

THE PERCEPTIONS OF ENGLISH STUDY PROGRAM UNIVERSITAS RIAU STUDENTS ON ONLINE LEARNING AS THE IMPACT OF COVID-19

Salfira Hasanah¹, Fadly Azhar², Eliwarti³

salfira.hasanah2938@student.unri.ac.id¹, fadly.azhar@lecturer.unri.ac.id², elieliwarti@gmail.com³
Phone Number: 0822-8686-2709

*English Education Study Program
Department of Language and Art Education
Faculty of Teacher Training and Education
Riau University*

Abstract: This study aimed to find out the Perceptions of English Study Program Universitas Riau Students on Online Learning as the Impact of COVID-19. The research method is descriptive quantitative research. Random sampling technique was applied to decide the sample as the participants. The instrument of this research was a questionnaire categorized into four components of students' perceptions on online learning: Assessment of Educational System Quality from a Perspective (ESQP), Information Quality Perspective (IQP), Ease of Use Perspective (EUP), Usefulness Perspective (UFP). The finding shows that the perceptions of English Study Program Universitas Riau Students on Online Learning as the Impact of COVID-19 are in Agree category. This study recommends that students are expected to join online learning as joining offline learning in order to present the the inline perceptions of each items for the components of online learning. Besides, in order to create successful online learning outcomes in educational settings, the lecturers are expected to incorporate digital technologies and synchronous teaching methods. The finding of this study also recommends the researchers to conduct a research on the students' perceptions on the feedback of assignments and exams.

Key Words: Online Learning; the Impact of COVID-19; Perception

PERSEPSI MAHASISWA PROGRAM STUDI BAHASA INGGRIS UNIVERSITAS RIAU PADA PEMBELAJARAN *ONLINE* SEBAGAI DAMPAK DARI COVID-19

Salfira Hasanah¹, Fadly Azhar², Eliwarti³

salfira.hasanah2938@student.unri.ac.id¹, fadly.azhar@lecturer.unri.ac.id², elieliwarti@gmail.com³

Nomor HP: 0822-8686-2709

Program Studi Pendidikan Bahasa Inggris
Jurusan Pendidikan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa Program Study Bahasa Inggris Universitas Riau pada pembelajaran *online* sebagai dampak dari COVID-19. Metode penelitian ini adalah penelitian kuantitatif deskriptif. Teknik pengambilan sampel untuk menentukan sampel dari penelitian ini adalah *Cluster Random sampling*. Instrumen yang digunakan adalah *questionnaire* yang terdiri dari empat komponent persepsi mahasiswa pada pembelajaran *online*: *Assessment of Educational System Quality from a Perspective (ESQP)*, *Information Quality Perspective (IQP)*, *Ease of Use Perspective (EUP)*, *Usefulness Perspective (UFP)*. Hasil penelitian memperlihatkan bahwa persepsi mahasiswa Program Study Bahasa Inggris Universitas Riau pada pembelajaran *online* sebagai dampak dari COVID-19 adalah pada kategori Setuju. Hasil penelitian ini menunjukkan agar mahasiswa mengikuti perkuliahan dalam jaringan sebagaimana mengikuti perkuliahan di luar jaringan agar persepsinya sejalan. Untuk menciptakan pembelajaran *online* yang berhasil, dosen diharapkan menggabungkan antara penggunaan teknologi digital dan metode pembelajaran *synchronous*. Hasil penelitian ini juga merekomendasikan adanya penelitian tentang persepsi mahasiswa terhadap masukan pada tugas dan ujian.

Kata Kunci: Pembelajaran *Online*; Dampak Covid-19; Persepsi

INTRODUCTION

Online learning is just one type of “distance learning” the term for any learning that takes place across distance, and it is not in a traditional classroom. Online learning is education that takes place over the Internet (Stern, 2018). It is often referred to as “e-learning” among other terms. Inadequate situations might affect the process of learning. The gap in Indonesia's online learning programs in terms of inability to use the Internet equally, differences in teacher qualifications and education quality, and lack of ICT skills.

