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STUDENTS' PERCEPTION OF ONLINE LEARNING IN UNIVERSITY OF DAYANU IKHSANUDDIN BAUBAU

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Abstract

The problem statements of this research were: 1) what effect did the instructional design and delivery of English course to the student satisfaction?; 2) what impact did lecturer roles have on the student satisfaction, including feedback and assessment?; 3) what student duties and responsibilities were critical for a pleasant online class experience?; and 4) how effective were the management and support systems at delivering services when they are required? The method of the research used a quantitative approach by using survey method. The results of the research were: 1) the effects of the instructional design and delivery of English course to the student satisfaction were during English online class, the students were given chances to use materials from various sources and to interact each other virtually; 2) the impacts of lecturer roles had on the student satisfaction, including feedback and assessment were important, especially by providing various contents and sources of materials, help students in overcoming learning problems, feedback and assessment; 3) student duties and responsibilities were important, including motivation and interaction in joining English online class; and 4) the management and support systems were generally effective at delivering services when they were required.

Keywords: English Class, Online Learning, Students' Perception

Abstrak

Rumusan masalah dalam penelitian ini adalah: 1) apa pengaruh desain pembelajaran dan penyampaian kursus bahasa Inggris terhadap

kepuasan siswa?; 2) apa pengaruh peran dosen terhadap kepuasan mahasiswa, termasuk umpan balik dan penilaian?; 3) tugas dan tanggung jawab siswa apa yang penting untuk pengalaman kelas online yang menyenangkan?; dan 4) seberapa efektifkah sistem manajemen dan pendukung dalam memberikan layanan saat dibutuhkan? Metode penelitian yang digunakan adalah pendekatan kuantitatif dengan menggunakan metode survei. Hasil penelitian adalah: 1) pengaruh desain pembelajaran dan penyampaian materi pelajaran bahasa Inggris terhadap kepuasan siswa adalah selama kelas online bahasa Inggris, siswa diberi kesempatan untuk menggunakan materi dari berbagai sumber dan berinteraksi satu sama lain secara virtual; 2) dampak peran dosen terhadap kepuasan mahasiswa, termasuk umpan balik dan penilaian menjadi penting, terutama dengan menyediakan berbagai isi dan sumber materi, membantu mahasiswa dalam mengatasi masalah belajar, umpan balik dan penilaian; 3) tugas dan tanggung jawab siswa penting, termasuk motivasi dan interaksi dalam mengikuti kelas online bahasa Inggris; dan 4) sistem manajemen dan pendukung umumnya efektif dalam memberikan layanan ketika dibutuhkan.

Kata Kunci: Kelas Bahasa Inggris, Pembelajaran Online, Persepsi Siswa

1. INTRODUCTION

The existence of the Corona virus (Covid-19) pandemic that occurred at the end of 2019 and is still ongoing until now has shifted the learning procedures that were previously carried out face-to-face (offline) to virtual learning (online) in the world of education, especially in Indonesia. Suharwoto [1] in his writing stated that in facing the Covid-19 pandemic, the Ministry of Education and Culture took an education policy to implement learning from home through online learning.... This causes most schools to conduct online teaching and learning processes between students and educators with spontaneous time.

Apart from this, in this millennial era, online learning must be considered something that is not foreign to do. Especially with today's increasingly rapid technological advances, the need for the information needed is increasingly easy to obtain and

abundant in the internet world through online learning. As stated by Mansor & Ismail [2] in their research that online learning allowed students to learn and accessed information resources in their own way, depending on their needs in terms of time and the techniques they use respectively. In addition, Rusli et al. [3] stated that in the results of his research 75% of FMIPA UNM students agreed to do online learning. Therefore, online learning has become increasingly popular since the term 'learning from home' was introduced by the government in early 2020. Online learning looks attractive in the eyes of students. However, on the other hand, there are still students who are still not interested in online learning (Norwati & Zaini, 2007 in ([2])).

