



English Students' Perceptions Towards The Implementation Of Online Learning During Covid-19 Pandemic

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ABSTRACT

The aim of this study is to achieve one objective. It is to describe the students' perception toward the implementation of online learning during Covid-19 pandemic. To achieve this objective, a descriptive survey was implemented. It used the theory of descriptive survey. The data collected through a questionnaire and the results were presented in percentage. Furthermore, the subject in this researcher was students in Language Education Study Program in Teacher Training and Education Faculty in Universitas Tanjungpura academic year 2022/2023 of batch 2018 until 2021 regular A and PPAPK which consisted of 322 students. The process of data analysis was started by determining the ideal score and the level of student's perception by percentage formula. As a result, the point of conclusion is concluded. The students' perception of the implementation of online learning during Covid-19 pandemic was positive perception (70%) and it's indicated as a high percentage of positive perception. The positive perception includes the effective class management, infrastructure learning absorption, learning activity and improvement of student's accomplishment.

Keywords: Covid-19 Pandemic, Online Learning, Students' Perception



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1. INTRODUCTION

1.1. Introduction

The Covid-19 pandemic has significantly affected the education sector, forcing institutions worldwide to transition from traditional face-to-face learning to online learning. To curb the spread of the virus, the Indonesian government implemented strict quarantine measures, requiring all educational activities to be conducted remotely. As a result, e-learning became the primary mode of instruction, providing students with access to learning materials anytime and anywhere (Suartama as cited in Mulyani, 2016).

However, this sudden shift posed challenges for students and educators, especially in adapting to a new learning environment that heavily relies on technology. Since many Indonesian students are more accustomed to conventional classroom settings, adjusting to online learning required new approaches to ensure effective engagement and comprehension. The rapid transition also highlighted disparities in access to technological resources, as not all students had equal access to stable internet connections or suitable devices for online learning.

Students' perception plays a crucial role in determining the success of online learning. According to Lorenzi & Riley (2020), students' perceptions significantly influence learning outcomes, sometimes even more than technical aspects. While technology has made education more accessible, challenges such as unstable internet connections, limited resources, and differences in student readiness can hinder the effectiveness of online learning (Vitoria et al., 2018).

Additionally, in language learning, which requires interactive practice in reading, writing, listening, and speaking, online learning may not always provide the same level of engagement as face-to-face instruction (Ozkan & Koesler as cited in Almarabeh, 2014). Teachers are expected to be more innovative to keep students engaged, while students must adapt to independent learning. Without proper instructional design, online learning may fail to meet students' academic needs, particularly in subjects that require practical application.

Given the importance of students' perceptions in evaluating online learning, this study aims to describe English students' perceptions of online learning during the Covid-19 pandemic. Understanding students' attitudes toward this learning method can provide valuable insights into how they adapted to the new learning environment and the factors that influenced their experiences. Although many universities have resumed face-to-face instruction, the integration of online learning features remains essential. Online learning offers flexibility, supports self-paced study, and enhances access to resources beyond the physical classroom. Moreover, hybrid and blended learning models are increasingly recognized as effective strategies to support diverse learning needs and digital competencies in the post-pandemic era (Rasmitadila et al., 2020). Therefore, students' feedback can be used to enhance future online learning approaches and address existing challenges to create a more resilient and inclusive educational system.

Previous research has explored teachers' perspectives on online learning (Wirza & Rahayu, 2020), student satisfaction in different contexts (Demuyakor, 2020), and the feasibility of online learning integration into future curricula (Schlenz et al., 2020). However, there is still a need to focus on students' perspectives, particularly in English language education in Indonesia. By understanding students' experiences and challenges, this research seeks to

provide insights for improving online learning strategies and ensuring a more effective learning process in the post-pandemic era.

1.2. Research questions

The research question in this study is as follows:

How do English education students perceive the effectiveness of online learning as implemented during the Covid-19 pandemic?

1.3. Significance of the study

The significance that can be generated from this research were:

1. This research can be a good input, and source for the teacher who wants to do improvement and evaluate their online classes through an overview of the student's perception, opinion, and suggestion related to the online class.
2. It can be a reference for the other researcher that would like to conduct a similar study or develop an e-learning platform that can be more interesting for English online classes.
3. By conducting this research, the researcher can find out the truth about online learning from a different point of view and as a reference for the researcher when the researcher will create or implement online learning later when becoming a teacher.
4. For our study program, this research can be used as a reference for lecturers and English study program students who will become teachers in the future in making or running online learning optimally based on suggestions given by students so that learning is more targeted and optimal.