Starting from the beginning of March 2020 since the Covid-19 case was first officially confirmed by the government which was then followed by various policies such as social and physical distancing, Large-Scale Social Restrictions or in Indonesian is *Pembatasan Sosial Berskala Besar* (PSBB) to a new normal life to prevent the spreading of the Corona virus widely. The number of cases considered to have drastically increased which had significant impact on all sectors ranging from health, economy, education, social affairs, and tourism to community worship activities. According to the absence of students in the classroom due to the national policy of learning from home for corona virus reasons indeed it needs special studies to ascertain whether schools can also be a place to spread viruses such as normal cases of spread in a crowd outside (Darmawan et al., 2020; Wargadinata et al., 2020). There should have been more research investigating such problems during school closure to understand how the virus spreads in the school environment. In other words, it is not enough to take in common thoughts how the transmission of the virus among adults (Sintema, 2020; Basilaia and Kvavadze, 2020).

In other words, the practice of education in a network (online) or online system-based is an attempt by the government to continue to carry out educational activities in the midst of the Covid-19 pandemic, which has the same meaning as the above statement, namely education must run in any circumstances. Educational activities during covid-19 implemented through online learning. One of the models is synchronous learning. Synchronous learning refers to a learning event in which a group of students are engaging in learning at the same time. Before learning technology allowed for synchronous learning environments, most online education took place through asynchronous learning methods. By using this model, educational activities were helpfully then the learning process can be run well even though on distance place.

Online learning is still practiced in higher education at the post COVID-19. To the context of this study, it is about online learning done at English Study Program Universitas Riau done online learning as the impact of using online learning in the context of COVID-19. As experienced by students' batch 2017, 2018, 2019 including me in which we just had offline learning before COVID-19. However, at the post pandemic, lecturers eventually teach online for some contextual reasons.

Based on the informal conversation with students supposed as a primary study of this research, the research got the information that they still experience online learning. It deals with the context of learning teaching of each courses. It may refer to the schedule of the courses meet holliday. It is probably because of the students' activity or lecturers couldn't make the courses in the meantime of the schedule for some reasons. Dealing with that context, the lecturers replace the meeting by having the class using online learning through various platform; Google Meet & Google Classroom as well as zoom. In order to communicate before and after the class, whats app is also used.

Studies show about the students' perception online learning post COVID-19. One of was a study conducted by Giday and Perumal (2024) which focused on

evaluating postgraduate students' and Ph.D. scholars' perceptions of online learning platforms. However, there are many programs at the lower level comparing with Giday and Perumal's as undergraduate level. The researcher focused on undergraduate level as the participants of this study who are English Study Program University of Riau students.

The relevant theories relating to this study are online learning, online learning in COVID-19, online learning at post COVID-19, and perception. Dabbagh and Ritland (2005: 15) define that online learning is an open and broad learning system using pedagogical tools (educational aids), which is made possible through the internet and network-based technology to facilitate the formation of learning processes and knowledge through meaning. It means that online learning can be accessed through internet by using various platform. The components of online learning are flexibility, conducive learning environment, motivation, and engaging resources (Rawashdeh et al., 2021 and Pather et al., 2023).

Discussing about online learning is classified into online learning in COVID-19 and online learning at post COVID-19. Online learning in COVID-19 was conducted for continuing education at the unprecedented global pandemic, despite the challenges posed to both educators and the learners. E-learning tools have played a crucial role during this pandemic, helping schools and universities facilitate student learning during the closure of universities and schools (Subedi et al., 2020). The learners with a fixed mindset find it difficult to adapt and adjust, whereas the learners with a growth mindset quickly adapt to a new learning environment. There is no one size fits-all pedagogy for online learning. There are a variety of subjects with varying needs. Different subjects and age groups require different approaches to online learning (Doucet et al., 2020). The use of suitable and relevant pedagogy for online education may depend on the expertise and exposure to information and communications technology (ICT) for both educators and the learners.

The COVID-19 pandemic affected on a focus on reforming teaching and learning process from offline to online learning post COVID-19. Teachers and lecturers as well as students tried to be adapted in this condition, including to the context of teaching and learning process of English Department students University of Riau. Many researches conducted research on the topic why students still want to continue study via an online platform and model and how the students describe their experience of a foreign language course via an online platform and model. Studies about were designed online learning post COVID-19 as studies conducted by Mohamed et al (2023), Zhang, Y. and Chen, X. (2023), Giday and Perumal (2024).