This, of course, raises different views on the implementation of online learning among educational activists. Seeing the phenomena that occur as described previously, this research aims to determine students' perceptions of online learning at Dayanu Ikhsanuddin University Baubau that consisted three four research questions, they are: 1) what effect does the instructional design and delivery of English course to the student satisfaction?; 2) what impact do lecturer roles have on the student satisfaction, including feedback and assessment?; 3) what student duties and responsibilities are critical for a pleasant online class experience?; and 4) How effective are the management and support systems at delivering services when they are required? With this research, it is hoped that it can be a reference for educators on student satisfaction in carrying out online learning so that learning outcomes can be achieved properly.

1.1 Online Learning in Learning Language

Online learning had become a choice to combine between education and technology in this era. Nevertheless, online learning can be one of challenges for educators, especially for language educators to teach their students in learning second language or foreign language. As Lin et al ([4]) said that foreign languages were among the most difficult disciplines to master online. It indicated that English language is one of foreign languages

that learned and it must get more attention to educators and students so that purposes of courses could be achieved although it was studied by online. In addition, the research from Lin et al [4] showed that in the process of learning a foreign language, online learning strategies were used at a modest level. It meant that the students used self-regulated learning to master knowledge that was given from their teachers so that they could be active in using that strategy because it affected their learning outcome.

2. METHOD OF THE RESEARCH

2.1 Type of Research

The type of research conducted was descriptive research with survey method.

2.2 Participants

The participants in this research were students of the University of Dayanu Ikhsanuddin who were willing to participate in this research and they were 143 respondents.

2.3 Technique of Data Collection

Data were collected by distributing a questionnaire modified from Fedynich et al. [5] online on the research sample. The data in this research were collected through an analysis of students' perceptions of their experiences in online learning. The survey in the form of an online questionnaire was designed with a Likert Scale format, namely: strongly agree, agree, neutral, disagree and strongly disagree. This survey was related to 4 main topics, namely: 1) learning design and delivery, 2) assessment and feedback/role of teachers (lecturers), 3) student/student roles and responsibilities, and 4) management and support systems. The questionnaire consisted of 19 statements and was grouped into the four categories previously mentioned.

2.4 Data Analysis

The data were analyzed descriptively quantitatively. According to Sugiyono [6] the descriptive method is a method used to describe or analyze research results but is not used to make broader.

3. RESULT AND DISCUSSION

Based on the data, it was found that among the 143 respondents who successfully filled out the questionnaire, data showed that 99.3% of students were aged 20-29 years and 0.6% were aged 40-49 years. Respondents in this research were 78.3% were women and 21.7% were men. The following table presented the data.

The questionnaire result can be seen in the following table:

Table 1. Variable Labels and Descriptive Statistics

Variable Labels	Frequency N=143	% of Respondent
<i>Sex:</i>		
Man	N=31	21,7
Woman	N=112	78,3
<i>Students' Category:</i>		
Traditional Students	N=9	6,3
Non-traditional Students	N=134	93,7
<i>Age:</i>		
20-29 years old	N=142	99,3
30-39 years old	N=0	0
40-49 years old	N=1	0,7
>= 50 years old	N=0	0

Meanwhile, the result of the first research question was the students generally agreed to instructional design and delivery that had effect on students' satisfaction of English course at the table 2. The highest percentage of 55.9% showed that the students agreed English online course utilized a variety of sources that assisted student learning, such as articles, links to website, etc. Then, it was followed by 52.4% for students agreed that they had to be self-motivated to be successful in an online program, 51.7% for students agreed that online course provided instruction in online discussion forums, chats, or others used. Nevertheless, the students chose neutral choice for English online course promoted students' desire to learn (51%). Then, 43.4% the students agreed online course identified clear topics and provided instruction for completing assignments in a timely manner, 39.9% the students were in neutral category for English online course

provided multiple activities for students to develop critical thinking skills. Meanwhile, as 35.7% the students agreed online course facilitated learning in students of diverse learning styles and perspectives and the last result of the table 2 was in neutral choice for during English online course, students were given ample opportunities to interact with one another (33.6%). The table could be showed below.

