

Teachers' Perception of Online Learning in The Pandemic Era

Fergina Lengkoan*, Paula Audry Rombepajung

Faculty of Languages and Arts, Universitas Negeri Manado, Indonesia

*ferginalengkoan@unima.ac.id, paularombepajung@unima.ac.id,

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The Covid-19 pandemic situation has changed many aspects of life, including the learning process. In this regard, researchers are interested in analyzing teachers' perceptions of online learning. This study explains teachers' opinions about online learning and its impact, such as the disadvantages, advantages, and difficulties of online learning during the pandemic. This study uses qualitative research using questionnaires through a google form. The resource persons in this study were English teachers in North Sulawesi, totaling ten teachers. The main target of this research is the teacher's perception because they have experience in online learning in a pandemic situation. From the research data, 90% of teachers choose face-to-face in the learning process because they cannot interact directly with students and experience difficulties in the learning process due to internet access problems. Although online learning has many difficulties and weaknesses, there is no choice but to stop the spread of COVID-19. We must continue to study online. Here teachers and students are equally challenged in creative and active online learning methods and objects. One of the most important is the stability of the internet network, then adequate devices or computers, applications with accessible platforms, and online socialization that carry out efficiently, effectively, sustainably, and integrative to all interested parties in the field of education.

Keywords: perception; online learning; pandemic

INTRODUCTION

The COVID19 pandemic has forced many educators to urgently need to teach online, which provides an opportunity to reshape education, teacher education, and educational institutions declared by Flores (2020) and Cucinotta & Vanelli (2020) stated that COVID-19, the global pandemic, as declared by the World Health Organization (WHO). In this case, education cannot stop the process of transforming knowledge and academic activities that are being amid this pandemic. Because many students and teachers cannot carry out the online teaching and learning process, a support system such as technology requires high technology. In big cities, high technology capacity is not a big challenge, but in areas with limited technology and network capacity, it will be a big challenge for teachers in the learning process. Since the emergence of the

coronavirus outbreak, various problems have arisen. Because the virus does not only attack humans but also has an impact on the world economy and affects social life in various countries. One of them is in the world of education in Indonesia, where previous learning was carried out face-to-face (offline), but during this Pandemic, the learning system is no longer valid to reduce the spread of the Covid-19 virus in Indonesia. Initially, Kandati & Tatipang (2021), the government implemented a policy in the form of Social Distancing or social restrictions carried out in Indonesia for two weeks. The government hopes that the social distancing policy will reduce the spread of the Covid-19 virus. However, it turns out that this policy cannot reduce the spread of Covid-19. In the end, the government closed various levels of education ranging from kindergarten, elementary, junior high, and high school to university for an undetermined time limit (Lumentut & Lengkoan, 2021). The government takes various ways so that education can continue to run in this pandemic era because education is a vital asset for a nation for the progress of a country. The government issued a new policy by implementing online learning from home by utilizing variously available and emerging platforms such as zoom, google meet, e-learning, skype, WhatsApp, and other learning platforms. We can do all learning and teaching activities by utilizing online networks and staying at home.

Henaku (2020) conducted a descriptive phenomenology design on "Online Learning Experience of College Students." In his findings, poor internet connectivity and the high cost of data were some of the challenges faced by students. Bakalar (2018) stated that Various problems had included the provision of school infrastructure. Meanwhile, in the pandemic era, the connection between teachers and students is an essential factor, where how they feel, think, and do is an exciting topic to analyze. From previous research on students' perceptions of online learning, it is interesting for researchers to present information related to teachers' perceptions of online learning.

The impacts and obstacles of online learning are both low and high grades. It is discovering perceptions not only from the student's side but also from the teacher as a teacher. This research was conducted with two research questions. The first is "what are the challenges faced by teachers during online learning in the pandemic era?" and the second is "what is the teacher's perception of online learning?" After answering the following research questions, the goal was to publish in a journal related to issues and information about online learning, especially teacher perceptions. The data found in this study can contribute to education and technology. There are some researchers have been done related to the teachers' perception of online learning such as Parsons et al., (2019); Yang, (2020); Wirza & Rahayu, (2020); Rasmitadila et al., (2020); Kulal & Nayak, (2020); Husain et al., (2021); Lin et al., (2015). Based on seven previous studies stated that online learning is

challenging not only for students but also for teachers. Both of them faced many struggles and challenges during online learning. In doing this research, the researcher wants to find out other perceptions from another side because when we talk about perception, it is something we cannot measure. Each teacher has other perceptions, and it is challenging to do this research. Student perception is the process of treating students with information about an object, in this case, experience in online learning through observation with their senses so that students can give meaning and interpret the objects observed. Teacher and Student Perceptions about online learning urgently need to be explored so that it becomes a consideration for those who use online learning. Perception is what a person experiences immediately. Perception connects the way to the surrounding nature to know, hear, smell, feel, too smell immediately based on the senses.

