

**STUDENTS' PERCEPTION ON THE TEACHING-  
LEARNING PROCESS DURING COVID-19 PANDEMIC  
AT ENGLISH EDUCATION DEPARTMENT  
OF UIN AR-RANIRY BANDA ACEH**

**THESIS**

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FAKULTAS TARBIYAH DAN KEGURUAN UNIVERSITAS ISLAM  
NEGERI AR-RANIRY BANDA ACEH

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# THESIS

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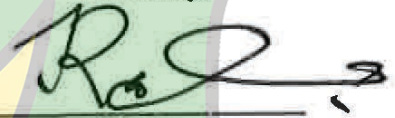
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**Students' Perception on the Teaching-Learning Process during Covid-19  
Pandemic at English Education Department of UIN Ar-Raniry Banda Aceh**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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I believe, my success in completing this thesis was not solely because of the results of my own hard work. With the permission of Allah Almighty, I am surrounded by these kind and supportive people besides me who give me strength so that I can complete this thesis. First of all, I would like to express my deepest gratitude to my supervisors Mrs. Khairiah Syahabuddin, M.HSc.ESL., M.TESOL, Ph.D. and Mrs. Syarifah Dahliana, M.Ag., M.Ed., Ph.D. for their guidance, enlightenment, motivation and reinforcement as well as their constructive comments that have helped me in completing this thesis, and also my academic advisor Prof. Dr. T. Zulfikar, S.Ag., M.Ed. may Allah's mercy and love always be given upon them.

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## ABSTRACT

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This research aims to determine the students' perception on the teaching-learning process and its benefits during the COVID-19 pandemic. This research used a mixed methodology to collect the data, using a close-ended questionnaire with Likert-scale for the quantitative data; and Focus Group Discussion (FGD) for the qualitative data. The validity of the results obtained from the calculation value of the r table was 0.361 using a 5% level of significance for 15 positive item statements and 15 negative item statements. With the Cronbach alpha value  $> 0.6$ , it made the item statements reliable in two different indicators, for the teaching-learning satisfaction and teaching-learning effectiveness. The data collection process was carried out to the 66 students of the 2018 academic year students at the English Language Department of UIN Ar-Raniry Banda Aceh. The findings explained that the student's perceptions on the teaching-learning satisfaction indicator was 72.35%, means it was in satisfied category. Meanwhile, student's perceptions on the teaching-learning effectiveness indicator was 73.93%, means it was in effective category. Furthermore, an FGD was held with 6 participants, and it indicated the benefits of the teaching-learning process during the COVID-19 pandemic for students at English Language Department that were time and place flexibility, technology updated and efficiency, saving cost (affordability), and the learning style suitability.

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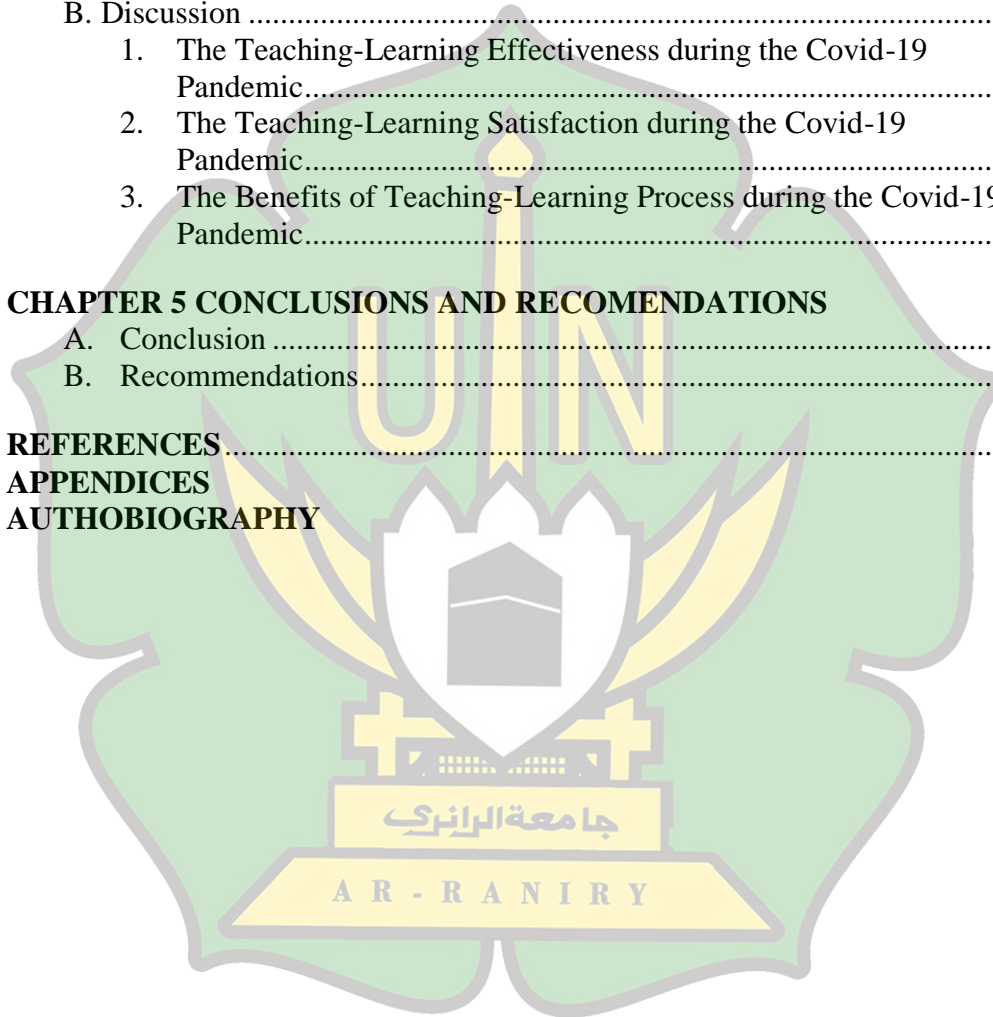
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## CHAPTER I

### INTRODUCTION

This chapter provides information on the background of study, research questions, objective of study, aim of study, significance of study and terminology.

#### A. Backgrounds of the Study

Since Covid-19 entered Indonesia in early 2020, almost all educational institutions such as schools, courses until universities have carried out online learning approaches to guarantee the coherence of their educating and learning process. The existence of the Covid-19 Pandemic is constraining us to move quicker as far as learning advancement, particularly technology innovation-based learning. Innovation keeps on creating alongside the expanding age and human necessities, obviously, progressively requesting individuals to be more imaginative in making more complex advancements.

Because of the Covid-19 Pandemic, all teaching-learning process in Indonesia used to be direct learning transformed into an innovative online learning method that runs together with the traditional learning method. [Baytiyeh \(2019\)](#) accepted that keeping up learning and communication during school by implementing all potential methods and approaches is essential. Most educational institutions have the same situation to maintain the contact between students, lecturers, and university staff to run the course. With all the limitations of direct learning activities, distance learning by implementing online and or (the combination of online-offline) blended learning, is used as an alternative during the Covid-19 Pandemic ([Dempsey & Burke, 2020](#)).

Online learning appears simultaneously as the development of technology in the 21st century. However, its term currently appears and has become more familiar in the educational world during the worldwide Covid-19 Pandemic. There are various definitions of online learning, especially in higher education. [Wilkie and Liefieith \(2013\)](#) explained that the current situation of the Covid-19 Pandemic makes online learning more innovative as an integrating e-learning instruction which sometimes combines with a direct learning method, therefore most researchers allude to it as "the new traditional model" in course delivery. Further, [Wilkie et al. \(2013\)](#) stated that the combination of online and offline learning is a unique process that combines formal (standardized), non-formal, and informal learning. In higher education, the educational process, training, and teaching are characterized as institutionalized processes because they are organized according to rules and norms. Besides, the most popular term of traditional and e-learning combination method may be used to solve various tasks and is often thought of as a way for both educators and students to fulfill their teaching and learning needs. This technology revolutionizes teaching, training, and learning worldwide while also engaging and inspiring students ([Nafukho, 2015](#)).