The context of online learning post COVID-19 in this study was based on the students' perception. It is also needed to discuss about perception. Perception is defined from two points of view. Qiong (2017) points out that in terminologically, perception is defined a way to see, to reflect, and imagine about it. Meanwhile, he also states that in cognitive science and psychology, perception is defined as the process of being aware of or considering physical information. Huizhou (2017) classifies the perception process into three stages which are selection, organization, and interpretation. Individual perception indicates personality differences, attitudes differences, and motivational differences as differences in one's perception (Lindawati et al 2022). Aini et al (2022) discuss the students' perceptions in terms of their justification on their own opinion. It shows that perception is reaction elicited when an impression is perceived from making connection with other materials in consciousness. It indicates that the students'

perception is based on past experiences, present experiences, personality and motivation. This process is to show how a student as a person perceives events.

Different students may have different different perception about online learning at the at post Covid-19 pandemic. Therefore, the researcher intends to explore the impact of Covid-19 pandemic on using online learning at post Covid-19 pandemic. Therefore, this research will answer a question: How are the perceptions of English Study Program Universitas Riau students on online learning as the impact of COVID-19?.

METHODOLOGY

The population of the research is the sixth semester students of English Study Program FKIP Universitas Riau in Even Semester Academic Year 2023/2024. The total number of the population are 116 students. The population of the research is semester the sixth semester students of English Study Program FKIP Universitas Riau in Even Semester Academic Year 2023/2024. The total number of the population are 116 students. The the sixth semester students of English Study Program FKIP Universitas Riau Semester Academic Year 2023/2024 were chosen because they experience online learning in both contexts of online learning. They experienced online learning during COVID 19. They also experienced online learning at post COVID-19 as their experience learning in Semester 6. To the context of this study, the researcher chose cluster random sampling technique. Sugiyono (2023) defines that cluster random sampling technique is a technique choosing the sample randomly based on the place of population. The sample chosen randomly was Class 6 B.

The appropriate instrument of this study is questionnaire. The number of components is adapted from Giday & Perumal (2024). The components are classified into Assessment of Educational System Quality from a Perspective (ESQP), Information Quality Perspective (IQP), Ease of Use Perspective (EUP), and Usefulness Perspective (UFP). The total items of questionnaire on students' perception on online learning consist of 20 statements. The questionnaire was validated by conducting try out in order to find out the research questionnaire is valid. The results of try out shows that the validity test of the item of online learning was stated valid as a measuring tool for research variables because all statement items were > 0.444 . The result of the reliability the Cronbach's Alpha of the Online Learning is > 0.60 indicating that the variable was as reliable as a variable measuring tool. Then, the data was analyzed using SPSS (Statistical Packages for Social Sciences) Version 25. The total score and mean were calculated to categorize the the result.

FINDINGS AND DISCUSSION

The results of this research is to present the answer of the research question of this study. The answer of the research question is based on the students' response on four components of online learning.

The Students' Perceptions and their Category

Table 1. The Students' Perceptions and their Category

No	Percentage (%)	Frequency	Category
1	86 – 100	1	Strongly Agree
2	71 – 85	21	Agree
3	56 – 70	7	Uncertainly
4	41 – 55	0	Disagree
5	0 – 40	0	Strongly Disagree
Total		29	

Table 1 shows that 1 student was at strongly agree category that has a range percentage in between 86 – 100 on student's perception. Then, 21 students were in Agree category that has a range percentage in between 71 – 85. And, there are 7 students were at Uncertainly category that has a range percentage in between 56 – 70. The table also shows that none of the students in Disagree and Strongly Disagree category.

This section discusses the percentage the students' perceptions on online learning as the impact of Covid-19 at English Study Program Universitas Riau. The following table shows the students' perceptions on the percentage of each indicator.

Table 2. The Students' Perceptions for Each Indicator

No	Online Learning	Percentage (%)	Category
1	ESQP	75.17	Agree
2	IQP	78.76	Agree
3	EUP	74.34	Agree
4	UFP	70.90	Uncertainly

The result of analysis shows the percentage of the indicator of students' perceptions on online learning in this study. The first indicator, *Assessment of Educational System Quality from a Perspective (ESQP)* is categorized Agree (75.17 %). The second indicator, *Information Quality Perspective (IQP)* is categorized (78.76 %). The third, *Ease of Use Perspective (EUP)* is categorized (74.34 %). Usefulness Perspective (UFP) is categorized Uncertainly (70.90 %).