MATERIALS AND METHOD

The pandemic has forced people to spend more time with themselves than ever, which is called the new normal. Maru et al. (2020) declared that the Emergence of the COVID-19 as a global pandemic with its social and physical distancing consequence had affected educational practices. The COVID19 pandemic has forced educators to convert their lessons to online versions in real-time, a global pandemic that was unimaginable and predictable. There are many difficulties faced in this global pandemic, so it becomes something interesting for researchers to research and analyzes, especially in online learning. Previous studies have also researched and provided statements relevant to online learning and pandemics. Luaran et al. (2014) declared that online learning means the learning process on the virtual or internet. Online learning is learning that is a trend amid a pandemic. There are lots of media and applications offered to support online learning. The massive spread of the Corona virus in various countries forces us to see that the world is changing. We can see the changes in technology, economy, politics, and education amid the crisis due to Covid-19 (Rondonuwu et al., 2022). These changes require us to be prepared and respond with attitudes and actions while constantly learning new things. Indonesia is not alone in finding solutions for students to keep learning and fulfill their educational rights. All affected countries have tried to make their best policies to maintain the continuity of education services. The implementation of social distance measurements, which later became the basis of home learning due to the sudden use of information technology, often surprises educators and students, including parents and everyone in the home. Learning information technology has recently been applied to the Indonesian education system. Nevertheless, surprisingly, the online learning done by

Covid19's pandemic has shocked almost every line from districts, cities, states, centers, and even the international community.

Michotte (2017) declared that developing perception is a phase of the whole action process, allowing us to adjust our activities to our world. In this case, the teacher's perception will be described as an opinion developed after having specific experience in teaching during the pandemic. The process of perception formation begins with receiving stimuli from various sources through the five senses, after which a response is given in accordance with the assessment and gives meaning to other stimuli. After receiving the stimulus or the existing data is selected. Every individual tends to give meaning to the stimuli he receives invariably, also called giving perceptions, based on the knowledge and experience of the individual, who then responds to the stimuli he receives. The ability to provide perception is a form of response based on the stimuli received. Perception includes the five senses: touch, sight, sound, smell, and taste. It is also described as a set of senses that involves the ability to detect changes in body position and movement. Cognitive processes are needed to process information, including recognizing a friend's face or detecting a familiar scent. Everything communicated is a person's perception of the world and its environment. The habits in which people of a culture respond to something show the relationships between culture, perception, and communication. Perception is a process in which individuals organize the received stimuli and interpret them so that a person can realize and understand what is received, and the experiences of the individual concerned can also influence this. That perception is to give meaning to their environment. Perception is essential in studying organizational behavior because people's behavior is based on their perception of reality, not reality itself. So, perception is a process in which a person interprets and gives meaning to the impressions obtained from his observations of an event, object, person, or situation. Perception is not always accurate and does not have to be the same as reality.

This collective case study involves analyzing a survey of teachers' perceptions of online learning in the pandemic era. The teacher's perception is described narratively. Ten junior high school English teachers in North Sulawesi in evaluating online learning carried out by the teachers themselves. The participants are teachers who teach English subjects in Tondano, Manado, and Tompaso. Sugiyono (2008) pointed out that the primary methods that qualitative authors rely on to gather information are participatory settings, direct observation, in-depth questioning, and document review. In this study, the researchers used a questionnaire. A questionnaire is a list of questions or statements given to participants. Sugiyono (2008) explained that a questionnaire is a data collection technique in which some questions or statements are asked of the respondents. Questionnaires collect data by asking written questions, which respondents answer in writing. A

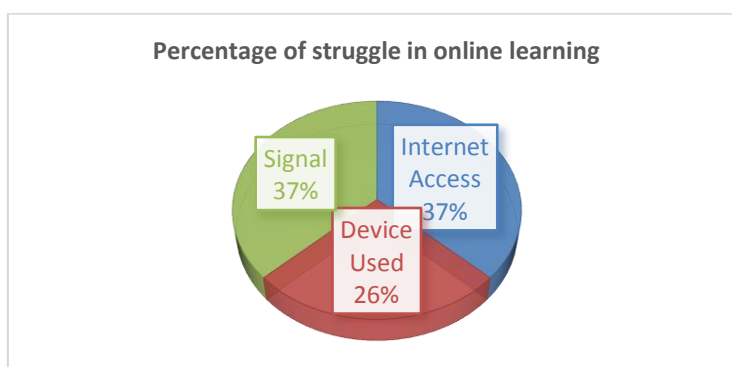
questionnaire is a set of written questions used to obtain information from respondents about themselves or what they know.