In the world of education, the teaching-learning process during the covid-19 pandemic is not a new topic of research. However, a lot of concepts of it have been continuously investigating by researchers nowadays. The studies about the teaching-learning process during the covid-19 pandemic have also increasingly grown during the Covid-19 Pandemic, in which many educational institutions, significantly higher educations, are required to adopt the most suitable teaching-



learning method to this situation. Amir, et al. (2020) investigated that physical distancing learning was still being the most used learning policy in Indonesia during the Covid-19 Pandemic. It has been implemented such as in a dental academic institution of Universitas Indonesia, with a regular modification and adjustment to run the most sustainable educational activities during the Covid-19 Pandemic. The traditional teaching-learning activities were immediately shifted to fully online learning.

In light of the above elaboration, this research investigated the teaching-learning process regarding the students' perceptions, especially for its effectiveness and satisfaction. These empirical results would give current information on the implementation of the teaching-learning process during the Covid-19 Pandemic, so there will be a regular evaluation and adjustment for a better atmosphere of teaching-learning activities in the future. This research was done at English Education Department of UIN Ar-Raniry Banda Aceh, which is still implementing online or distance learning during the Covid-19 Pandemic. This online or distance teaching-learning process had been implemented since early 2020 until now, the first semester in the academic year of 2021/2022. This thesis research contribution also identified the benefits of the teaching-learning process during the Covid-19 Pandemic for Students at English Education Department of UIN Ar-Raniry Banda Aceh.

## **B. Research Questions**

In light of the research background elaboration above, the initial research questions were as follows:

1. How do students perceive the teaching-learning satisfaction during the Covid-19 pandemic?
2. How do students perceive the effectiveness of the teaching-learning process during the Covid-19 pandemic?
3. What are the benefits for students of the teaching-learning process during the Covid-19 pandemic?

### **C. Objective of the Study**

Repose to the research questions above, this research was aimed to find out:

1. Students' perceive the teaching-learning satisfaction during the Covid-19 Pandemic.
2. Students' perceive the effectiveness of teaching-learning process during the Covid-19 pandemic.
3. The benefits for students of the teaching-learning process during the Covid-19 pandemic.

### **D. Significance of the Study**

The significant contribution of this research was aimed at giving both theoretically and practically.

#### **1. Theoretical Significance**

The research about the teaching-learning process during the Covid-19 pandemic has been done all over the world. It is still an interesting topic because many educational institutions, especially universities, still try to find out the most suitable policy to run the online and or the offline courses during the Covid-19

Pandemic. Students, as the participants, are the main actors in both online and offline learning process during this Covid-19 Pandemic. Their perceptions of it might be dynamic and different in each course during the semester. Therefore, to know the students' perception based on the effectiveness and satisfaction aspect, in addition the benefit of the teaching-learning process during the Covid-19 pandemic, this research was done to provide any beneficial information for the society especially for educational purposes.

## 2. Practical Significance

Practically, this research is also beneficial for several purposes. It can be used as an additional reference and knowledge to understand the students' perceptions on the implementation of the teaching-learning effectiveness and satisfaction during the Covid-19 Pandemic. This comprehensive understanding refers to the 2018 academic year's students of English Education Department, UIN Ar-Raniry Banda Aceh. This research analyzed the 7<sup>th</sup> semester students' perception based on what they have done in the online and offline teaching-learning process during the second semester of 2020/2021 academic year and the first semester of 2021/2022 academic year. It could help them to find out the improvement of their performance quality and adaptability to this learning process further.

For lecturers, this study aimed to discover an innovation for the teaching strategy to improve students' motivation, improve the lecturer teaching performance on the online and offline learning, and know students' characteristics in this process. The lecturers can effectively evaluate the aging process of learning in the course into a better approach in the future. For English Education Department, this study's

results would be a piece of additional information to construct a new further policy, strategy, and system of the teaching-learning process during the further situation of Covid-19 pandemic.

### **E. Terminology**

The specialized words or meanings associated with this particular research are as follow:

#### **1. Perception**

The [Merriam Webster Online Thesaurus](#) defines perception (noun) as "1. The ability to understand inner qualities or relationships; 2. The knowledge gained from the process of coming to know or understand something". Meanwhile, performance (noun) is "1. A representation of an artistic work (as a piece of music) from a particular point of view; 2. The doing of an action". The [Oxford Learner's Dictionaries Online](#) adds these "1. Perception (noun) is the way you notice things, especially with the senses; 2. The ability to understand the true nature of something; 3. An idea, a belief, or an image you have as a result of how you see or understand something".

#### **2. Teaching-Learning Process**

According to The [Merriam-Webster Online Thesaurus](#), teaching (noun) is "the act or process of imparting knowledge or skills to another". Meanwhile, according to [Oxford Learner's Dictionaries Online](#), learning (noun) has a definition as "1. The process of learning something; 2. Knowledge that you get from reading and studying; 3. Something that you learn, especially from your experience of working on something". Since 2020 due to the current pandemic circumstance, the

teaching-learning processes are transformed into a new adjustment of teaching-learning method which most of the educational institutions implied fully online and distance learning, or even blended (the combination of online and offline) learning has gotten very normal now.

### 3. Learning Satisfaction

According to [The Merriam-Webster Online Thesaurus \(2021\)](#), satisfaction (noun) is “the feeling experienced when one's wishes are met; a state of mind in which one is free from doubt”. Thus, according to [Wua, Hsieh, and Lu \(2015\)](#), teaching-learning satisfaction is the level of students’, teachers’ or even the parents’ feelings after making a comparison between the reality that they feel in following the teaching-learning process and their expectations on it.

### 4. Learning Effectiveness

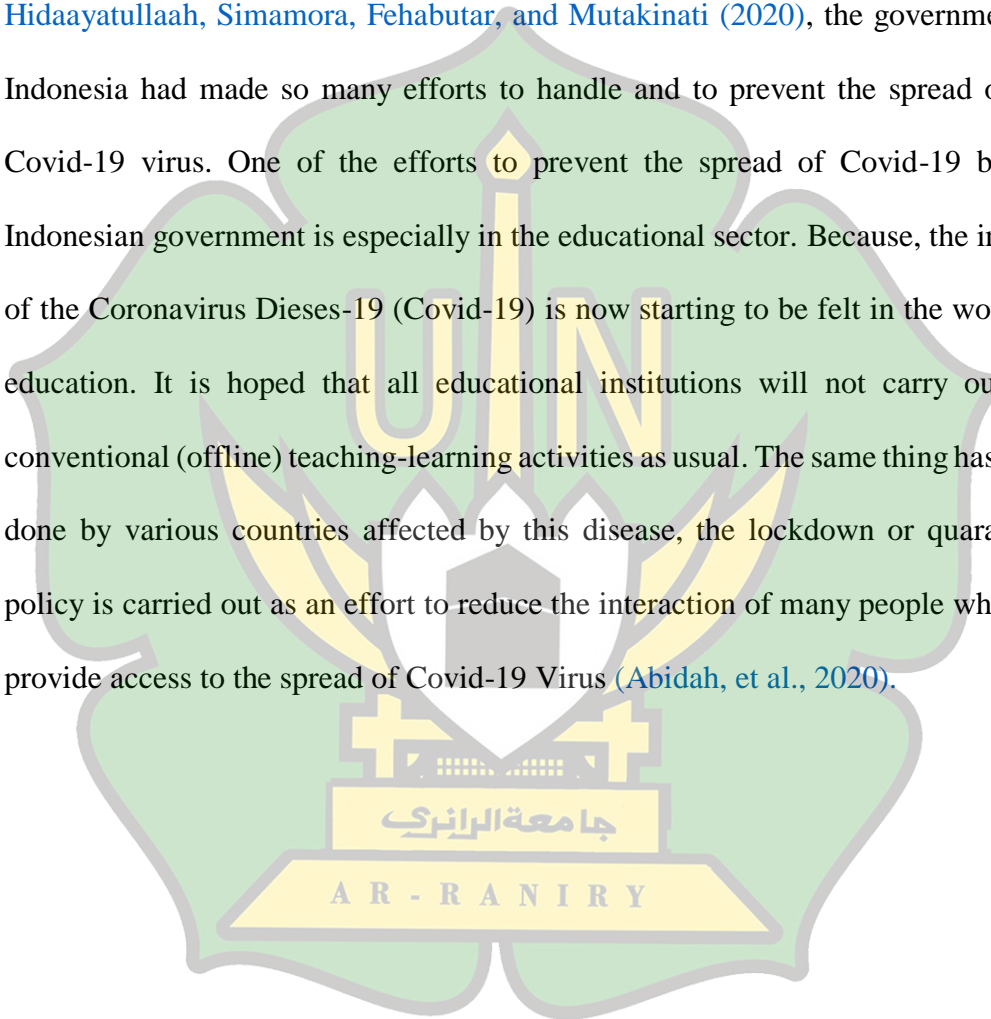
Effectiveness is “the capacity to persuade; the power to produce a desired result; and the quality of an utterance that provokes interest and produces an effect” ([The Merriam-Webster Online Thesaurus, 2021](#)). Further, [Riyanto \(2003\)](#) described that teaching-learning effectiveness is defined as effective, or achieving goals or achieving learning objectives. In this case the effectiveness of learning or effective learning is an effort that produces results or produces useful and purposeful learning for students, through the use of appropriate procedures.