Students' Perceptions on Assessment of Educational System Quality from a Perspective (ESQP)

Table 3. The Students' Perceptions on Educational System Quality from a Perspective (ESQP)

Item	Statement	Percentage (%)	Category
1	I actively participate in online class discussions.	68.28	Uncertainly
2	I engage during virtual lessons.	76.55	Agree
3	I find most helpful for staying engaged in online class.	70.34	Uncertainly
4	I complete assignments on or before deadlines.	87.59	Strongly Agree
5	I devote to course-related activities in hours.	73.10	Agree

Table 3 shows that the students responded uncertainly about actively participate in online class discussions (68.28) and helpful for staying engaged in online class (70.34%). However, they responded that they engaged during virtual lessons (76,55 %) and devote to course-related activities in hours (73.10 %). The result of analysis on the component for *the assessment of educational system Quality from a perspective (ESQP)* shows the students' response on this component is the highest (87.59 %).

The Students' Perceptions on Information Quality Perspective (IQP)

Table 4. The Students' Perceptions on Information Quality Perspective (IQP)

Item	Statement	Percentage (%)	Category
1	The course materials are presented in a way that aids my understanding.	75.86	Agree
2	I find the teaching materials to the course objectives.	73.10	Agree
3	Supplementary materials are like articles and videos, helpful for grasping concepts.	92.41	Strongly Agree
4	I feel the course workload is appropriate for the credit hours.	75.17	Agree
5	The course syllabus is clear and easily accessible.	77.24	Agree

Table 4 shows that the students responded that they Agree about how the course materials was presented, the teaching materials to the course objectives, the course workload, course syllabus, and supplementary materials. They responded about: the course materials presented in a way that aids their understanding (75.86%), the teaching materials to the course objectives (73.10%), the appropriate course workload for the credit hours (75.17 %), clear course syllabus (77.24 %) and kinds of supplementary materials like articles and videos (92.41 %). The table also shows that the students' perceptions are only in Agree and Strongly Agree Category. The highest category is on Supplementary Materials are like articles and videos.

The Students' Perceptions on Ease of Use Perspective (EUP)

Table 5. The Students' Perceptions on Ease of Use Perspective (EUP)

Item	Statement	Percentage (%)	Category
1	I encounter any technical issues, like poor internet connectivity, during online classes.	74.48	Agree
2	Technical issues are resolved by myself.	82.07	Agree
3	The learning platforms have intuitive and easy-to-navigate features.	84.83	Agree
4	I face difficulties accessing or submitting assignments.	54.48	Disagree
5	I think the platform's security features are adequate.	75.86	Agree

Table 5 shows about the students' perception on Ease of Use Perspective (EUP) of online learning. The items for this components are technical issues during online classes, solving technical issues, intuitive platform, learning platform, difficulties accessing. The students responded the items Agree and Disagree Category. They responded about: encountered any technical issues (74.48 %) own solving technical issues (82.07 %), intuitive and easy-to-navigate features of the learning platform (84, 83 %), difficulties accessing or submitting assignments (54.48 %) the adequate platform's security features (75.86 %). The table also shows that the students' perceptions are in Agree Category (4) and 4 Disagree Category.

The Students' Perceptions on Usefulness Perspective (UFP)

Table 6. The Students' Perceptions on Usefulness Perspective (UFP)

Item	Statement	Percentage (%)	Category
1	I am satisfied with the overall distance learning experience.	75.17	Agree
2	I think distance learning has impacted my grades positively.	73.10	Agree
3	I recommend this distance learning programme to others.	64.83	Uncertainly
4	I feel I receive constructive feedback on my assignments and exams.	66.21	Uncertainly
5	I prefer all assessment methods (multiple-choice, essays, projects) in a distance learning setting.	75.17	Agree

Table 6 shows about the students' perception on Assessment of Usefulness Perspective (UFP) of online learning. The items for this components are overall distance learning experience, impacted on grades, recommending online learning programme, feedback on assignments and exams, assessment methods. The students responded for the items in Agree Category (3) and Uncertainly Category (2). They responded about: satisfaction on the overall distance learning experience (75.17 %), receiving constructive feedback on my assignments and exams (66.21 %), recommending distance learning programme to others (64.83 %), difficulties accessing or submitting assignments (54.48 %) preferring all assessment methods like multiple-choice, essays, projects (75.17 %).