The instruments used in this study consisted of 8 questionnaires made online by using Google form. It will collect data correctly and, of course, in real-time. So, it does not need to spend much energy giving questions to the person concerned. Just print the questions on paper after the questionnaire. The instrument has spread out using an online platform to the participants, and the results were recorded by email.

RESULTS & DISCUSSION

Many factors are the reasons why online learning is complex. Among them are hardware and software requirements, and they must learn how to operate these devices. Survey data shows that more than half of the respondents stated that the problem in online teaching is internet access and signal. In this section, teachers face more than one challenge in online learning. Internet access and signals are obstacles that cannot be overcome because some student locations do not support the network, and electricity and financial problems affect internet access. For example, WiFi or mobile internet network will turn off without electricity—one of the main problems many students face is a slow internet network.

Figure 1. Percentage of Struggle in Online Learning



Online learning requires a reasonably strong internet network considering the media used are Zoom, Google Meet, Skype, and other applications to attend video conferences. This platform for attending video conferences requires a strong internet network to keep the learning process smooth and not hampered by a video that suddenly stops or stutters sound. Technical problems such as intermittent sound and video stop causing learning to be ineffective and students unable to absorb the information conveyed by the teacher as a whole. This is a challenge for the government and teachers in maximizing their existing potential. In addition to a prolonged internet network,

especially for those in remote areas or outside Java, the next challenge and obstacle for online learning is the price of the internet quota, which is too expensive for most people, but the free quota assistance program for teachers had resolved the quota problem.

Furthermore, students are disbursed every month. Moreover, these expensive internet packages are often limited to a certain amount of quota, which is certainly not enough for the needs of students to run video conferences with their teachers. As we know, the quota required for video conferencing is vast. Meanwhile, the average price of internet packages from providers in Indonesia is quite expensive, especially for the community's average income. In addition, the internet package can only be used by one person for one device and not the whole family. A signal is one of the critical things in the online learning process. However, it often happens when the teaching and learning process takes place suddenly stops because of an unstable signal. Do not support such a signal, which can ultimately delay the teaching and learning process. Electronic devices such as mobile phones, laptops, and tablets are essential and needed in the learning process. Electronic devices that do not support can also cause distance learning to be not smooth. Not supporting electronic devices is primarily due to unstable economic conditions. For example, several children use one cellphone in one family. Another example is that students can do learning activities when their parents come home from work.

Figure 2. Teachers' recommendations for Learning Process



The survey results in chart 2 show that the teacher recommends the face-to-face learning process. From the survey above, only one teacher recommends online learning. In online learning, it can be recommended to increase student involvement in online learning, set expectations and active model involvement, Build Engagement and Motivation with Course Content and activities, initiate interaction and create attendance, foster interaction between students and create learning communities, also able to create an environment inclusive. Due to the lack of direct interaction between teachers and students, the internalization of character values that a teacher should instill in students will automatically decrease. It will result in moral degradation in children or students because the task of a teacher is not only teaching and transferring knowledge (lessons) but a teacher

is also required to educate (the formation of morals and character) students. However, it must not break the spirit of teachers in carrying out their duties as educators, must not break the spirit of students in learning, and this Covid pandemic must not break the spirit and hopes of all of us. Even we know that as teachers, we can make some creativities in teaching online. Video conference is the best way teachers can use technology to create a great learning environment for their students. Many online teachers continue to offer lectures and lessons to their students. Teachers can use webcams or VCRs to create videos for their students. Online learning is cheaper than face-to-face learning for students living far from campus. Because with online learning, they only have to think about internet quotas, not about boarding houses and food fees. All students can access the same learning materials without any problems. Students can more quickly understand the material presented. The burden on parents can be slightly reduced due to a reasonably large internet quota due to online learning.