### 5. Covid-19 Pandemic

Covid-19 Pandemic, according to [Harvard Health Publishing Medical School \(2021\)](#), has a meaning as a disease outbreak affecting large populations or a whole region, country, or continent that is caused by the worldwide infection of



COVID-19, short for "coronavirus disease 2019". Furthermore, the spread of the Covid-19 virus is through splashes, droplets when someone coughs, sneezes or talks. So, the application of physical distancing must maintain a distance of at least two meters from each other's. Based on these situations, according to [Abidah, Hidaayatullaah, Simamora, Fehabutar, and Mutakinati \(2020\)](#), the government of Indonesia had made so many efforts to handle and to prevent the spread of the Covid-19 virus. One of the efforts to prevent the spread of Covid-19 by the Indonesian government is especially in the educational sector. Because, the impact of the Coronavirus Dieses-19 (Covid-19) is now starting to be felt in the world of education. It is hoped that all educational institutions will not carry out the conventional (offline) teaching-learning activities as usual. The same thing has been done by various countries affected by this disease, the lockdown or quarantine policy is carried out as an effort to reduce the interaction of many people who can provide access to the spread of Covid-19 Virus ([Abidah, et al., 2020](#)).



## CHAPTER II

### LITERATURE REVIEW

This chapter presents several theories that are relevant with the research. It includes the theory elaborations of students' perception, teaching-Learning process during Covid-19 pandemic, and the previous studies.

#### **A. Students' Perception**

##### ***1. Definition of Perception***

According to [Nanay \(2021\)](#), perception is the process of selecting, organizing, and interpreting information. Peoples' perceptions on an object are different, which can be positive or negative. Their perceptions are done through their five senses. Those are vision, hearing, taste, smell, and touch. [Slameto \(2010\)](#) also explained about the meaning of perception, and we can conclude that perception can be used as a way to explain the phenomena that exist in our environment. Everyone has different perceptions of an object, which automatically linked to a certain human trait, namely its psychological characteristics. Moreover, perception is a process that starts from the sense organs. This is a process that starts from receiving information by the human brain where a person is continuously interacting with the environment.

Meanwhile, [Mulyana \(2007\)](#) defines perception as an internal process allowing us to choose, organize, and interpret stimuli from the environment. It is in line with what was explained by [Sulistomo \(2012\)](#), that perception is a dynamic response occurring within a person when receiving stimuli from outside through

the five senses, and is influenced by factors of knowledge, experience, emotional, and personality aspects. From here the individual will determine the perception of whether an object is good or bad, useful or useless, important or less important. A person's perception will develop or can change according to the new information he/she receives from the environment.

According to some of the definitions above, it can be concluded that perception is a state in which an individual can see or interpret events, objects, and humans and can interpret something based on the stimulus received by each individual's stimulus which is also influenced by past experiences.

## **2. Factors Affecting Perception**

Many factors affect and contribute to determining someone's perception. [Sree \(2008\)](#) states that there are factors that affect perception, namely internal and external factors. In more detail, it will be explained as follows:

### **a. Internal Factor**

#### **1) Needs and Desires**

People's needs and wants play an important role in perception. People at different levels of need feel the same things differently. In this case, expectations, motives, or interests also influence people's perceptions ([Sree, 2008](#)).

#### **2) Personality**

Personality is one of the internal factors influencing a person's perception on something. For example, someone who is optimistic will think of something positive, while pessimism will think of it negatively. The influence of a person's personality will lead to several different facts from the same thing ([Sree, 2008](#)).

### 3) Experience

Experience is an excellent thing in shaping one's perception towards a constant thought in response to an item. Experience and knowledge will increasingly support a person to have a more accurate perception ([Sree, 2008](#)).

#### b. External Factor

##### 1) Size

The greater the size of the perceived stimulus to a thing, the greater its dominance, the more likely it is that people will think the same way about it. Dominance is determined by size, which in turn overrides other things that appear smaller and less dominant. For example, an ad on a newspaper page that is displayed in a full, large image will attract more attention than a small ad in some corners of the newspaper ([Sree, 2008](#)).

##### 2) Intensity

While reading a passage, one comes across several lines printed in bold or italic type. Those bold and italic lines will be more automatically noticed because they look different from regular lines. Another phenomenon, when a student in the class whispers to the friend next to him, it will attract the teacher's attention more. This proves that whispers often contrast with other noises in the environment, so they get more attention. Therefore, the intensity factor has to be considered in light of the situation ([Sree, 2008](#)).

### 3) Frequency

The frequency of external stimuli that is seen repeatedly gets more than one attention. Repetition is one of the most frequently used techniques to grab people's attention, making people aware of the stimulus (Sree, 2008).

### 4) Status

The perceived status of the person also affects perception. Higher-status people can influence employee perceptions than lower-status people. When introduced to two people with different positions, we tend to remember people who have a higher rank than others (Sree, 2008).

### 5) Contrast

Something that is most different will get more attention than other common things in the same environment. The contrast of something can be caused by color or unusual factors (Sree, 2008).

Based on several explanations of the factors that influence perceptions above, it can be understood that the factors that influence a person's perception vary. It depends on how they perceive things influenced by other factors, internal and external factors.

## ***3. Basic Principles of Perception***

To know someone's characteristic, we have to know the basic principle of her/his perception so that it will create effective communication. Those basic principles of someone's perception, are:



a. Perception is relative

Someone's perception is not absolute because others will have different perceptions of the same thing [Slameto \(2010\)](#).

b. Perception is selective

A perception by someone must be based on her/his attention. Different knowledge and motivation will also create a different perception of someone [Slameto \(2010\)](#).

c. Perception has an arrangement

It implies that someone's perception is a plan about something. It is impacted by someone's brain, inspiration, experience, and so on. For instance, someone may have negative insight into English exercise due to terrible experience before identifying with English. All in all, the course of action of the item can impact the sense of that object [Slameto \(2010\)](#).

d. Perception is influenced by hope and readiness

Someone's hope and willingness will figure out which messages will be picked to be acknowledged. It will cause how a selected message will be comparatively spread out and how to serve focused on message will be interpreted [Slameto \(2010\)](#).

#### ***4. Students' Perception***

[Maulida \(2010\)](#) states that the main resource and the most important focus in the teaching-learning process are students. One of the teaching-learning process's purposes is to improve students' knowledge and understanding of something. Students learn from teachers. Meanwhile, a teacher also can learn from students. In

this condition, all the learning processes always begin with students' perceptions. Therefore, a teacher needs to create a good learning activity process so that the students will have a good perception of the subject learning.

## **B. Teaching-Learning Process during Covid-19 Pandemic**

### ***1. Definition of Teaching-Learning Process***

According to [Oxford English Dictionary \(2021\)](#), learning has a general meaning, namely "learning," thus at a glance, it contains the meaning of learning patterns that contain elements of mixing or combining one pattern with another. [Dick, Carey and Carey \(2001\)](#) stated that teaching could be interpreted as getting content from the text into the heads of learners in a way that they could retrieve the information. In this definition, teaching is an activity in giving instruction, guiding in the study of something, providing knowledge, and understanding. The definition of teaching cannot be separated from the definition of learning. [Hanifah \(2004\)](#) in her article explained that teaching is an activity to create situation to support the learning process, or a teacher's activity to deliver materials to the students in order to transfer the knowledge.

