

A Survey on Teachers' Perception of Online Learning in the Covid-19 Pandemic

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Abstract

Since the Covid-19 pandemic online learning has become a technological breakthrough to cope with the learning problems in education. However, the rapidness of the changes in the technology demands teachers to be always updated and adaptive to the development of the new technology. This survey study deals with teachers' perception of online learning in the Covid-19 pandemic. The perception was seen from three aspects, namely the usefulness, the ease of use, and the attitude toward online learning on English subject. The study employed a descriptive design with qualitative approaches. The samples involved 60 Junior high school English teachers in Kebumen. Questionnaires and interviews were used in order to get data needed from the subjects. The study found that the teachers had a positive perception toward the online learning they had executed in terms of both the usefulness and ease of use. However, more than half of them disagree for the online learning on being effectively used. In relation to the attitude, it was found that the teachers responded positively toward applying new technologies in their online teaching.

Keywords: Online learning, teacher, perception, Pandemic

INTRODUCTION

The Corona virus illness case, also known as Covid-19, has spread globally since the beginning trimester of 2020. This pandemic has brought huge impacts in almost every aspect of life, including the world of education. One of the effects that has influenced the human life badly is the massive close down of schools throughout the world. UNESCO (2020) reported that more than 1.5 billion school age children in 188 countries were unable to attend school because of the pandemic. This similar circumstance also happened to those of 60 million Indonesian school children. Due to this, the government of Indonesia has to fight and make a great effort to address the issue.

Through The Ministry of Education and Culture, the government of Indonesia responded to the problematic situation of the world by releasing an educational policy. The policy was mentioned in the Circular Letter of Ministry Number 4, 2020 explaining that during the Covid-19 pandemic, teaching and learning should be done from home by an online learning instead of conventional physically class meeting. This physical segregation was attempted to reduce fatality due to the spread out of the Corona virus disease. As a consequence, teachers had to be adaptive to the transition of the shifted teaching strategies from an offline meeting classes to the online ones.

Online learning, according to Carliner (2004), is the use of technology to get access to learning activities. Another perspective, Anderson (2008) explains that online learning is a subset distance learning that has always been focused on granting access to learning

environment that is, at the very least, more flexible in terms of time and location than campus-based learning. In the pandemic, online learning is defined as teaching and studying from home by utilizing technology rather of going to a physical classroom. The technology can be utilized on devices like laptops, tablets, i-pads, or even smartphones. There are some online learning platforms now available to support this combined technology like google classroom, whatsapp, quipper, and so on.

In relation to beneficial backwashes of an online learning, Anderson (2008) lists the following benefits teachers may have: When students have access to online resources, it is simpler for instructors to point them in the direction of the most relevant information based on their needs. Online learning systems can be used to determine students' needs. Tutoring can be done at anytime, anywhere. Online materials can be updated, and students can immediately see the changes. Marc (2007) points out the following benefits of online learning in his book review on e-learning strategies: Flexible in terms of time and location, offering discussion forums as a means of fostering relationships between students, assisting in the removal of potential participation barriers such as the fear of speaking to other students, encouraging students to interact with one another, cost-effective, taking into account the individual differences of each student, and allowing each student the freedom to learn at his or her own pace, whether slow or quick. In addition, Westberry (2009) outlines some advantages of online learning, including facilitating learner reflection and information processing, leveling the playing field for participants, and enabling greater student cognition levels.

A part from the positive sides of an online learning, Almosa (2002) lists the following drawbacks of the learning: Although the students may have excellent academic skills, they may not have the necessary abilities to impart their knowledge to others, making the traditional method of learning less effective. It is also difficult to control or regulate sinful activities like lying or cheating on assessments, which leads to the learners becoming contemplative, distant, and lacking in interaction or relation. According to Nambiar (2020) and Orhan & Beyhan (2020), the interaction between teachers and students is one of the key factors in determining how satisfied they are with online courses. The pleasure of teachers was significantly influenced by students' engagement. Due to the full communication and interaction, formal education was more successful for teachers than online education.

In their article from 2020's Journal of Distance Education, Aras Bozkur et al. A global outlook to the interruption of education due to Covid 19 Pandemic mentions that online learning during a pandemic is more akin to emergency remote education than to planned strategies like distance learning, online learning, or other variations. This study offers a worldwide perspective and picture. However, despite the Covid-19 pandemic, a lot of nations continue to educate and learn thanks to technological readiness, which essentially influences the success of online learning throughout all of the world's countries. In the meantime, in Indonesian contexts, Rasmitadila et al. (2020) provides a thorough explanation of Indonesia's technological readiness for education during the Covid-19. It should be in keeping with the national humanist curriculum and have backing and cooperation from all parties involved, including the government, schools, teachers, parents,

and the community. A suitable teaching approach is required given the readiness of technology.