Table 2. Effects of Instructional Design and Delivery on Students Satisfaction

Statement of the Item	SA	A	N	D	SD
5. Online course promote a students' desire to learn.	9 (6.3)	28 (19.6)	73 (51.0)	27 (18.9)	6 (4.2)
6. During online course, students are given ample opportunities to interact with one another.	9 (6.3)	40 (28.0)	48 (33.6)	38 (26.6)	8 (5.6)
7. Online course identify clear topics and provide instruction for completing assignments in a timely manner.	9 (6.3)	62 (43.4)	51 (35.7)	18 (12.6)	3 (2.1)
8. Online course provide instruction in online discussion forums, chats, or others used.	14 (9.8)	74 (51.7)	46 (32.2)	6 (4.2)	3 (2.1)
10. Students have to be self-motivated	40 (28.0)	75 (52.4)	18 (12.6)	8 (5.6)	2 (1.4)

to be successful in an online program.					
14. Online course facilitates learning in students of diverse learning styles and perspectives.	11 (7.7)	51 (35.7)	49 (34.3)	30 (21.0)	2 (1.4)
15. Online course utilizes a variety of sources that assist student learning (articles, links to websites, etc.)	25 (17.5)	80 (55.9)	32 (22.4)	5 (3.5)	1 (0.7)
16. Online course provides multiple activities for students to develop critical thinking skills.	10 (7.0)	50 (35.0)	57 (39.9)	19 (13.3)	7 (4.9)

(No= number of responses, SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree)

Furthermore, in table 3 below, it showed that the effects of teacher roles on student satisfaction consisted of the highest percentage of 59.4% showed that the students agreed English online course provided access to a wide range of content. Then, it was followed by 52.4% for the students agreed that during online course, they were able to get help as needed, 48.3% for the students agreed that online course provide sufficient resources and contact information for the instructor/department, 45.5% for the students agreed that online instructors provided timely feedback, and 44.1% for the students agreed online course provided for formative assessment and feedback. Meanwhile, 39.9% of the students were neutral for online course provided

activities for critical thinking and 37.1% for online instructors provided explanatory feedback.

Table 3. Effects of Teacher Roles on Student Satisfaction

Statement of the Item	SA	A	N	D	SD
9. Online instructors provide explanatory feedback.	5 (3.5)	49 (34.3)	53 (37.1)	27 (18.9)	9 (6.3)
12. Online courses provide sufficient resources and contact information for the instructor/department.	6 (4.2)	69 (48.3)	52 (36.4)	14 (9.8)	2 (1.4)
13. Online courses provide access to a wide range of content.	13 (9.1)	85 (59.4)	35 (24.5)	8 (5.6)	2 (1.4)
16. Online courses provide activities for critical thinking.	10 (7.0)	50 (35.0)	57 (39.9)	19 (13.3)	7 (4.9)
17. Online courses provide for formative assessment and feedback.	6 (4.2)	63 (44.1)	56 (39.2)	13 (9.1)	5 (3.5)
18. Online instructors provide timely feedback.	9 (6.3)	65 (45.5)	53 (37.1)	14 (9.8)	2 (1.4)
19. During online courses, students are able to get help as needed.	24 (16.8)	75 (52.4)	34 (23.8)	7 (4.9)	3 (2.1)

(No= number of responses, SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree)

In table 4, it told about student roles and responsibilities important to a positive online class experience. It had the highest percentage of 52.4% referred to the students had to be self-motivated to be successful in an online program. It was followed by 51.7% of the students agreed that online course provided instruction in online discussion forums, chats, or others used. However, 51% of the students were neutral for online course promoted a students' desire to learn and the lowest percentage of 33.6% for choosing neutral category of during English online course, students were given ample opportunities to interact with one another.