Further, [Harsono \(2007\)](#) presented a following discussion on the notion of teaching and learning process. He stated that, learning is normally considered to be a conscious process which consists of the committing to memory of information relevant to what is being learned. It means learning is a process that brings cognitive, emotional, and environmental influences for the purpose of making changes in someone's knowledge, skills, values, and worldviews. [TALIS \(2009\)](#) explained that an effective teaching considers some essential aspects. It includes a

good-planned curriculum, efficient classroom activities, well-behaved teacher, and the student's needs. In line with those aspects, teaching is not only a process of transferring knowledge, but also a process that involve many aspects in order to determine the effectiveness of teaching process. Those important aspects need to be implied well to create an effective teaching and learning process.

## ***2. An Overview of Covid-19 Pandemic***

Covid-19 (Coronavirus Disease 19) is a disease caused by the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) which can cause respiratory system disorders, ranging from mild symptoms such as flu to lung infections, and pneumonia (WHO, 2020). According to [Devi, Warasniasih, Masdiantini, and Musmini \(2020\)](#), the ongoing Covid-19 is a continuous pandemic that began in December 2019 in Wuhan, China, was declared a pandemic by WHO on March 11, 2020. Before becoming a pandemic, this virus initially occurred in Wuhan City, Hubei Province, China in December 2019. The disease caused by the Covid-19 virus is a new type discovered in 2019 and has never been identified as attacking humans before. Then, on January 30, 2020, WHO designated Covid-19 as the Public Health Emergency of International Concern (PHEIC) or a Public Health Emergency that Concerned the World (KKMMD) ([Devi, et al., 2020](#)).

The impact of the Covid-19 pandemic on education is the emergence of government policies around the world to temporarily close all schools and universities. This policy is done to limit the spread of covid-19. Since then, UNESCO has recommended distance learning programs and other online education

platforms so that the instructors can reach students, and education disruption can be reduced during school or university closures caused by Covid-19 (UNESCO, 2020).

### ***3. Teaching Learning Process during Covid-19 Pandemic***

Since 2020, due to the current pandemic circumstance, the teaching-learning activities in the educational institutions around the world is using either the online/distance learning or the blended learning which is known as the combination of offline and online learning. For example, Johnson, Veletsianos, and Seaman (2020) found that in the USA, universities immediately adjusted this learning method, with a majority of the faculty switched to teaching online. During the Covid-19 Pandemic, the combination of online and offline learning within the age of information technology is inescapable and essential. But, further careful pedagogical design for the achievement of the exercise targets is as yet central to accomplishing the teaching-learning process.

According to Rusman (2012), the combination of offline and online learning (blended learning) is a combination of various approaches within learning. So, it can be stated this learning process combines two or more approach methods in learning to achieve the learning process's goals. One example is the combination of web-based learning and the use of face-to-face methods that are carried out simultaneously in learning. Meanwhile, according to Stein and Graham (2014), online and offline learning process combines conventional (face-to-face) learning with online experiences to produce effective, efficient, and flexible learning. Sutopo (2012) explained that online and offline learning process can combine positive aspects of two learning environments: direct learning in the classroom and online

learning. It merges aspects such as web-based instruction, streaming, video, audio synchronous and asynchronous communication, etc., with traditional "face to face" learning.

The numerous features of blended learning have brought various kinds of classification. In this way, [Staker and Horn \(2012\)](#) proposed the four models of blended learning. **Rotation model** – wherein students turn or move between direct and online learning, **Flex model** – wherein courses are conveyed utilizing on the online methods, while an instructor is accessible for up close and personal backings as well as discussions, **Self-blended model** – wherein an online variant of the face to face course is made accessible for a valuable reason which a student can take deliberately, and **Enhanced virtual model** – wherein students divide their time between going to face-to-face and online learning. In addition, [Graham \(2006\)](#) gave a simple approach to classify the blended learning method. **Space** – live (direct) or virtual (appropriated), **Time** – live coordinated (short slack time) or asynchronous (long slack time), **Constancy** – high (rich in all ways) or low (text only), and **Humanness** –human (no machine) or no human (with the machine). The characteristics of online and offline learning according to [Sutopo \(2012\)](#) are not only limited to the use of technology as a learning media. But other things also include, which are:

- 1) Stand-alone, Asynchronous, or Synchronous online learning / training;
- 2) Supporting software (knowledge management tools);
- 3) Traditional class, laboratory, or other teaching media;
- 4) Reading, CD-ROOM or other independent learning;



5) Teletraining (telelearning), or other media.

#### ***4. Online Learning during Covid-19 Pandemic***

According to [Yusny, Rizki, Trisnawati, and Yulia \(2021\)](#), online learning is a learning method that uses a technology-based learning environment. In this learning, students are required to have supporting learning devices such as computers, mobile phones that supported with the internet connections. Online learning in other words according to [Anderson \(2008\)](#), is also referred to as e-learning, includes "e-learning, Internet learning, distributed learning, networked learning, virtual learning, computer-assisted learning, web-based learning, and distance learning".

##### **a. Benefits of Online Learning during Covid-19 Pandemic**

According to [Hermanto and Srimulyani \(2021\)](#), online learning can be an effective solution to reactivate the teaching and learning process in educational institutions which were initially closed due to the high risks of Covid-19 Pandemic situation. In addition, the ability to master technology by teachers and students is generally getting better and motivated to be better with online learning. With online learning, teachers and students will use electronic media and software as a platform for learning. This provides benefits for both teachers and students to be more modern and not technologically stuttering.

##### **b. Problems of Online Learning during Covid-19 Pandemic**

Although online learning has many benefits during the Covid-19 Pandemic, behind all of that several problems arise with the application of this learning method. Some of the weaknesses of online learning that have emerged, especially

in Indonesia today according to [Hermanto, et al. \(2021\)](#) are; lack of student discipline, lack of motivation, students will easily get bored and tired because most of them are just online assignments, the problem on the internet, and the technology used. In addition, subjects and courses related to calculations and practice are not effective if only done through online learning.

In addition, the research results of [Putria, Maula and Uswatun \(2020\)](#) found several factors that became problems in conducting online learning, namely the availability of smartphones, quotas, higher internet bills and a stable internet network. Because, not all students have the same ability in terms of economics, so the smartphones they have are not all the same, some have mediocre quality, some even have very good quality. This difference can also lead to student satisfaction in participating in online learning. The research results of [Zhang, Wang, Yang and Wang \(2020\)](#), on the online learning process in several schools and universities in China during the Covid-19 pandemic show ambiguity and disagreement about the material being taught, the way teachers teach, the burden on students and the learning environment, as well as the implications for equity-based education.

### ***5. Offline Learning during Covid-19 Pandemic***

Offline learning according to [Staker et al. \(2012\)](#), is a learning method that carried out directly face to face in a conventional classroom environment setting. Generally, offline learning uses no technology where the teaching process is directly carried out orally and in writing ([Allen & Seaman, 2013](#)). Meanwhile, offline learning during the Covid-19 Pandemic is a new normal method in order to run the educational institution, especially in Indonesia. A source news article by

[Simorangkir \(2021\)](#), there are many schools in Jakarta that will be reopening soon.

Based on the Government of Jakarta, there will be several regulations that the schools have to pay attention to those limitations, which are: the trial school is only once a week for each grade, the limited number of students (maximum 50% class capacity), 3 to 4 hours learning activities, essential learning materials only delivered in the classroom, a compulsory for the teacher to know about the blended learning theory first, and teacher vaccinated approved. In addition, the schools are required to have coordination with the health facilities of Covid-19.

a. Benefits of Offline Learning during Covid-19 Pandemic

Online or distance learning is being an experience prior to the Covid-19 Pandemic as the most commonly used method in almost all educational institutions. Nevertheless, in the new normal era and the new situation of the covid-19 pandemic, educational institutions cannot always use online learning as a sustained learning method. There must be an adjustment, evaluation, and upgrades of the teaching-learning activities. Nowadays, face-to-face (offline) learning has another benefit of learning. According to [Kholili \(2021\)](#), the benefit of offline learning during the covid-19 pandemic, makes the students feel the sense of the normal teaching-learning activities as what they do every day before. It will make them may access, interact and cooperate directly with their friends. They also experienced again being student-centered as what they usually do in a presentation in front of the classroom. This condition brings them beneficial things to make them become more creative and self-motivated. In addition, they have more time to do a consultation session with their lecturer for thesis purposes. The lecturer also

assisted and improved them directly after their learning activities, therefore they could recognize the difficulties and errors directly in the classroom.

b. Problems of Offline Learning during Covid-19 Pandemic

[Yusny, et al. \(2021\)](#) had investigated the problems of face-to-face learning during the current situation of the covid-19 pandemic. There are several problems that relate to undisciplined learning, in which most of the students and the lecturer often break the rules of an agreement, and deadline that they have made before. It will automatically produce undisciplined and uncondusive classroom situations and unfulfilled their teaching-learning goals. In addition, there was also a low self-motivation for the students, because they are not a good motivation when in the classroom. The time limitation was also being a major issue, which the availability of time is very short and limited. This situation causes many classes to unfinished, and so a lot of learning materials are not well-covered.