2. METHOD

2.1. Research Design

The researcher employed a descriptive survey design, considering it the most appropriate method to explore and describe individuals' perceptions, attitudes, and experiences toward a specific phenomenon. In this study, the focus was on understanding how English education students perceive the effectiveness of online learning as implemented during the COVID-19 pandemic. To guide the research, the question was formulated as: *How do English education students perceive the effectiveness of online learning as implemented during the COVID-19 pandemic?* Participants were selected from the 2018 to 2021 student cohorts using a purposive sampling technique, targeting those who had directly experienced online learning during the pandemic. The study used a cross-sectional approach, collecting data at a single point in time through a questionnaire adapted from relevant sources, which was tested for validity and reliability before distribution.

The data collection process involved distributing the questionnaire through Google Forms, which was shared personally with each participant via the WhatsApp application to ensure accessibility and response. After gathering the data, the researcher conducted a descriptive statistical analysis to examine the response rate and summarize the findings across all questionnaire items. This analysis aimed to identify general trends and patterns in students' perceptions of online learning effectiveness. The research findings were then presented using tables, graphs, and descriptive explanations, providing a clear, organized, and comprehensive overview of the students' perspectives on the online learning experience during the pandemic.

2.2. Samples/Participants

The participants of this research were students in Language Education Study Program in Teacher Training and Education Faculty at Universitas Tanjungpura in the academic year 2022/2023 of class 2018 until 2021 regular A and PPAPK which consisted of 322 students, the description of the total number of students can be seen in the table below:

Table 1. Number of Participants

Class of Student	Number of Students
2018	77
2019	81
2020	71

2021	93
Total of Participant	322

2.3. Instruments

The researcher used a closed-ended questionnaire with 20 items to assess students' perceptions of online learning during the pandemic, covering cognitive, affective, and behavioral responses. A five-point Likert scale (from strongly disagree to strongly agree) was used. Due to stay-at-home guidelines, the questionnaire was distributed online via Google Forms and WhatsApp. Out of 30 initial items, 24 were valid and 6 invalid (items 3, 12, 17, 22, and 26), which were revised for clarity. The reliability test using the Alpha formula showed a coefficient of 0.744, exceeding the r-table value of 0.70, indicating strong reliability.

2.4. Data analysis

The researcher analyzed the collected data using descriptive statistical analysis with SPSS application. The analysis began by determining the ideal score, which was calculated based on the highest possible scores that respondents could achieve on each questionnaire item. This served as a reference point to assess the overall perception levels of the participants. Following this, the researcher measured the students' perceptions of online learning effectiveness by converting the responses into percentage values, allowing for a clearer understanding of general trends. To interpret the results, the researcher referred to a percentage-based classification scale that categorized perception levels into five criteria. These categories helped to describe the extent of students' perceptions in a structured manner. The use of the SPSS application facilitated accurate and efficient data processing, enabling the researcher to present the findings clearly and reliably through organized outputs and interpretation.

Table 2. Criteria for Interpretation Numbers Percentage

Percentage	Criteria
0% – 20%	Very Low
21% – 40%	Low
41% – 60%	Moderate
61% – 80%	High

3.FINDINGS AND DISCUSSION

3.1. Findings

This section presents the research findings in detail, addressing the research question through data collected from questionnaires distributed to four batches of students who experienced online learning. The 2018 and 2019 cohorts experienced both face-to-face and online lectures, while the 2020 and 2021 cohorts primarily experienced online learning before transitioning to conventional lectures. The validity and reliability of the questionnaire were examined using the product-moment correlation method, with a significance level of $\alpha=0.05$, where t_{table} was 0.154 and t_{count} needed to exceed t_{table} for validity. A detailed analysis of students' perceptions is provided, covering five key aspects of online learning implementation: learning completeness, the ability of educators to manage learning, infrastructure, learning activities, and students' achievement. The data is presented in five tables and one figure, followed by explanations of the results below.

