



Student Perception of the Online Lecture System during the COVID-19 Period

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Abstract: Lectures during the COVID-19 period at various universities worldwide and in Indonesia were specifically held online. However, this system faces serious problems, such as delays in students' punctuality to the provided platform, and failure to complete assignments on time. Therefore, this study aims to analyze students' perceptions of the online lecture system during the COVID-19 period. It was conducted using a mixed-method approach, and the quantitative data were collected using surveys, while the qualitative data were obtained using interviews, observations, and documentation. The results showed that the students responded negatively to the four aspects examined on the lecture system. This indicates that the online lecture system has not been fully implemented in Indonesia.

Keywords: online system lecture; interaction; method; media

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INTRODUCTION

A learning system needs to make students feel comfortable as inconvenience automatically leads to the loss of enthusiasm (Vallerand, 2012). This condition usually culminates in a lack of quality lectures and performance. Furthermore, a sense of security and comfort is needed in the learning process, as inconducive environments negatively affect students' composure (Kiener et al., 2014). Puteh et al. emphasized that rapid development, particularly in the urban areas leads to changes in the environment and climate which also affect learning (Puteh et al., 2014), while Rosvall et al. stated that the interaction model used during learning influences the sense of security and comfort (Rosvall et al., 2017). Consequently, students feel more comfortable and focused when the learning process is interactive (Theobald et al., 2017).

The online learning system during the COVID-19 period at various levels of education including universities was faced with different problems. Initial observations showed that students do not show enthusiasm to lectures during this period as indicated by lateness to the provided platform, as well as low completion of assignments and participation in discussions.

Several studies have been carried out by education experts and practitioners in relation to this case. Ritonga et al. concluded that conducting online lectures for Arabic courses related to reading and writing was relatively difficult (Ritonga, Kustati, et al., 2021). Meanwhile, Bali and Liu in a study that analyzed the different aspects of social presence and interaction, as well as student satisfaction showed that these three aspects were higher in face-to-face compared to online learning (Bali & Liu, 2018). However, Paul and Jefferson stated that there is no significant difference between the online and face-to-face learning systems (Paul & Jefferson, 2019).

Another study by Hariyati et al. reported that students in urban areas have a higher motivation than rural (Hariyati et al., 2021), while Baczek et al. also found that online learning is optimized using the right approach (Hariyati et al., 2021). This learning system is more flexible but raises new problems such as unstable networks (Baczek et al., 2020; Ritonga, Lahmi, et al., 2021; Laili & Nashir, 2021; Sartika et al., 2021).

Several difficulties are associated with online learning at the Padangsidempuan State Islamic Institute, therefore this study aims to analyze the students' perceptions of interactions with lecturers during online lectures, as well as materials, media, and lecture methods. These four aspects constitute the learning system and determine the performance of online lectures.

METHODS

This study was conducted with a mix-method approach, which combines qualitative with quantitative data (Doyle et al., 2009; Molina-Azorin, 2016). Quantitative data were collected through surveys, while qualitative data were obtained through observations, interviews, and documentation. Surveys is used to obtain data related to the student experience of learning that is carried out online. While observation is used to get data related to student activities during online learning. The interview is used to get data from students directly related to their experience during the lecture conducted online. And documentation is intended to find out the activities of students during online learning through lecturer notes for one semester.

Research data sources. This study was carried out at the Department of Islamic Education, Faculty of Tarbiyah and Teacher Training, Padangsidempuan State Islamic Institute, and the population includes all students. Furthermore, the sampling technique referred to Singh et al. and Taherdoost where a sample of 10% of the total population was selected at random (Singh et al., 2014; Taherdoost, 2016). Therefore, the sample consisted of 60 students in semester VI, from classes I-VI, with 10 from each class. The total sample is considered sufficient to obtain data according to the study objectives.

The implementation of this research lasted for one semester, namely the even semester of the academic year 2020/2021. This time was chosen because there are data that prove that the online lecture system decreased compared to the last semester both in terms of quality and quantity, thus encouraging researchers to understand this reality through research.

Research data both qualitative and quantitative are then analyzed in descriptive form. The point here is that the analysis of both types of data is done simultaneously so that the meaning contained in the data can be revealed and understood as research findings.

Moreover, the study was implemented in the even semester of the 2020/2021 academic year because previous studies showed that the online lecture system has decreased compared to the odd semester both qualitatively and quantitatively. Both the qualitative and quantitative data were analyzed simultaneously using descriptive statistics.

RESULT AND DISCUSSION

Lectures at the Faculty of Tarbiyah and Teacher Training, Padangsidempuan State Islamic Institute (IAIN) during the COVID-19 period were mostly held online. This policy was taken as part of the protocols to minimize the spread of the Corona virus. In general, the platform used for online lectures was *SIA IAIN Padangsidempuan* which is accessed at <https://sia.iain-padangsidempuan.ac.id/>. This is in line with the vice rector's circular, although lecturers and students use other platforms which are considered more supportive for a quality lecture process.

