fun but happy	57,8%

*Source: Interview Session*

From open questionnaires, some student's express their perceptions of the problems they face during online learning and how it affects their basic skills in English as seen in Table 4.

**Table 7**  
**Student's Perception of Their Participation in Online Learning**

No.	Students Code	Responses
1	BING-19	This online learning make me become more independence and responsible as a student with my task from the lecturers.
2	BING-55	I really enjoy this online learning because I can use and learn more about technology. During this pandemic, my IT skills are improved.
3	BING-37	This online learning during the pandemic was a challenge for me because I had to learn more by reading a lot of references to complete the task.
4	BING-08	The internet signal, it is the biggest problem that I faced during online learning. Sometimes I can't join to the course just because the poor internet signal.
5	BING-70	During this online learning, it is so difficult for me to join the course because of the bad signal. It is a bit tiring, but I have to fulfil the task anyway.

*Source: Interview Session*

For an online education platform that is make for the student requires and situations, WhatsApp is extremely advisable because it is regarded as a cordial application for them and their phones. Moreover, they are familiar with it. Materials for teaching and learning activities (ppt, text, video, audio, learning links, files, and photos) can be transmitted easily in two-way interactions through WhatsApp groups, and students claim that WhatsApp works well under bad signals while other apps cannot do it as well as WhatsApp. Referring to previous findings on the challenges of networki interaction, the authors found that the sustainability of the power of

internet signals and data leads to successful online learning (Cucinotta & Vanelli, 2020)

## CONCLUSION

The situation caused by the pandemic has caused a large wave in the paradigm changes in the education system around the world, especially in Indonesia, from conventional/physical classrooms to internet-based classrooms. Online learning or we can call it digital classes seems to be the perfect answer for public health. Which forces teachers and students to work and learn from home. The current study concludes that most English language student's at Nurul Huda University are not sufficiently prepared for this rapid change in terms of teaching and learning styles. The reasons are identified, and they can be categorised into three factors: the first is the availability and sustainability of internet connections, the second is the accessibility of teaching media, and the last is the compatibility of tools for accessing media. And the good news is, they say that their IT literacy is improving when doing stressful marathon tasks, although they also report that they and their devices are not ready for this rapid high-tech shift.

In Nurul Huda University, we are still talking about the availability and sustainability of the internet connection. This is a serious problem, because the internet connection is very important in online learning and of course the poor or bad internet connection can affect the teaching and learning activity. According to the survey from the participants, WhatsApp is a recommended media to be used before Google Classroom because lecturers and students are more familiar with WhatsApp and more accessible. In addition, this study highlights that online learning requires a friendly platform to get student participation. Accessibility is a major factor in the success of online learning for Nurul Huda University.

For student's as student's in this new era, you must be more active and ready to improve or face changes in our learning system, as a student you must be ready with the existing learning process, with the application of online learning then you must be ready with everything, one of the most important parts is to prepare tools that will be used to do online learning, student's must improve their IT literacy, students must have a very strong motivation to learn even in any circumstances.

For Teachers, as a good teacher/college, you must know how to choose a good e-learning platform that is really suitable for you. The condition of the teacher must give students the opportunity to become active students in the online classroom, the teacher must motivate students to be better at learning English even with these poor learning conditions.

To facilitate English language learning, teachers must be creative in finding suitable media, techniques, strategies, and methods for the teaching and learning process. For other researchers, this thesis can be used as a previous study and a brief overview for those interested in conducting research in analysing student perceptions of e-learning during this pandemic. I hope that maybe in further research, some researchers can analyse about how lectures are perceived about online learning on our campus or our country.

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