Table 4. Student Roles and Responsibilities Important to a Positive Online Class Experience

Statement of the Item	SA	A	N	D	SD
5. Online course promote a students' desire to learn.	9 (6.3)	28 (19.6)	73 (51.0)	27 (18.9)	6 (4.2)
6. During online course, students are given ample opportunities to interact with one another.	9 (6.3)	40 (28.0)	48 (33.6)	38 (26.6)	8 (5.6)
8. Online course provide instruction in online discussion forums, chats, or others used.	14 (9.8)	74 (51.7)	46 (32.2)	6 (4.2)	3 (2.1)
10. Students have to be self-motivated to be successful in an online program.	40 (28.0)	75 (52.4)	18 (12.6)	8 (5.6)	2 (1.4)

(No= number of responses, SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree)

Table 5 was related to the effect of management and supportive services on student satisfaction during online class. The result said that 51.7% of the students agreed online course provided instruction in online discussion forums, chats, or others used. Then, it was followed by 48.3% of the students agreed that online courses provided sufficient resources and contact information for the instructor/department and 43.4% for online courses identified clear topics and provided instruction for completing assignments in a timely manner. However, the lowest percentage was 42.7% for the students were neutral in online courses contained sufficient learner support that links to campus resources.

Table 5. The Effects of Management and Support Services on Student Satisfaction

Statement of the Item	SA	A	N	D	SD
7. Online courses identify clear topics and provide instruction for completing assignments in a timely manner.	9 (6.3)	62 (43.4)	51 (35.7)	18 (12.6)	3 (2.1)
8. Online course provide instruction in online discussion forums, chats, or others used.	14 (9.8)	74 (51.7)	46 (32.2)	6 (4.2)	3 (2.1)
11. Online courses contain sufficient learner support that links to campus resources.	5 (3.5)	54 (37.8)	61 (42.7)	19 (13.3)	4 (2.8)

12. Online courses provide sufficient resources and contact information for the instructor/department.	6 (4.2)	69 (48.3)	52 (36.4)	14 (9.8)	2 (1.4)
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(No= number of responses, SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree)

Based on the results of the research, generally the students were positive with their experiences in online learning, especially in English learning. Related to the first question about the effect of the instructional design and delivery of English course to the student satisfaction, the result stated the students agreed: 1) English online course utilized a variety of sources that assisted student learning, such as articles, links to website, etc.; 2) the students had to be self-motivated to be successful in an online program; 3) online course provided instruction in online discussion forums, chats, or others used; 4) online course identified clear topics and provided instruction for completing assignments in a timely manner; and 5) online course facilitated learning in students of diverse learning styles and perspectives. This meant that during English online class, instructional design and delivery of English course was conducted by using materials from various sources and giving the students chances to interact through online chat, discussion forum or other used and doing their assignments on time, so that the students could have their various learning styles.

This result was supported by Mansor & Ismail [2] in their research that online learning allowed students to learn and accessed information resources in their own way, depending on their needs in terms of time and the techniques they use respectively. Also, the research of Maqableh & Alia [7] about Evaluation Online Learning of Undergraduate Students under Lockdown Amidst COVID-19 Pandemic: The Online Learning Experience and Student' Satisfaction

to the 853 undergraduate students at the University of Jordan and Al Zaytoonah Univeristy in the United Kingdom of Jordan, the result indicated that 95.9% of the students used online resource during they got online learning from the school. It could be said that online learning allowed the students to access materials by online method, it was not only from the teacher anymore, but also the students could get from various sources everywhere every time.

However, the students were neutral of: 1) English online course promoted students' desire to learn; 2) English online course provided multiple activities for students to develop critical thinking skills; 3) English online course, students were given ample opportunities to interact with one another. It described that during English online course, the students were doubt to state that the online learning they got was interactive and challenging. Meanwhile, the research of Spina & Bassetti [8] about APRIL: An Online Learning Environment Devoted to Language Learning, they stated that the web must be incorporated into a virtual learning environment that provided learners with the most useful platform for dynamic, continuous and clear communication. In reality, communication between the environment between students and their tutors or teachers, and the more interactive the environment was, the more effective and motivating the learning process would be. However, in this present research, it showed that the students were doubt to state that this online course could motivate the students to learn and be interactive and challenging.