Table 3. Learning Completeness

No.	Statements	Score	%
1.	I'm easy to understand the material during E-learning	376	67
2.	The lecturer explained the lecture material well	414	73
3.	I have difficulty explaining the material back to my friends well	348	62
Total		1.138	67%
Maximal Score: $5 \times 113 \times 5 = 1.695$			
Minimal score: $5 \times 113 = 565$			

Based on table 3, it was found that student's perceptions of the implementation of online learning during the covid'19 pandemic were 67%, which means that this aspect was included in the high category, this percentage shows that 67% of respondents showed high enthusiasm in the aspect of learning completeness in the application of online learning, while 33 % does not show high enthusiasm.

Table 4. Educators Ability to Manage Learning

No.	Statements	Score	%
1.	I prefer the learning atmosphere in E-learning classes	396	70
2.	I have textbooks or learning sources from the time the online classes started	355	63
3.	Online lectures are carried out on time and according to the schedule	406	72
4.	Lecturers do not always accompany when learning starts to finish	334	59
5.	Lectures through an E-learning system help me increase my motivation and enthusiasm for learning	380	67
6.	Lecturers give a lot of assignments	465	82
7.	lecturers use various learning methods	400	71
8.	The teaching materials provided during online lectures are well available	433	77
9.	The material submitted online is not following the lecture/RPS contract	272	48
10.	Lecturers provide opportunities to ask questions and discuss during online lectures	492	87
11.	I prefer if the lecturer explains material directly through the Meeting application rather than in the form of material notes, and links.	402	71
Total		4.335	70%
Maximal Score: $5 \times 113 \times 11 = 6.215$			
Minimal Score: $5 \times 113 = 565$			

Based on table 4, it was found that student's perceptions of the implementation of online learning during the covid-19 pandemic were 69%, which means that this aspect was included in the high category, this percentage shows that 69% of respondents showed high enthusiasm in the aspect of the ability of educators during the implementation of online learning, while 31 % does not show high enthusiasm.

Table 5. Infrastructure

No.	Statement	Score	%
1.	I have sufficient tools to participate in E-learning	423	75

2.	E-learning can be accessed easily anywhere	457	81
3.	I'm not having trouble submitting assignments due internet connection	281	50
4.	I am looking for supporting books or other references so that I can better understand the material in E-learning	415	73
Total		1.576	70%
Maximal Score: $5 \times 113 \times 4 = 2.260$			
Minimal Score: $5 \times 113 = 565$			

Based on table 5, it was found that student's perceptions of the implementation of online learning during the covid'19 pandemic were 69%, which means this aspect was included in the high category, this percentage shows that 69% of respondents showed high enthusiasm in the aspect of infrastructure during the implementation of online learning, while 31 % does not show high enthusiasm.

Table 6. Learning Activities

No.	Statement	Score	%
1.	I do assignments independently	461	82
2.	During online lectures, I arrived on time.	482	85
3.	I am more enthusiastic about doing tasks that are carried out online	401	71
4.	Assignments or task is given by web-based more interesting	323	57
5.	I submitted an online assignment past the specified time limit	289	51
6.	I am more active in asking questions in E-learning classes	315	56
7.	I prefer to discuss in E-learning classes	371	66
8.	I have no difficulty expressing opinions in E-learning classes	364	64
Total		3.006	67%
Maximal Score: $5 \times 113 \times 8 = 4.520$			
Minimal Score: $5 \times 113 = 565$			

Based on table 6, it was found that student's perceptions of the implementation of online learning during the covid'19 pandemic were 66%, which means that this aspect was included in the high category, this percentage shows that 66% of respondents showed high enthusiasm

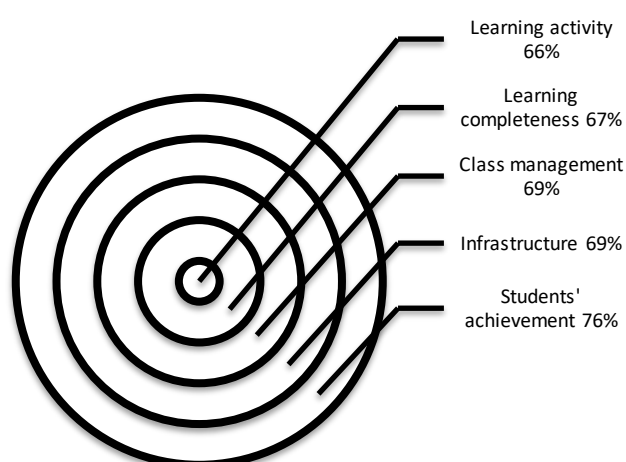
in the aspect of learning activities during the implementation of online learning, while 34 % does not show high enthusiasm.