At last, in their study of three teaching strategies used by Indonesian teachers, Lestiyawati & Widyanoro (2020) identifies three approaches: utilizing solely online chat, using video conferences, and integrating both online chat and video conferences in the online teaching and learning process. Additionally, they discover certain challenges with e-learning, including a lack of technical expertise, inadequate facilities and infrastructure (2020), ineffective teacher strategies, and financial issues. According to Ramij & Sultana, in a pandemic era in Bangladesh, the lack of technological infrastructure, the high cost of internet access, and the family financial crises also serve as impediments for the teachers during online learning. Another study, Giovannella (2020) on the Italian educational system to understand how the teachers view and interact with online learning discovers that teachers thought highly of using technology. To get ready for upcoming educational activities, teachers need professional development in digital skills. As a result, schools ought to provide them with the hardware and software they need to be willing to employ online teaching tools.

In Kebumen, Indonesia, for junior high school teachers, online learning has been applied as a relatively new method of instruction. To create a successful online learning environment, it is therefore essential to understand the advantages and implementation challenges of teachers' perspectives of online learning. Therefore, the purpose of this study is to ascertain how teachers feel about online English language instruction.

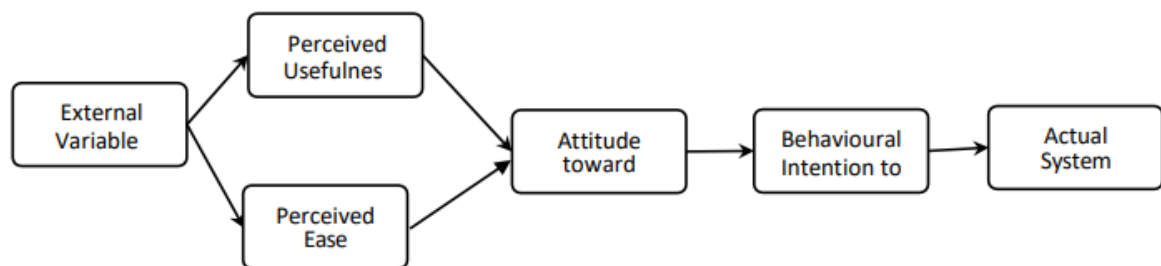


Figure 1 TAM Modified Technology Acceptance (Davis *at et.*, 1989)

Davis et al. created the TAM, or Technology Acceptance Model (Figure 1). (1989). Perceived utility and perceived ease of use are the two key factors that TAM proposes as precursors to individual technology acceptance. Davis et al. (1989) defined perceived usefulness as the degree to which a person believes that utilizing a certain system will improve their performance. It refers to a person's perception of the technology's utility for their needs. While Davis claims that perceived ease-of-use refers to how much a person thinks utilizing a certain technology would be effortless (Davis et al., 1989). The dependent variable is system utilization, while the independent variables are perceived utility and ease of use. Simply to say when technology is simple to use, one can overcome obstacles. However, when technology is difficult to use and sophisticated, people won't be happy. The attitude toward using the system is determined by perceived usefulness and perceived ease of use. With reference to the study background, the researcher employed the

TAM model as the framework. Participants have a favorable opinion of online learning if they believe it is practical and simple to use.

METHOD

This research belongs to survey research designs. According to Cresswell (2012), a survey research design is a procedure in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. In this procedure, survey researchers collect quantitative, numbered data using questionnaires (e.g., mailed questionnaires) or interviews (e.g., one-on-one interviews) and statistically analyze the data to describe trends about responses to questions and to test research questions or hypotheses. This study looked into how 60 teachers in Kebumen felt about using an online learning platform to teach English. The survey was done in March 2022.

Samples have used one or more platforms to implement instruction online. This online instruction has been implemented for more than two years since the Covid-19 outbreak in 2020. Table 1 shows the demographics of the participants, including their age, gender, educational background, teaching experience, and chosen platform.