Furthermore, the second question related to the effects of teacher roles on student satisfaction, including feedback and assessment. The results of the present research were the students agreed English online course provided access to a wide range of content; during online course, they were able to get help as needed; online course provided sufficient resources and contact information for the instructor/department; online instructors provided timely feedback; and online course provided for formative assessment and feedback. It meant that the lecturers in English online class played important roles to the students for providing

various contents and sources of materials, help, feedback and assessment. As Martin et al. [9] stated that an online instructor served as both a designer and a facilitator in the design and delivery of online learning. An online instructor created the course first, then taught it to online students. It showed that the role of a lecturer to deliver a course to reach students' satisfaction in English online class was needed.

Meanwhile, at this question for teacher roles, the students were neutral for online course provided activities for critical thinking and online instructors provided explanatory feedback. It meant that the students were doubt to decide as long as they had English online class whether they got critical thinking activities and feedback with explanations or not. Whereas a lecturer as an educator or a facilitator should help the students to increase students' skills by providing various activities in a class, as Martin [9] stated that a facilitator directed the learning process by giving learners opportunities to expand their knowledge and abilities.

For the third question, it was related to the student duties and responsibilities for a pleasant online class experience. The result showed that the students agreed to be self-motivated to be successful in an online program and online course provided instruction in online discussion forums, chats, or others used. Based on the results of this research, it could be seen that the students had motivation for doing their best as long as they followed English online class. Also, they were given chances to interact online with other students. This was in line with the result of research from Rusli et al. [3] about Student Perception Data on Online Learning using Heutagogy Approach in the Faculty of Mathematics and Natural Sciences of Universitas Negeri Makassar, Indonesia, it stated that by online learning media, it could improve creativity, fun, willingness/motivation, and ability in the learning process. They could study anywhere and at any moment, as long as they had enough space and time.

However, other results of the third question were the students were neutral for online course promoted a students' desire to learn and students were given ample

opportunities to interact with one another. It meant that they were doubtful to have learning willingness and get two-way communication virtually in English online class. Actually, when they had agreed to have self-motivated to be successful in English online class, they should have high desire to learn. In fact, in this present research, the students were doubtful to have desire to learn English. It could be stated that the students had motivation and they got hesitation to learn English virtually.

The last question, it was related to the effect of management and supportive services on student satisfaction during online class. The result stated that the students agreed online course provided instruction in online discussion forums, chats, or others used, online courses provided sufficient resources and contact information for the instructor/department, online courses identified clear topics and provided instruction for completing assignments in a timely manner. However, the students were neutral in online courses contained sufficient learner support that links to campus resources. Based on the results, the management and support systems at delivering services when they were required were effective. Online learning process must be supported by all elements that supported learning process, such as students, lecturers, and learning equipment so that the students could get their satisfaction in joining English virtual class. Even though it was equipped with sophisticated learning equipment, if it was not supported by a good learning environment, it would hinder an effective learning process. It was accordance with Lee et al. [10], they stated that in any learning setting, student learning support was critical to maximizing student learning outcomes. So that, it could be explained that student's support was needed to help the students achieve learning goals successfully in English online class.

4. CONCLUSION

The effects of the instructional design and delivery of English course to the student satisfaction were during English online class, instructional design and delivery of English course was conducted by using materials

from various sources and giving the students chances to interact through online chat, discussion forum or other used and doing their assignments on time, so that the students could have their various learning styles.

The impacts of lecturer roles had on the student satisfaction, including feedback and assessment were important, especially by providing various contents and sources of materials, help students in overcoming learning problems, feedback and assessment.

Student duties and responsibilities were motivation and interaction in joining English online class. They were important things for a pleasant online class experience.

The management and support systems were generally effective at delivering services when they were required. It was caused by the students agreed that instruction and resources were provided well by the lecturers during English online class.

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