Perception is a response to what they see from an object and will affect their mindset (Kenyon & Sen, 2015). In education and teaching, perception is needed to identify different points of view and get a clearer picture of who their students are. Teachers must recognize that their perceptions and misperceptions can positively or negatively shape their expectations of students. In turn, it can affect student performance in class. Another perception says that online learning is considered less interactive than face-to-face learning. This opinion is mainly due to a lack of social presence, lack of social interaction, and lack of student satisfaction. In addition, teachers' perceptions of online learning are negative and positive. Based on 10 participants, there are only 2 participants who declared positive perceptions about online learning were challenging for either teachers or students, teachers have to be more creative to make students fun in the classroom, and it is good in pandemic situations because online teaching made learning process to be easy. Negative perceptions come from 8 participants: limited time, network is not good, students hard to understand the material, they just into the zoom but they do not, online learning made it less than over. Wirza & Rahayu (2020) stated that during the pandemic of Covid-19, the teachers did not have any other way of teaching except online. Even negative perceptions are 80%, but in this pandemic era, there is no choice as a teacher. To stop the spread of the Corona Virus, we must learn from home and work from home. Interaction of students with teachers and students with learning resources and the environment in obtaining information and knowledge. Teachers have an essential role in efforts to realize educational goals. The determination of learning objectives is intended so that learning is more direct than usual, and the planned lesson steps will be easier to implement.

Table 1. Teachers' Perception of Online Learning

Teacher 1	: Online teaching is difficult for teachers or students. Teachers must be more creative in learning to make it fun for students. Also, students need to have motivation so that they continue to learn.
Teacher 2	: Online teaching makes it difficult for students to understand the material; usually, they are just zoomed in but not focused or doing other activities.
Teacher 3	: It becomes a big obstacle for teachers and students because teachers have to work even more. The negative impacts are the lack of parental guidance, the lack of student motivation when participating in online learning, and constrained facilities that make it difficult for some students to understand the material presented by the teacher. Students also feel bored with online learning, making the teacher's job difficult. That is the main reason why online learning is not practical. It is harder for the teacher to manage and control the class during online learning than in face-to-face learning.
Teacher 4	: Online teaching is like learning that seems monotone. Online classes are considered unable to build independent learning motivation due to limited interaction and teacher assistance to students.
Teacher 5	: It is not easy for students to understand the material during online learning because of situations that make them lazy. For example, some students turn off the camera and follow the teaching and learning process while lying in bed.
Teacher 6	: Online teaching is good in a pandemic situation like now because online teaching makes learning easy.
Teacher 7	: Found it a bit difficult to study online
Teacher 8	: Online learning takes too much pulse and quota data. Students were also lazy to complete their assignments.
Teacher 9	: Technical learning disorders impact the psychological disorders of teachers and students. In addition, each student's technological and economic abilities are different.
Teacher 10	: Weak connections, inadequate supporting tools, and expensive internet quotas are natural obstacles.

CONCLUSION

The survey results show no data that 100% choose one option. Everyone's perception is different. How Can Everyone's Perception Be Different? The main factor that makes everyone perceive things differently is experience. People's perceptions are different because everyone has a different way of thinking, so everyone's opinion will be different. Even though reviewing the same object, there will be different perceptions because perceptions do not precisely reflect an event, person, situation, and object in the environment. When COVID-19 spread worldwide in Indonesia, the pandemic situation automatically forced all schools in Indonesia to implement home learning, known as online learning.

In North Sulawesi, since March 2020, the government has announced the use of online learning to prevent the spread of COVID-19, and even though online learning is nothing new, teachers, who usually teach in classrooms face difficulties when he teaches their students on the internet. The teacher could not get direct interactions with the students. Teachers' attentional processes provide essential insights into teachers' ability to focus on relevant information in the complexity of classroom interaction and distribute their attention across students to recognize the relevant needs for learning. Online learning is ineffective because insufficient signals are the main reason online systems are considered less effective. The reason is that the level of the signal is difficult to predict. It can get suddenly high, then weaken again. It is also usually influenced by the weather, which is also erratic. Online learning is not a flawed learning model. It is just that online learning is very dependent on an internet connection. The indicators that must exist in e-learning are learning management and implementation, the teaching and learning process, communication, student responses, learning activities, and learning results.

This research method uses qualitative description. This research result reflects that in the learning process where teachers and students like online learning topics and subjects and can be creative and dynamic even in online learning. Many people on different social networks share the experiences of parents supporting their children in their learning, both positive and negative. For example, some parents are angry because their children are so unruly that they cannot stand it and want them to return to school. This incident makes parents realize that parenting is not easy. It takes a lot of knowledge and patience. Therefore, parents should pay attention to this incident and know how to guide their children in learning. After learning this experience, hopefully, parents will learn how to educate their children at home. The stuttering about e-learning is evident before our eyes, not only in one or two schools but also in some parts of Indonesia. Vital parts of the e-learning process need to be improved and enhanced. First and foremost, a stable Internet, a capable device or computer, an application with a user-friendly platform, and efficient, continuous, and integrated online socialization appropriate for all education stakeholders.

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