**C. Learning Satisfaction**

Satisfaction is the level of someone's feelings after making a comparison between the reality that they feel and their expectations ([Wua, Hsieh & Lu, 2015](#)). The dimensions of satisfaction include the desire of what someone's wants, and it complete their satisfactions. Learning satisfaction is the impact of the process that has occurred during teaching and learning process which is participated by the students, in addition as a comparative outcome between their expectations and the perceived learning process. It is also contractual, such as the case when the students finally achieve the learning goals as what they expected by themselves, then they will feel satisfied for it. Student satisfaction is a measure of success for teaching

and learning process services by teachers and schools in providing learning facilities. [Wua, et al. \(2015\)](#) also added that many things can cause student become not satisfied in learning, including the results between their expectations and reality. The student will feel satisfied if the abilities, skills, and hopes in the teaching and learning process that they follow are appropriate. On the contrary, students will feel not satisfied if between their abilities, skills, and expectations in the learning process are discrepancy. Moreover, learning satisfaction theory believes that students are as the consumers of educational products and they have the right to invest in any learning model that they like. According to [Knight \(2002\)](#), it has been explored about the students' satisfaction that will affect to the students' successful learning outcomes, which are:

- 1) The administrative service quality
- 2) Teaching quality
- 3) Learning materials
- 4) Learning environment
- 5) Engagement quality between teacher and students, etc.

[Holdford and Reiders \(2001\)](#) also found that based on the students' perceptions on the satisfaction, the school facilities, faculty member services, and administrative services are being their considerations. The measure of the level of student satisfaction will show development of the function of the difference in performance carried out from time to time between the expectations of students with the reality that they experienced. [Sopiatin \(2010\)](#) described the level of satisfaction that commonly occurs, which are: if performance is below the



expectations, students will feel not-satisfied; if performance matches the expectations, students will feel satisfied; and if performance exceeds the expectations, students will feel very satisfied, or they might be happy.

Student learning satisfaction describes a feeling between what is expected and what actually happened. During the Covid-19 pandemic, there are many things that are being the considerations for the student satisfaction. This consideration in student learning like what the researcher done in this research such as, the students thought of the implementing both offline and online learning during the Covid-19 pandemic, their satisfaction of the learning material quality and availability provided, the administrative service affairs, the compatibility between the academic score evaluations, and their ability, and the learning convenience during the pandemic in the face-to-face teaching-learning activity.

### **C. Learning Effectiveness**

[Maulana and Rachman \(2016\)](#) explained that the effectiveness is defined as the ability of achieving the desired goals”. They also explained that effectiveness is a measure that states how far the target (quantity, quality and time) has been achieved. The greater the percentage of targets achieved, the higher the effectiveness. Meanwhile, according to [Ahmadi and Supriyono \(2014\)](#), the effectiveness of learning refers to the empowerment and the effectiveness for all components of organized learning to achieve learning objectives. Effective learning includes the overall learning objectives, both mental, physical, and social. Effective learning makes it easier for students to learn something that is beneficial.



In addition, according to [Miarso \(2004\)](#), the effectiveness of learning is what produces useful and purposeful learning for students, through appropriate learning procedures. He continued the discussion on the definition of effectiveness by stating that the effectiveness of learning is often measured by the achievement of learning objectives, or accuracy in managing a situation. Several things are contained in this definition, namely the effectiveness of learning is an educational activity that has characteristics, (1) systemic (2) the need for learning tasks and the needs of learners; (3) clarity of goals; (4) departing from the ability or strength of students, educators, society, and government.

According to [Riyanto \(2003\)](#), learning effectiveness is defined as effective, or achieving goals or achieving learning objectives. In this case the effectiveness of learning or effective learning is an effort that produces results or produces useful and purposeful learning for students, through the use of appropriate procedures. In this definition the word learning effectiveness contains two important indicators, namely the occurrence of learning in students and what the lecturer does. Thus, the learning procedures used by lecturers and evidence of student learning will be the focus of efforts to foster learning effectiveness [Miarso \(2004\)](#). He also added that, in the effectiveness of learning there are always two structured activities, which are teaching and learning. Learning is a process of change. Changes in terms of competence in knowledge, attitudes and skills. Meanwhile, teaching is a structured willingness in teachers who are driven by the vision that teaching is the ability to facilitate change in people who are entrusted to a teacher in the educational institution.

### C. Previous Studies

The current situation of the Covid-19 pandemic is very worrying. Most educational institutions in Indonesia carry out teaching-learning both from home (online) and school (offline). There are various educational studies during 2020 until 2021 about teaching and learning process that are implied in educational institution. The teachers' and students' perception on the combination of online and offline learning give some advantages for them such as effective learning which they can study independently, autonomous learning, easy to use, also especially for their learning motivation, ICT skills improvement, and flexibility to learn (Aji, Ardin, & Arifin, 2020; Mu'ayyadah, & Sahiruddin, 2020). Further, the benefits of using open online courses such as social media, and meeting apps during the Covid-19 Pandemic has also opened up the students' minds and enabled them to receive the necessary educational inputs, training, and skills even during the current pandemic situation (Bordoloi, Das & Das, 2021).

Several previous studies on the process of teaching-learning during the Covid-19 pandemic about the obstacles for the students also had been identified. Mostly teachers implemented an unaccompanied assignment system. Students learn at school to get the assignments from the teacher, and students do those assignments at home. On the next day students need to go back to the school only for collecting the assignments (Abidah, et al., 2020; Efriana, 2021; Mahyoob, 2020;). This condition is due to the limitation of social interaction during the Covid-19 Pandemic. On the other hand, students cannot physically attend school full time everyday due to the unsafe situation of Covid-19 Pandemic for the students

nowadays at school. Dealing with this situation, the government make a policy about the combination of online and offline learning to replace the usual direct interaction-based learning. The policy is chosen as it is thought to be the safest choice to conduct the teaching-learning activities at school by implementing a very strict health protocols. In addition, teachers and students need to get vaccinations (Daar & Nasar, 2021; Lestiyanawati & Widyanoro, 2020).

In addition, according to the students, the main problem of implementing online and offline learning was the internet connectivity, time consuming, also a preference for using books that the online materials (Aji, et al., 2020; Mu'ayyadah, et al., 2020). They also face the problems which relate to the anxiety, and uncomfortable learning environment at home (Kapasia, et al., 2020). Online learning process is difficult for them to have more consultation time in order to get more explanation from the teacher (Simamora, 2020). They also lost their enthusiasm for learning due to those obstacles during the Covid-19 Pandemic teaching-learning process (Lestiyanawati et al., 2020).

The things that make this research is different with previous researches are in this study the researcher provides any information about the students' perception on the teaching-learning process during the Covid-19 Pandemic, especially for its effectiveness and students satisfaction. In addition, this research also provides the elaboration of its benefits for students at English Education Department of UIN Ar-Raniry Banda Aceh. The data for this research were from the survey of the close ended questionnaire and Focus Group Discussion (FGD).

### CHAPTER III

### RESEARCH METHODOLOGY

This chapter discusses research design, research location, population and sample, technique of data collection, and technique of data analysis.