Table 1 Demographic Statistics of Participants

Variable	Percentage	Participants
Gender	37% male	60
	63% female	
Age	25% 20-30 years old	60
	40% 31-40 years old	
	20% 41-50 years old	
	15% 51 or above years old	
Education level	90% S1 degree	60
	10% S2 degree	
Teaching experience	30% 0-5 years of experience	60
	50% 6-10 years of experience	
	20% 10 or above years of experience	
Teaching platform	30% Google classroom	60
	5% Edmodo	
	20% Zoom cloud meeting	
	40% Whatsapp group	
	5% Others	

Based on table 1, in terms of gender it is observable that from 60 samples female is higher in number than male. To see from their age, most of the samples come from the age of 31-40 years old. They dominate 40% of the research. In relation to their education level, 90% samples hold S1 degree certificate. From the teaching experience view point, it is described that 50% of the samples has taught English for 6-10 years. They apply some teaching platforms including google classroom, edmodo, zoom cloud meeting, whatsapp group, and others. Table 1 shows that google classroom is dominant in use.

To collect the data, the researcher distributed questionnaires and did interview. According to Brown (2001), questionnaires are any written materials that ask users to respond to a series of questions or assertions by writing up their replies or choosing from preexisting options answers. The purpose of a questionnaire is to gather information on the backgrounds, actions, attitudes, or opinions of many people. The researcher used close-ended questionnaires by Google form. There are 12 questions in the questionnaire, covering topics including usefulness, ease of use, and teachers' behavioral intentions toward online learning. The questionnaires were modified based on Anderson (2008) and Ramirez et al (2015). The five items on the Likert Scale were used to see the statements of agreement from the participants: Strongly disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly agree (SA). In the analysis, the researcher classified the teachers' perceptions into five categories: very strong (80 percent to 100 percent), strong (60 percent to 79 percent), enough (40 percent to 59 percent), weak (20 percent to 39 percent), and very weak (0-19 percent). Positive central tendency is defined as the range of 40 percent to 100 percent, whereas negative central tendency is defined as the range of 40 percent to under 40 percent. To support data gained from the questionnaire, a semi structured interview was used.

To sum up, a number of processes were taken in the data analysis process, including scoring the questionnaire, calculating the percentage, determining the central tendency (CT), interpreting the results, and drawing a conclusion. In the meantime, the transcripts of the interview data were completed. The transcriptions were then translated from Indonesian to English. The results of the questionnaire were then supported by key information from the interview.

FINDINGS AND DISCUSSION

Three areas of teacher perceptions were looked into: perceived usefulness, perceived ease of use, and attitude toward online learning. The degree to which a person thinks employing a given technology would improve their ability to accomplish their work is known as perceived usefulness. It refers to a person's perception of the usefulness of that online system in relation to their goals (Davis et al., 1989). According to Table 2, the average central tendency for perceived usefulness is 71.3%, which is considered a strong view. Statement 2 has the biggest percentage of the total (86.7 percent). There are 30 teachers stating agree while other 25 stating strongly agree that online learning offers challenging teaching experience for teachers. According to Fry (2001), technology-based e-learning improves how well the internet and other essential technologies are used to create learning.

Table 2 The Central Tendency of Perceived Usefulness Items

No	Items	SD	D	N	A	SA	The Number of Participants	CT %	Interpretation
		(1)	(2)	(3)	(4)	(5)			
1	Online learning provides effective learning	5	18	15	22	0	60	58	Enough
2	Online learning offers challenging teaching experience	0	0	5	30	25	60	86,7	Very strong
3	Online learning offers communicative interaction	6	14	22	18	0	60	57.3	Enough
4	Online learning improves teaching performance	0	0	2	46	12	60	83.3	Very strong
							Average	71.3	Strong

The first item as well as the third one was categorized as having enough perception. The majority of participants did not concur that teaching is effective when done online. This happens for many reasons, including a lack of effective communication and interaction. According to Thomson (2010), one of the key components of an effective online course is communication. In addition, Savenye (2005), engagement and communication are essential components of successful online learning, improved student satisfaction, and motivation. The relationship between the learner and the teacher, the learner and other learners, and the learner and the curriculum are the three main aspects where business might happen. Online learning would be far less effective if the interaction and communication between students and teachers couldn't function smoothly. Based on the interview, participant 1 said:

“Online education is ineffective, in my opinion. The students appear inactive when learning online and some of them lack motivation. The students solely take the content and tasks while using Google Classroom online; there is no discussion. Actually, I always give everyone a chance to ask me questions regarding the content or anything else, but the forum is never active.”