Discussion

Several conclusions can be drawn in order to discuss the finding in this section based on the result of analysis of each component of these classifications. The study shows that the students understand that online learning is as the process for teaching and learning using different platform. The discussion about online learning in this study refers the components of online learning as the indicators applied in this research. The first component of the perceptions on online learning is *the Assessment of Educational System Quality from a Perspective (ESQP)*. It shows that the students responded uncertainly about actively participated and helpful for staying engaged in online class. It indicates that the students are not sure about the use of spending time for online learning

eventhough they can engage during virtual lessons and devote to course-related activities in hours. It shows that the students play their role as students in engaging with online class and spending time for course-activities. Their uncertain perception on being actively participated and helpful for staying engaged in online class do not influence their engagement and involving in the course activities. They can *complete* assignments on or before deadlines. How the students agree about online learning can refer to the students' response on completing assignment.

The students' response on *the Assessment of Educational System Quality from a Perspective (ESQP)* is in line with Zhang and Chen (2023) in *Students' Perceptions of Online Learning in the Post-COVID Era: A Focused Case from the Universities of Applied Sciences in China*. The finding of their study shows that organisational and didactic design of online learning is correlated with the acceptance and usage behaviour of online learning. They also emphasize that online learning would not only be a supplement to face-to-face teaching and learning but also be equally important. It relates to the students' response on this present study in which the response in this component is in Agree category. It seems that the students also understand the importance of online learning. Relating to Zhang and Chen (2023) about the acceptance and usage behaviour of online learning. This present study also shows about the students' perception on the acceptance and usage behaviour of online learning. Eventhough on average, the students agree about online learning. it is needed to be considered about using online learning platform.

The consideration about using online learning platform is based on the students' response on this first component in Uncertainly category. It is found in items: *I actively participate in online class discussions* and *I find most helpful for staying engaged in online class*. If it is considered, online learning will be meaningful for the students. It is going to match to what Zhang and Chen (2023) means about organisational and didactic design of online learning. These are needed to be considered because it is correlated with the acceptance and usage behaviour of online learning

The second component *The Students' Perceptions on Information Quality Perspective (IQP)* is about course materials. The students responded that they agree about how the course materials presented, the teaching materials to the course objectives, the course workload, course syllabus, and supplementary materials. This component shows that the students' perceptions on course materials have relationship among the items. The relationship is in terms of course syllabus to course objectives, course objectives to course presented, and course presented to course workload. Meanwhile, supplementary materials is the item that support the preceding items. Therefore, the categories of the students' perception are similar indicating that the responses are really based on their perceptions.

The students' response on this second component shows that students have shown their perception on *Information Quality Perspective (IQP)*. It means that they can perceive the items constructed about course materials. This finding is inline with Rawashdeh et al (2021) and Pather et al (2023). They point out that one of the essential components of online learning is course materials, specifically, engaging resources. They explain that available resources attract the students' interest to be engaged meaningfully in online learning. The students may have access to course content and materials. It seems that it may impact on the students' learning outcomes especially to English Study Program Universitas Riau as EFL learners. They are students learning in developing countries as Pather et al (2023) means.

The third component *The The Students' Perceptions on Ease of Use Perspective (EUP)* is about technical issue of online learning. The items for this components are technical issues during online classes, solving technical issues, intuitive platform, learning platform, difficulties accessing. The students responded 4 Agree and 1 Disagree. The result of analysis for this component indicates that there is connection among items. The relationship is in terms of technical issues, own solving technical issues, intuitive and easy-to-navigate features of the learning platform, difficulties accessing or submitting assignments, the adequate platform's security features.

The finding shows that the students may have problem but they solve the problem by themselves. Then, they do not have difficulties accessing or submitting assignments difficulties. It shows that they have been familiar on the use of technology for online learning. The finding on the second shows how important the inclusion of technology in online learning. It should be considered because it is as obstacles in the implementation of online learning that Effendi (2005) means. Effendi also points out that the students are not only provided with technology but they should be competence in using the technology.

This finding is in line with Abidah et al (2020) and Mohamed et al (2023). Abidah et al (2020) in *The Students Learning from Home Experience during Covid-19 School Closures Policy in Indonesia*. The findings of this study confirm the readiness and motivation of teachers to advance their knowledge and skills, as well as to contribute with the aim of advancing the quality of education. It is as opportunities to advance the quality of online learning, the support of teachers for education. Meanwhile, Mohamed et al (2023) in *Lived Experience: Students' Perceptions of English Language Online Learning Post COVID-19* shows the inclusion of technology in online learning. They found that successful online learning outcomes in educational settings require the incorporation of digital technologies and synchronous teaching methods. The study recommends further research to determine the effectiveness of online learning across disciplines and diverse student populations. The similarities between this study and this present study is in terms of topic, research design, and instrument. However, it is different in terms of the scope of the participants. The students' perception in this indicator shows that the students have been in the context as Mohamed et al (2023) mean.