#### A. Research Design

Quantitative research is a research to understand the phenomena of what is experienced by research participants, for example: behavior, perceptions, motivations, actions and others, by means of descriptions in the form of words and language (Trianto, 2011). Meanwhile, qualitative research according to Mohajan (2018) is a research as a form of social action that stresses the way people interpret and make sense of their experiences to understand the social reality of individuals. Then, there is another research which combine both of these two quantitative and qualitative research method which called as a mixed-method research, the combination of the quantitative and qualitative methods. Mixed Method Research is a research method that is applied when the researcher has questions that need to be tested in terms of outcomes and processes, and involves a combination of quantitative and qualitative methods in a research. Because it focuses on outcomes and processes, the mix method research design is commonly used in research to evaluate a program (Sugiyono, 2015).

Based on the elaboration above, a mixed-method, combination of quantitative and qualitative methods were used in this research. The quantitative approach used questionnaire as a survey to determine students' responses about how they perceive the teaching-learning satisfaction process and effectiveness during

the Covid-19 Pandemic. Meanwhile, a Focus Group Discussion (FGD) section was done to the participants which divided into two categories for positive category and negative category to provide qualitative data. This method was purposed to find more in-depth and convenient information, and trust opportunities in understanding their experience related to how they perceive the teaching-learning process during the Covid-19 Pandemic and its benefits for them.

### **B. Research Location**

UIN Ar-Raniry Banda Aceh, located on St. Syekh Abdul Rauf Kopelma Darussalam, Banda Aceh. UIN Ar-Raniry implied an online learning system during the new normal era of the Covid-19 Pandemic. This regulation is set by its rectorate, addressing efforts to prevent the Covid-19 Pandemic and to break the chain of Covid-19 Pandemic. Implementing social distancing and lecturer system distancing using the internet network are included in the regulations. Then, to conduct this research, the researcher chose English Education Department of UIN Ar-Raniry Banda Aceh as the location to collect the data, which analyzed its students' perception on the teaching-learning process especially for its satisfaction and effectiveness, also its benefits during the Covid-19 Pandemic. English Education Department of UIN Ar-Raniry Banda Aceh was established in 1964 under the name of TEN or Tadris English. This department until now is under the regulation the Faculty of Education UIN Ar-Raniry Banda Aceh.



## C. Population and Sample

### 1. Population

Population is a group of people, objects, or events that are chosen by the researchers as a consideration to take the sample into the research (Sugiono, 2011). The population in this research was the 7<sup>th</sup> semester students at English Education Department of UIN Ar-Raniry Banda Aceh in the 2021/2022 academic year. The total population was  $\pm 200$  students.

### 2. Sample

The sample is a part of number and characteristic in a population (Sugiyono, 2015). A probability sampling technique; a simple random sampling was carried out in this research. A probability sampling technique is a sampling technique that gives each individual an equal probability of being selected as a sample (Soewandi, 2012). Meanwhile, when the target has an equal chance of being selected as a sample, and the selection can use a random person to be the sample, it is known as a simple random sampling (Soewandi, 2012). By using Slovin's Formula, with the 95% confidence level, 10% margin of error, 200 population size, therefore the recommended sample size that was used for this research was 66 samples. In conclusion, the sample of this research was 66 students from the population of the 7<sup>th</sup> semester students in the 2021/2022 academic years.

$$n = \frac{N}{1 + Ne^2}$$

Figure 3.1 Sample Size Slovin's Formula

$n$  = Sample size

$N$  = Number of population

$e$  = Margin of error

Meanwhile, for the Focus Group Discussion (FGD), there were 6 participants which took after analyzing the questionnaire data. Those 6 FGD participants were divided into two categories, 3 FGD participants for those who have the highest percentage in answering the positive questionnaire and the other 3 FGD participants who have the highest percentage in answering the negative questionnaire (see appendix 3).

#### **D. Technique of Data Collection**

In collecting the research data, there were several techniques:

##### **1. Questionnaire**

A questionnaire provided a set of questions or written statements for the respondents as the data collection technique (Ary, Jacobs, Irvine, & Walker, 2010). Kumar (2011) added that the advantages when the researcher uses questionnaire: Using questionnaire can save the time, and human and financial resources. The use of questionnaire is comparatively convenient and inexpensive; this method offers greater anonymity as there is no face-to - face interaction between respondents and interviewees. In certain cases where sensitive questions are being posed it helps to increase the accurate information being received.

The type of questionnaire used in this research was a closed-ended questionnaire using Likert-scale, where the answer options were readily available. Before the researcher distributed the questionnaire to obtain the data, there was a

validity and reliability test for the questionnaire distribution through the application of Google Form. Next, the research questionnaire was distributed directly to the participants in their classroom. The Google Form Link to do validity and reliability tests was distributed through the social media networks; WhatsApp.

The questions served in the questionnaire were the participants' perceptions on the teaching-learning satisfaction and effectiveness during the Covid-19 Pandemic. The questioners were adapted from [Amir, et al. \(2020\)](#), with two indicators; satisfaction and effectiveness. The satisfaction indicator consisted of 14 item statements, and the effectiveness indicator consisted of 16 item statements. Furthermore, each of indicator was separated into two groups; the positive statements and the negative statements. The total number of items statements were 30 numbers. In elaborating the data, there were: (a) Positive perception for the teaching-learning satisfaction; (b) Negative perception for the teaching-learning satisfaction; (c) Positive perception for the teaching-learning effectiveness; (d) Negative perception for the teaching-learning effectiveness. The example of the questionnaire used in this research was shown in this figure 3.2 below: (see appendix 3 for a further complete questionnaire used in this research)

**Questionnaire about students' perception on the teaching learning process during covid-19 pandemic**

Indicator	No.	Questions	Answer			
			SA 4	A 3	D 2	SD 1
Satisfaction	1	In my opinion, the combination of online and offline learning is very helpful in replacing conventional learning during the Covid-19 pandemic.				
	2	During online and offline learning, I receive the clear directions and learning objectives before the class starts.				
	3	Learning materials that are obtained through online and offline learning are well available.				
	4	For the online lecturer sessions, I can access them easily wherever I am.				
	5	I feel satisfied for the learning material substances that are provided by the lecturer during online classes.				
	6	The academic score evaluations that I get during this semester are in accordance with my abilities.				
	7	I feel comfortable when offline learning is carried out, because the health protocols in the classroom are well implemented.				

Indicator	No.	Questions	Answer			
			SA 4	A 3	D 2	SD 1
	1	I think there is no difficulty to do the learning assessment activities in the class				

Figure 3.2 The Example of the Questionnaire Used in this Research

## 2. Focus Group Discussion (FGD)

According to Irwanto (2006), Focus group discussion (FGD) is one of the qualitative research methods which focused on the discussion of a group to discuss a particular problem, in an informal and relaxed atmosphere. FGD is a systematic process of collecting data and information about a particular problem that is very specific through group discussions. The number of participants varies, which carried out with the guidance of a moderator. The importance of FGD is the results of the

population representation, and the depth of the information. Through FGD, researcher can find out the reasons, motivations, arguments or the basis of the opinion of a person or group. The problem statements served in the FGD were the participants' perceptions on the teaching-learning effectiveness and satisfaction process and its benefits for them during the Covid-19 Pandemic.

### E. Technique of Data Analysis

The data analysis technique is a way of analyzing research data, including relevant statistical tools that are used in the research (Juliansyah, 2011). To know how the students perceive the teaching-learning process and its benefits during the Covid-19 Pandemic at English Education Department of UIN Ar-Raniry, a quantitative data analysis was done by the researcher. There were several stages:

#### 1. Validity Test

A measurement scale is valid if it does what it should do and measures what it should measure. If the measurement scale is not valid, then it is not useful for the research because it does not measure or do what it should do (Mudrajad, 2009). To analyze the validity of the questionnaire, the formula that can be used to calculate the correlation of the r table and the r count is the Pearson Product–Moment Correlation Coefficient. The formula as follows:

$$r_{xy} = \frac{\sum Z_x Z_y}{N}$$

$$r_{xy} = \frac{N \sum XY - \sum X \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Figure 3.3 the Pearson Product–Moment Correlation Coefficient Formula



$r$  = Correlation Coefficient

$z$  = z-score of the confidence level

$x$  = Values of the x-variable in a sample

$y$  = Values of the y-variable in a sample

The basic theory of taking the result of validity test using the Pearson formula based on the comparison of the calculated  $r$  count with the  $r$  table. If the  $r$  count  $>$  the  $r$  table then the question displayed on the questionnaire is valid. Besides, if the  $r$  count  $<$  the  $r$  table then the question displayed on the questionnaire is invalid. In this research, the total number of questions was 30 with 2 indicators. Thus, using the 5% level of significance to analyze the data, the  $r$  table value of the product-moment was 0.361. However, to facilitate the calculation of the validity test above, this research used the tools in Microsoft Excel 2013 (see appendix 1).