Table 7. Students' Achievement

No.	Statement	Score	%
1.	My technical skills (email/internet apps) have increased since attending online classes	489	87
2.	E-learning increases curiosity and encourages to explore the material discussion	416	74
3.	I am more comfortable responding to questions by email than orally	382	68
4.	During E-learning, my GPA score increased	428	76
Total		1.715	76%
Maximal Score: $5 \times 113 \times 4 = 2.260$			
Minimal Score: $5 \times 113 = 565$			

Based on table 7, it was found that students' perceptions of the implementation of online learning during the covid'19 pandemic were 75%, which means that this aspect was included in the high category, this percentage shows that 75% of respondents showed high improvement in students' achievement during the implementation of online learning, while 25 % does not show high improvement.

Figure 1. Score for Every Aspects



The researcher concluded that English majors at FKIP Untan had a positive perception (70%) of online learning during the COVID-19 pandemic, classified as high in the perception

category table. Based on Figure 1, students adapted well to online learning, supported by factors such as class management, infrastructure, engagement, and academic performance. These findings suggest the potential for long-term use of online learning. *3.2. Discussion*

The study revealed that English education students at FKIP Universitas Tanjungpura generally had a positive perception (70%) of online learning during the COVID-19 pandemic, as they had experienced both face-to-face and online lectures. The highest-rated aspect was student achievement (76%), indicating that students felt online learning positively impacted their academic performance. This aligns with previous studies (Mandasari, 2020; Ramadan, 2021; Siahaan, 2021) that highlighted online learning's benefits in motivation, understanding, and overall academic effectiveness.

Other contributing factors to the positive perception included learning completeness, infrastructure, and learning activity. Students found online learning easy to follow and materials easy to understand. They also appreciated the flexibility and accessibility it offered, supported by adequate equipment and internet access (Elyas, 2018). Additionally, many students reported becoming more independent and disciplined, as reflected in timely assignment submissions, which supports Kusuma (2020) findings on improved student autonomy.

However, the study also noted some negative perceptions. Some students felt overwhelmed by the volume of assignments, consistent with Maqbulin (2021) and Cahyawati & Gunarto (2021), who reported increased workloads during online learning. Students also preferred direct delivery of material rather than passive content sharing, emphasizing the need for interactive sessions. This supports Sun et al. (2022) who found that educator-student interaction enhances learning outcomes. Lastly, issues like internet connectivity and limited engagement were also reported, echoing Adnan (2020) findings on common online learning challenges.

In conclusion, students generally had a positive view of online learning. Many appreciated the flexibility it provided in managing their time and accessing materials. Academic achievement was also perceived to improve through online platforms. However, some aspects of the learning process still need to be enhanced. Instructional design should be more engaging and tailored to diverse learning needs. Interaction between students and educators must be strengthened to maintain active participation. Managing workload more effectively is also important to prevent student burnout and ensure a balanced learning experience.

4. CONCLUSIONS

4.1. Conclusion

Based on the data, English Education students at FKIP Tanjungpura University showed a high level of perception (70%) toward online learning during the COVID-19 pandemic, with key contributing aspects including learning completeness (67%), teacher management (69%), infrastructure (69%), learning activities (66%), and student achievement (75%). Students generally accepted online learning due to its accessibility and expressed positive perceptions such as improved understanding of material, adequate infrastructure, increased discipline, and self-reliance. However, some negative perceptions were also reported, including issues with internet connectivity, a heavy assignment load, and limited interaction between lecturers and students.

4.2. Suggestions

After doing the research and gaining data result, the researcher provided several suggestions. For students of the English language education study program FKIP Tanjungpura University, to maintain and even improve their abilities both in terms of understanding, digital skills, discipline in participating in online or face-to-face learning. Therefore, for researchers who want to conduct similar research, it would be better to explore more about the topic in question, with a larger number of participants in order to complete and maximize it.

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