Another participant, the second participant said that because of the lack preparation from the teachers, online learning is ineffective. The pandemic struck quickly and altered educational system in general. The teachers became perplexed about how to instruct. They had a lot of issues to deal with. They had trouble creating engaging content, articulating it, assessing it, providing feedback, and getting the students to enjoy the class. What more, the students when learning online also have to deal with problems like a lack of infrastructure and inadequate allocations of internet access. Therefore, learning became less effective. Suggesting for improving online education, she claimed that the government, schools, teachers, and parents should cooperate to succeed online learning. Parents' responsibilities include more than just enabling online technology; they also need to mentor their children's learning and keep an eye on them while they're at home.

For item number 2 whether online learning offers teachers challenging teaching experience, the teachers' perception was clearly described as very strong. Based on the interview results with participant 2, it was mentioned that online learning had changed a lot the way teachers handled their classes. According to the participant, now a teacher has to adapt and learn a lot of technology for teaching which is appropriate and well accepted by students. The challenge for teachers is that how creative they are in facilitating students with interesting materials to cope with problem of less communicative atmosphere. This is in line with what Rosalina (2020) concluded in her research that there are areas of the teachers' challenges toward online teaching in the Covid-19 pandemic era like the supporting facilities and the learning process to create communicative atmosphere.

The fourth point telling if the online learning has improved the teachers' teaching performance, it is indicated that the teachers could improve their performance. The teachers' perception was proven very strong. The implementation of online learning made it impossible for the teachers to disengage from information and communication technology (ICT). Their situation compels them to learn a lot about ICT. This is in line with the participant 3 who said:

“Yes, I think so, online learning system makes my performance improves. When responding to a pandemic, teachers like me suddenly have to be smart, dig up a lot of media, in a short time we have to do online learning, at first we only use the closest application, that is Whatsapp. Using Whatsapp is already a daily routine, so students are also easy to use, you don't have to study anymore. Alhamdulillah, after that there were many webinars about online learning, so we learned much about online learning like platforms use, how to create an interesting material, how to make the students engage in our online learning....But even after implementing those efforts, the students still less in motivation. Some of them are not excited in learning online.”

Perceived ease-of-use, according to Davis et al. (1989), is the degree to which a person thinks utilizing a specific technology would be effortless. The design in this context refers to the software used for online education. Software and hardware are both part of technology. The equipment used, includes smartphones, laptops, iPads, etc. The software

also features a learning platform and learning application. Enhancements in usability may help to impact intentions and provide favorable perception and attitude.

Table 3 The Central Tendency of Perceived Ease of Use Items

No	Items	SD	D	N	A	SA	The Number of Participants	CT %	Interpretation
		(1)	(2)	(3)	(4)	(5)			
1	Online learning is practical to operate	0	3	2	30	25	60	85.7	Very strong
2	Online learning is accessible for everyone	0	11	9	25	15	60	74.7	Strong
3	Online learning is understandable	6	14	22	18	0	60	57.3	Enough
4	Online learning is flexible to do	2	6	7	38	7	60	74	Strong
							Average	77.9	Strong

Table 3 shows that the average of the central tendency of the perceived ease of use is 77.9% which means it falls into strong positive perception. The highest central tendency was item number 1 which is 85.7%. Based on the interview with participant 3, it was claimed that the presence of technology has helped teachers to cope with the Covid-19 pandemic situation. What more important is that there are some options of learning platform that teachers can use. In her opinion the learning platform she uses for online learning is quite easy to operate. Therefore, it helps teachers to manage their classroom. In relation to whether online learning is flexible to do, the participant also agreed with the flexibility of online learning. The third participant said that she had been happy with the learning flexibility that online learning offered. She could still teach even if she was away from school. This supports Anderson (2008) who notifies some benefits that teachers may have in the online learning. For example, when students have access to online resources, it is simpler for instructors to point them in the direction of the most relevant information based on their needs. Online learning systems can be used to determine students' needs. Tutoring can be done at anytime, anywhere. Online materials can be updated, and students can immediately see the changes.

In terms of the platform used, according to participant demographic statistics, 40% of teachers utilize WhatsApp for online education. However, the majority of participants used more than one media, although WhatsApp is the most popular one. The participant could select more than one application or platform from the list of items. According to the interview findings, participant 2 for example, taught English using WhatsApp, Google Classroom, and Zoom Meeting. To keep the pupils from becoming bored, he stated that he

wanted to try several platforms. He added that he had no trouble using various forms of media.