At the beginning of the lecture, the lecturer present materials through the available platforms, while students complete assignments, arrive at the platform on time, and participate in discussions similar to face-to-face lectures by actively asking and responding to questions. This trend continued progressively in the odd semester of the 2020/2021 academic year.

However, the implementation seemingly decline gradually as indicated by the lateness of students to the platform room used, turning off of laptop/gadget cameras, failure to complete paper assignments on time, low work quality, while others are unable to join the class due to poor network. Therefore, the data analyzed include: 1) students' experience of the interaction with lecturers in online lectures. 2) Students' experience of online lecture materials, 3) Students' experience of learning methods, and 4) students' experience of the media used.

Student Perception of Student and Lecturer Interaction in Online Learning

Learning interaction is an activity that aims to facilitate communication between educators and students according to individual tasks. The students' perception at the Faculty of Tarbiyah and Teacher Training, Padangsidempuan State Islamic Institute towards the interaction with lecturers in the online system is illustrated as follows in the figure:

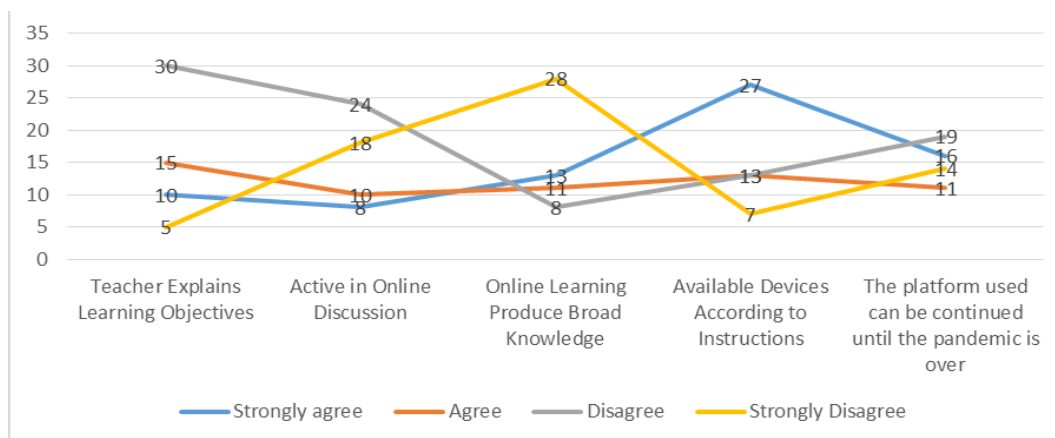


Figure 1. Interaction of students and lecturers in online lectures

The first indicator of the interaction between students and lecturers is the lecture purpose. Based on the results, 50% of respondents disagreed, 15 agreed, 10 strongly agree, while 5 strongly disagree. Furthermore, the perception of student and lecturer interactions in online lectures was also measured based on the responses to the level of activeness in discussions. For this indicator, the highest perception was disagree with a total of 24 respondents, followed by 18 strongly disagree, 10 agree, and 8 strongly agree.

The majority of the respondents namely 28, strongly disagreed that online lectures produce broad knowledge, while 13 strongly agree, 11 agree, and 8 disagree. Another indicator that was measured is the available tools according to the instructions. Based on the results, 27 respondents strongly agree, 17 disagree, 13 agreed, while 7 strongly disagree. Regarding the continuous use of the platform until the end of the pandemic, the highest score was disagree with 19 respondents, followed by 16 agree, 14 strongly disagree and 10 agree.

The students' perceptions based on the results obtained are in line with the qualitative data. Based on the observations and interviews, students are not actively involved in the online lecture process. According to the respondents, this is related to the unclear purpose of the lecture materials and difficulty in using the online platform.

The quantitative and qualitative data described above show that students' perceptions regarding the interaction with lecturers are in the negative category as indicated in the respondents' answers which were majorly in disagreement with the 5 indicators measured. This result is in line with previous studies which stated that online learning has poor quality (Pokhrel & Chhetri, 2021; Nugroho et al., 2021). The quality of online learning is low due to the inactive participation of students (Dhawan, 2020)

Student Perception of Online Lecture Materials

The lecture material is good when the content corresponds with the learning objectives, students' ability level, encourages activeness as well as motivation, and adheres to the didactic procedures. Therefore, the students' perceptions of online lecture materials are shown in figure 2 as follows:

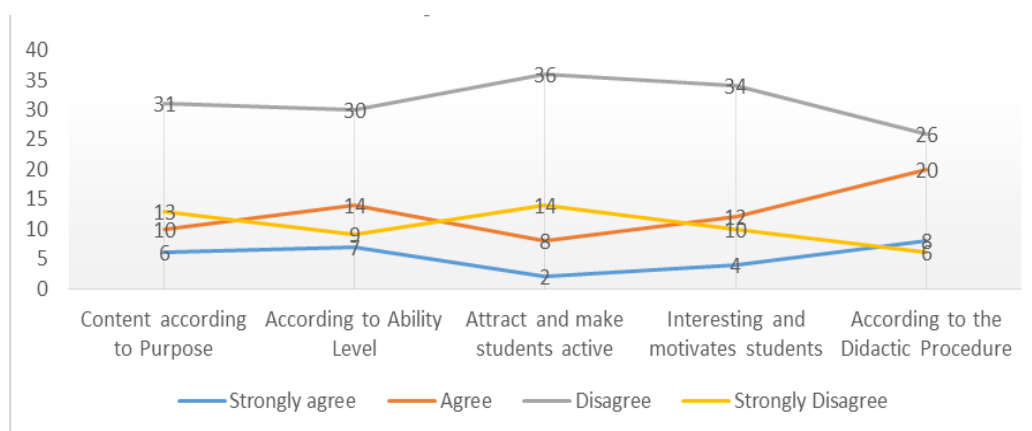


Figure 2. Student Perceptions of Online Lecture Materials

The data contained in figure 2 shows that the highest results from each indicator are majorly in the disagree category. Based on the results, the students perceive that the materials delivered online do not correlate with the lecture objectives and the ability level, do not encourage activeness, and do not motivate nor adhere to the didactic procedures.

Based on the results, there is no difference between the online and face-to-face lecture materials but the data collected showed that the content delivered is often not consistent with the semester learning objectives. This is also supported by the interview results which showed that the lecturers convey materials that are not in line with the topic discussed, therefore the learning goals are not achieved.

Online learning materials need to also be in line with the didactic procedures followed. Sukardi et al. stated that online learning materials refer to learning objectives (Sukardi et al., 2019), and are to be aligned with the students' ability (Dowell & Small, 2011). Based on the results, the perception of students on online lectures is in the negative category.

Online Lecture Methods and Media in Student Perception

The method is a way to convey learning material, while media is an intermediary used to facilitate delivery. The difference between these two aspects is very clear, but the use of certain methods requires relevant media. Based on the results, the students' perceptions of online learning methods and media are shown in figure 3 as follows:

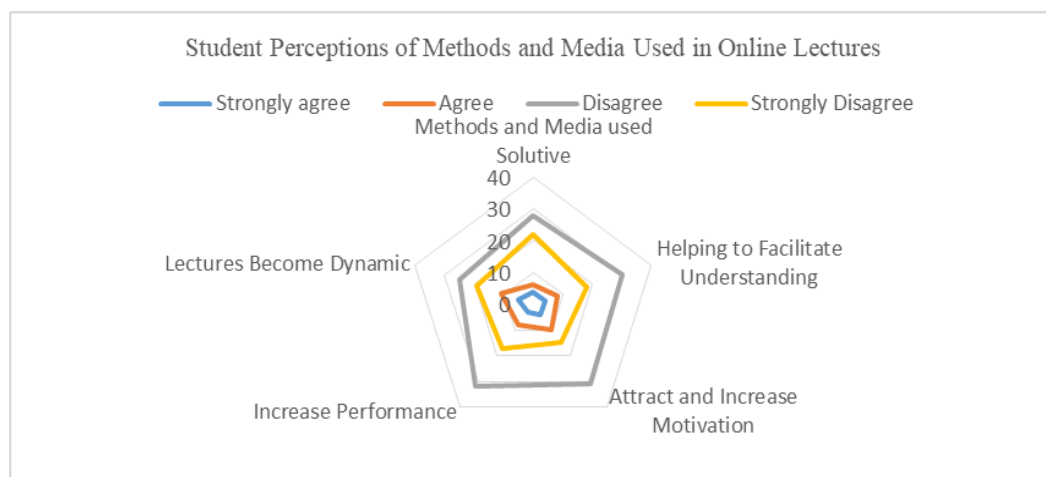


Figure 3. Student Perceptions of Methods and Media Used in Online Lectures

The methods and media are part of the learning system and both support the implementation of high and quality education. However, online lectures at the Faculty of Tarbiyah and Teacher Training, Padangsidempuan State Islamic Institute are low in these aspects. Based on the data contained in figure 3, the respondents' answers to the 5 indicator items surveyed were majorly in the disagree category. Furthermore, the confirmation of data through interviews and observations also shows that the methods and media used are not solutive, do not help students understand the material easily, nor improve lecture dynamics and performance.

Online lectures generally apply a wide variety of methods and media as both have great relevance to the use of technology. The online learning needs to be improved by creatively using methods and media based on information and communication technology (Rahm, 2021). Learning without applying the right methods and media often leads to poor quality and outcomes (Munawaroh, 2017; Khaira et al., 2021). Therefore, online learning during the COVID-19 period needs to be incorporated with the rapid technological development.

CONCLUSION

To maintain the online lecture system, significant changes and development are needed such as improving the lecturers' and students' proficiency in the use of technology, increasing the ability to explore lecture material, and increasing the ability of lecturers to choose and use appropriate methods and media. Based on the four aspects analyzed, the respondents' answers were majorly in the disagree category. This indicates that students, in general, do not have a good interaction with lecturers during online lectures. Furthermore, the materials delivered are not often consistent with the learning objectives, while the methods and media used do not facilitate understanding, nor stimulate enthusiasm.

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