The fourth component *Usefulness Perspective (UFP)* is about the use of online learning. The students responded that they were satisfied with the overall distance learning experience. They also responded that distance learning has impacted their grades positively. Besides, they show their perception in responding that they prefer all assessment methods: multiple-choice, essays, projects in online learning setting. The result of each item in this component shows the relationship between this component. It is found in the items: *satisfaction on the overall distance learning experience* and *preferring all assessment methods like multiple-choice, essays, projects*. These two items have the same percentage as well as the same topic which is learning experience. This relationship reflects on their perception about accessing or submitting assignments. They also responded about accessing or submitting assignments without difficulties. However, this perception is contrast to recommend online learning program to others and constructive feedback on assignments and exams. These items are contrast to the previous items of this component. They show their perception that they are satisfied with the overall distance learning experience and impacted their grades positively. It indicates contrast because satisfaction relates to recommendation. If the students were

satisfied to program, they would recommend others. Besides, the impact on grade positively is also as the indication of satisfaction.

The items about *constructive feedback on assignments and exams* indicates the students' expectation for the process of learning from the feedback. This context may affect on their perception to the recommendation to others. In order to have meaningful online learning, this item needs to be noted. It is important to be considered in order to enhance the quality and usability of online learning platforms and promoting engagement to improve educational outcomes in online settings as suggested by Giday and Perumal (2024) in *Students' Perception of Attending Online Learning Sessions Post-Pandemic*. The finding of their study underscores the importance of enhancing the quality and usability of online learning platforms and promoting engagement to improve educational outcomes in online settings.

The participants of this present study has shown their perception about online learning indicating individual expression about what they want to mention Aini et al (2022) point out that perception is reaction elicited when an impression is perceived from making connection with other materials in consciousness. It depends on some background information that will trigger a reaction. It shows that the students' perception is based on past experiences, present experiences, personality and motivation. To the context of this present study, the participants show their perceptions based on their experience on oline learning in the past during COVID-19 and the present experience at the post of COVID-19. They also show their personality through their perception and motivation based on their experiences. An in-depth understanding of the life experiences, perceptions, and motivation of students might be obtained (Putra et al, 2020). This process is to show how a student as a person perceives events.

As discussed earlier about the percentage and category, the students agree about online learning. Especially, in the discussion about the percentage of each category, the students are satisfied with the overall online learning experience. They repoded that online learning has impacted grades positively. Besides, they responded that they prefer all assessment methods (multiple-choice, essays, projects) in a distance learning setting. However, they doubt about the usefulness of the program in terms of recommending others about the program. The result of the analysis shows that one of the possible reasons is that they are not sure that they receive constructive feedback on assignments and exams. How the students show their perceptions in this study indicate what Putra et al, (2020) and Aini et al (2022) mean about students' perception.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The finding of this study is that the perceptions of English Study Program Universitas Riau students on online learning as the impact of COVID-19 is in Degree Category. The result of the analysis shows that 3,45 % Strongly Agree, 72,41% Agree, and 24,14 % Uncertainly. Online learning as the impact of Covid-19 is an alternative to be done in replacing offline class at English Study Program Universitas Riau post Covid-19. It might be done if offline can not be conducted as a schedule for reasons. This is due to the fact that the students and lecturers had experienced online learning during Covid-19. The students' perceptions show that the students are satisfied because

of overall experiences, course materials, and assessment method. Besides, the finding of this research shows that the students have responsibility in joining the online learning because they can submit assignment and project ontime. However, positive input can be drawn from this study in order to enhance the quality and usability of online learning platforms and promoting engagement to improve educational outcomes.

Recommendations

Based the findings of this study, this study is useful for students, lecturers, and researchers. Students need to show their satisfaction on online learning for all components of online learning in order to join the class as a real class. Besides, in order to create successful online learning outcomes in educational settings, the lecturers are expected to require incorporate digital technologies and synchronous teaching methods. Finally, the finding of this study recommend the researchers to conduct a research on the students' perceptions on feedback of assignments and exams.

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