“Actually, using a new learning platform is not difficult, but learning is obviously the first step. I am learning how to use tools like Zoom meetings and Google Classroom. Yes, I am self-taught, and it is not difficult. I also want to learn about a lot of other platforms to avoid my students from boredom”

The elder teachers, on the other hand, said that the online learning was difficult to use and to understand. It was indicated in item 3 with the central tendency 57.3%. The teachers believed that the methodology of online learning was fluid, difficult to understand, and not at all clear-cut. It would be difficult for them to become proficient in using an online learning since they would need a lot of time to grasp the new platform. Some older teachers believed it was difficult for them to grasp the new online learning system since they did not possess the same level of ICT proficiency as the younger ones. To make solution, WhatSapp is preferred. Participant 1 explained:

“I use Whatsapp for regular communication because it is user-friendly and well-known among the students. However, I use Google Classroom for teaching, material sharing, and tasks because it is more organized for class administration.”

In the relation to whether the online learning is accessible for everyone, the results of the questionnaire showed that the central tendency was 74.7%. It means that the teachers' perception was categorized as high. However, based on the interview with participant 1, it was explained that in some cases access is a problem. The signal in some areas at schools was sometime out of coverage. Another case, teachers also have difficulty to teach those students living in the remote area. Lestiyawati & Widyantoro (2020) discover certain challenges with e-learning, including a lack of technical expertise, inadequate facilities and infrastructure, ineffective teacher strategies, and financial issues

A component of attitude toward using the system is behavioral intention. It depends on how beneficial and simple it is judged to be to used. The term "behavioral intention" refers to a teacher's attitude and intention to employ technology in online instruction. The behavioral intention item's central tendency is seen in Table 4. The average central tendency across the four items is 79.8%, which indicates a strong perception. The greatest proportion is noted as being under item 2 that the participants would motivate the students through the online system. The interview results indicated that there were some difficulties that students might face during online learning. Those were including a lack of motivation on their part, the inability of some students to meet daily quotas, the lack of a phone or laptop, and the necessity of having to share a cell phone with a sibling, brother, or parents. Most participants chose to support online learning as a solution to this problem. According to Savenye (2005), one of the problems is to keep students motivated to participate in online learning. You and Kang (2014) also point out that disinterested students produce subpar work or submit late assignments.

Table 4 The Central Tendency of Behavioral Intention Items

No	Items	SD	D	N	A	SA	The Number of Participants	CT %	Interpretation
		(1)	(2)	(3)	(4)	(5)			
1	I will keep using an online learning in the future if I have a chance	0	0	7	24	29	60	87.3	Very strong
2	I will motivate students to participate in an online learning	0	0	0	21	39	60	93	Very strong
3	I will recommend an online learning to colleges to facilitate distance learning	0	0	18	35	7	60	67.3	Strong
4	I will modify teaching activities in an online learning for better performance	0	2	30	20	8	60	71.3	Strong
							Average	79.8	Strong

In the case that participants will keep using an online learning in the future, the results of the interview revealed that every participant will abide by governmental rules. The teacher would continue teaching online if the government asked them to. They claimed that in order to provide effective online learning, they need more training to hone their digital skills. Giovannella (2020) suggested that to get ready for upcoming educational activities, teachers need professional development in digital skills. However, in terms of recommending the online learning to colleges, the participants believe that teachers will trust each other among colleges to work together. At last, for modifying teaching activities, the participants believe that it is a challenge. Lestiyawati & Widyantoro (2020) identifies lack of expertise and teaching strategies in an online learning were to be the teachers' challenges ahead.

CONCLUSION

According to the data analysis, teachers had a favorable opinion on the usefulness and ease of use of the online system during the Covid-19 pandemic. However, almost half of the teachers disagreed on whether online learning was effectively used. They believed that there was poor teacher-student interaction and communication in the online learning. Some

children lacked technological resources, had less access to the internet, were less motivated, and had less supportive parents. While this was going on, some teachers had trouble using ICT, creating engaging materials, outlining the subject, assessing it, and providing feedback. These issues lead teachers to believe that providing instruction online is neither more pleasant nor more convenient for the classroom.

Additionally, the teachers had a positive attitude regarding the use of technology for online instruction throughout the Covid -19 pandemic. Teachers had a positive perception toward the online learning and their participation in it are relatively high. They also believed that they needed to improve their digital literacy. This demonstrated that educators had understood the value of utilizing technology in the classroom.

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