## 2. Reliability Test

According to [Novalia and Syazali \(2014\)](#), reliability shows the consistency and stability of a score (measurement scale). An instrument is reliable if the measurement is consistent and accurate. The purpose of the reliability test is to determine the consistency of the instrument as a measuring tool, therefore the results of the measurement are reliable ([Novalia et al., 2014](#)). Besides, the basic theory of the Cronbach Alpha reliability test according to [Sujarweni \(2014\)](#), a questionnaire reliable if the Cronbach alpha value is  $> 0.6$ . The formula used to do the reliability test of the instrument is Cronbach's Alpha coefficient formula. The formula as follows:

$$\alpha = \frac{k}{k-1} \left( 1 - \frac{\sum V_i}{V_t} \right)$$

Figure 3.4 Cronbach's Basic Equation for Alpha

$\alpha$  = Cronbach's Alpha

k = The number of scale items

$V_i$  = Variance of score on each question

$V_t$  = Total variance of overall scores on the entire test

However, to facilitate the calculation of the reliability test above, this research used the tools in Microsoft Excel 2013 (see appendix 1).

### 3. Data Analysis

The researcher then analyzed the questionnaire data by using Microsoft Excel 2013 (See appendix 2). The researcher used the Likert Scale which has the range of the score starting from 1 to 4. The following scale categories as the optional answer of the questionnaire are shown in this table below:

Table 3.1

*Likert-Scale Categories*

Optional Answer	Code	Score	
		Positive Perception	Negative Perception
Strongly Agree	SA	4	1
Agree	A	3	2
Disagree	D	2	3
Strongly Disagree	SD	1	4

Then, the Likert-Scale scores from the questionnaire data were calculated by the statistical percentage with the following formula:

$$P = \frac{f}{n} \times 100\%$$

Figure 3.5 Statistical Percentage Formula

P = Percentage (%)

f = Frequency

n = Total number of research samples

After the Likert-Scale scores from the questionnaire data were calculated by using the statistical percentage formula, the data next were calculated by using the interval index with the following formula:

$$\text{Index (\%)} = \frac{\text{Total Score} \times 100}{\text{Max Score}}$$

*Figure 3.6 The Interval Index Formula*

Further, on the research findings, the researcher used **QS(No)** for the numbering code to elaborate the quantitative data based on each item statements analysis of the questionnaire. Next, the Interval Index Formula used to know descriptively the overall results of the students' perception on the teaching-learning process during covid-19 pandemic for each indicator in the questionnaire. Based on the interval index category according to [Arikunto \(2010\)](#), the following categories of the satisfaction indicator in this questionnaire were shown in this table below:

Table 3.2

*The Interval Index Category for the Satisfaction Indicator*

Interval Index Percentage	Category
0%-24.99%	Not Satisfied
25%-49.99%	Less Satisfied
50%-74.99%	Satisfied
75%-100%	Very Satisfied

Next, to determine the average percentage category for the effectiveness indicator, this research used the following categories of the questionnaire, which were shown in this table below:

Table 3.3

*The Interval Index Category for the Effectiveness Indicator*

Interval Index Percentage	Category
0%-24.99%	Not Effective
25%-49.99%	Less Effective
50%-74.99%	Effective
75%-100%	Very Effective

Meanwhile, to know more in-depth information of how students perceive the teaching-learning process and its benefits for them during the Covid-19 pandemic, a qualitative data analysis for the Focus Group Discussion (FGD) was also done by the researcher. The qualitative data analysis technique used [Miles and Huberman \(1994\)](#). The main stages according to Miles and Huberman Model (1994) in analyzing the data were:

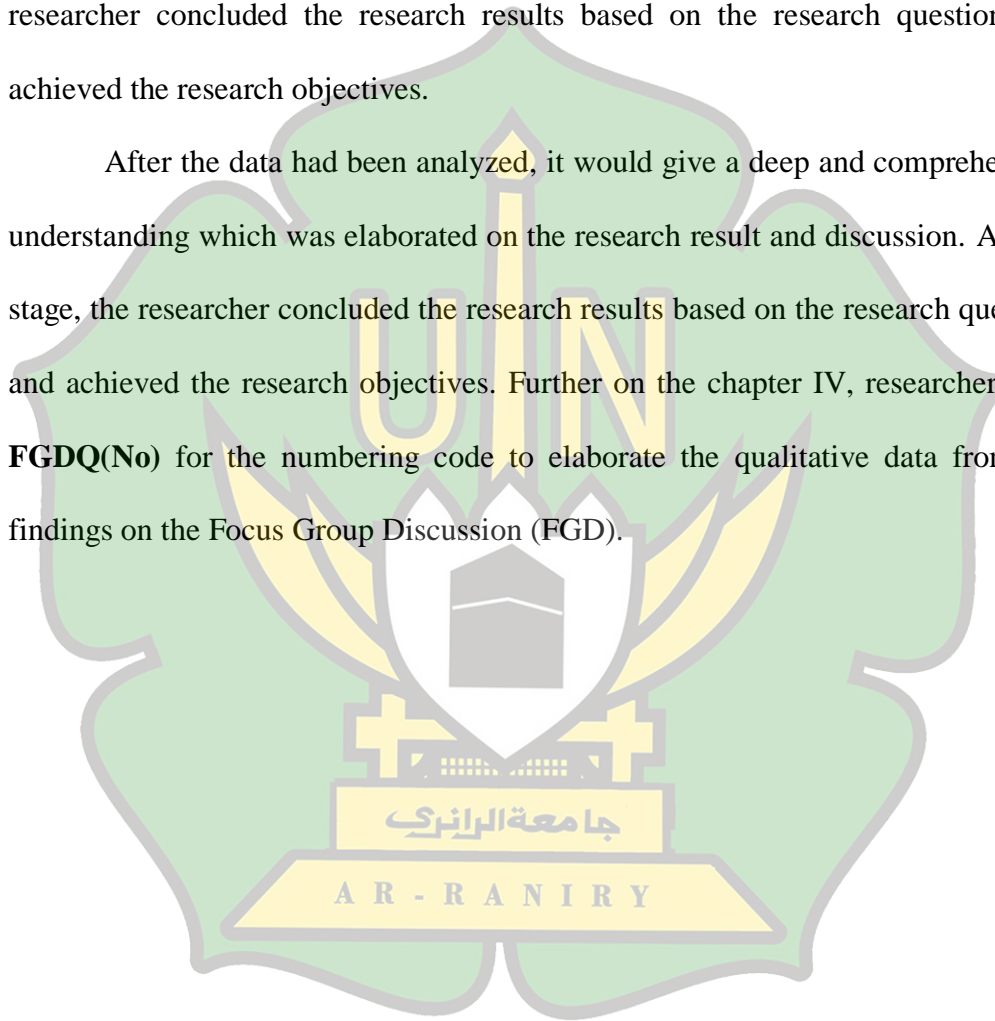
**1) Data Reduction** - First, at this stage, the researcher collected the data which were required to know how the students' perceive on the teaching-learning process during the Covid-19 pandemic and its benefits for them. The focus of this stage was the recording and transcript of the students' answers to the questions. Then the data reduction thematically analyzed by selecting, focusing, simplifying, abstracting, and transforming the transcriptions.

**2) Data Display** - The next step was the data display. At this stage, the data made it easier for the researcher to draw conclusions and organize the data. The

data provided by the researchers contains information about how students' perceive teaching-learning process and its benefits during the Covid-19 pandemic.

**3) Data Verification** -The last, data verification as a conclusion was carried out to give a deep and comprehensive understanding of the data. At this stage, the researcher concluded the research results based on the research question and achieved the research objectives.

After the data had been analyzed, it would give a deep and comprehensive understanding which was elaborated on the research result and discussion. At this stage, the researcher concluded the research results based on the research question and achieved the research objectives. Further on the chapter IV, researcher used **FGDQ(No)** for the numbering code to elaborate the qualitative data from the findings on the Focus Group Discussion (FGD).





## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter elaborates findings and discussion of this research that was found out about the students' perception on the teaching-learning process during the Covid-19 Pandemic, and its benefits for them.

#### **A. Research Findings**

The researcher reported the findings based on the topic in the research problems which were (1) how do students perceive the teaching-learning satisfaction during the Covid-19 pandemic; (2) how do students perceive the effectiveness of the teaching-learning process during the Covid-19 pandemic; and (3) what are the benefits for students of the teaching-learning process during the Covid-19 pandemic. In order to answer the first and the second research questions in this research, the researcher used questionnaire and FGD results. Meanwhile, to answer the third research question, the FGD results were used by the researcher for the elaboration of the research data.

#### ***1. Students' Perception on the Teaching-Learning Satisfaction during Covid-19 Pandemic***

Specifically, for the satisfaction indicator, the questionnaire consisted of 7 item statements for the positive perceptions and 7 item statements for the negative perceptions. Based on the quantitative data obtained from the questionnaire (see Table 4.1 below) and the data from Focus Group Discussion (FGD), the results showed that students were satisfied with the teaching-learning process during the

Covid-19 pandemic, with the index average of the indicator was 72.35%. The elaboration was as follows:

Table 4.1

*Quantitative Results of the Students' Perception for Satisfaction Indicator*

Indicator	Statements (QS)	Frequency (F)				Frequency Percentage (P)				Index Percentage (I)	Index Average (I)	Indicator Category
		SA	A	D	SD	SA	A	D	SD			
Satisfaction	1(+)	26	36	2	2	39%	55%	3%	3%	82.58%	72.35%	Satisfied
	2(+)	11	49	5	1	17%	74%	8%	2%	76.52%		
	3(+)	8	52	5	1	12%	79%	8%	2%	76.52%		
	4(+)	20	41	4	1	30%	62%	6%	2%	72.35%		
	5(+)	11	50	5	0	17%	76%	8%	0%	75.38%		
	6(+)	5	42	10	9	8%	64%	15%	14%	80.30%		
	7(+)	15	38	10	3	23%	58%	15%	5%	77.27%		
	1(-)	7	9	44	6	11%	14%	67%	9%	68.56%		
	2(-)	4	11	46	5	6%	17%	70%	8%	69.70%		
	3(-)	6	10	48	2	9%	15%	73%	3%	67.42%		
	4(-)	6	13	45	2	9%	20%	68%	3%	66.29%		
	5(-)	5	14	45	2	8%	21%	68%	3%	66.67%		
	6(-)	7	13	40	6	11%	20%	61%	9%	67.05%		
	7(-)	9	10	42	5	14%	15%	64%	8%	66.29%		

**QS1. “In my opinion, the combination of online and offline learning is very helpful in replacing conventional learning during the Covid-19 pandemic”**

Based on the data frequency and index analysis, the number one statement in Table 4.1 showed that 26 participants answered strongly agree (39%), 36 participants answered agree (55%), 2 participants answered disagree (3%), and 2 (3%) participants answered strongly disagree. Therefore, the result of this data showed most of students agreed (55%) that the combination of online and offline learning is very helpful in replacing conventional learning during the Covid-19 pandemic.

**FGDQ1:**

Furthermore, participants on the FGD explained that the current situation of the covid-19 pandemic had made the teaching-learning activities change differently from before. Before the covid-19 pandemic they studied directly in the classroom, but now they have to do fully online learning using E-Platform, such as Google Classroom, Google Meet, and WhatsApp. This is very understandable because this is a pandemic situation, meanwhile, they have to continue their studies. However, according to them, blended learning will be more effective because it will combine both online and offline learning. If there is only online learning, based on their experience, it will create a lack of learning feeling and engagement with the lecturers, and the opportunity for students to understand whole learning materials is less enough, as indicated in the following excerpt:

*“We think applying the combination of online and offline learning method will be effective, because if it is only fully online learning, it will create a lack of learning feeling and engagement with the lecturers, such as learning only giving assignments and tests, and the opportunity for students to understand the whole learning materials is also less enough. It is like something’s missing, when learning without direct interaction with the lecturer.”*

Meanwhile, if there is only fully offline learning, they will be worried about the spread of the covid-19 virus. Because there will be a crowd, and probably the infected students, which definitely can danger everyone. In addition, they think the health protocol will not work so well. Therefore, according to the participants, the combination of online and offline learning, is a proper method by combining both online and offline learning during the Covid-19 Pandemic. They believe if this learning method is re-applied someday, there must be certain regulations set by the

university for the meeting schedules, purposes, prioritized matters, and so on. Thus, the teaching-learning activities will remain under control during the COVID-19 pandemic.

**QS2. “During online and offline learning, I receive clear directions and learning objectives before the class starts”.**

Based on the data frequency and index analysis, 11 participants answered strongly agree (17%), 49 participants answered agree (74%), 5 participants answered disagree (8%), and 1 participants answered strongly disagree (2%). Therefore, the result of this data showed that most students agreed (74%) that during online and offline learning, they receive the clear directions and learning objectives before the class starts.

**FGDQ2:**

Next, participants on the FGD described that for the online class or even the offline class, learning directions are clearly delivered. Usually, the lecturer gives it to the students at the beginning of the semester when a class starts. The learning objectives of the class will also be conveyed, either in the form of a learning syllabus or through the guidance material provided by the lecturer. However, if there is a lecturer that does not give the class directions and learning objectives at the first meeting, it will still be given in one of the next meetings.

**QS3. “Learning materials that are obtained through online and offline learning are well available”**

Based on the data frequency and index analysis, 8 participants answered strongly agree (12%), 52 participants answered agree (79%), 5 participants

answered disagree (8%), and 1 participants answered strongly disagree (2%). Therefore, the result of this data showed that most students agreed (79%) that the learning materials through online and offline learning are well available.

### **FGDQ3:**

On the FGD session, participants explained that the availability of learning materials through online and offline learning are well available. For the online learning, lecturers will often provide learning materials in the form of electronic books, links that contain reading materials, articles through WhatsApp Group, Google Classroom and power point presentations during meetings through Google Meet. They will access it easily when the internet quota is available, as indicated in the following excerpt:

*“As long as there is internet quota, anything can be accessed easily. Even other than the learning material provided by the lecturer, it is very easy to get on the internet”.*

However, the participants added, so far there is no problems with the internet quotas, because regularly they also received it free from the Indonesian Ministry of Religion. In addition, the reading links are also very useful, it can increase students' knowledge and they can explore further about everything. This is an advantage, because they not only get knowledge from the lecturers in class but also the knowledge from anywhere. Meanwhile, the offline class last semester was intended for micro teaching class. The availability of materials is also available, which is given at the beginning of the class meeting. Based on this elaboration, they agree that the availability of learning materials are well available for the teaching-learning process both online and offline during the covid-19 pandemic.



**QS4. “For the online lecturer sessions, I can access them easily wherever I am”**

Based on the data frequency and index analysis, 20 participants answered strongly agree (30%), 41 participants answered agree (62%), 4 participants answered disagree (6%), and 1 participants answered strongly disagree (2%). Therefore the result of this data showed that most of students agree (62%) for the online lecturer sessions, they can access it easily wherever they are.

**FGDQ4:**

On the FGD participants then discussed that they can access online class easily wherever they are. Because it's the same as the reason in the previous statement, as long as there is internet quota there will be no problem joining online classes. And so far there is no problems and obstacles. Another thing is the e-platform they use is very easy to access without having to ask any special requirements. The online classes they take are usually through Google Classrooms, Google Meets, and WhatsApp, sometimes sending email via Gmail. To do daily attendance is also very easy. They only need to log in to their academic portals and then confirm the attendance according to their class schedule.

**QS5. “I feel satisfied for the learning material substances that are provided by the lecturer during online classes”**

After analyzing the data frequency and index analysis, 11 participants answered strongly agree (17%), 50 participants answered agree (76%), 5 participants answered disagree (8%), and 0 participants answered strongly disagree (0%). Therefore the result of this data showed that most students agreed (76%) that

they feel satisfied for the learning material substances that are provided by the lecturer during online classes.

**FGDQ5:**

The participants gave their opinion on the FGD regarding their satisfaction with the content learning materials provided by the lecturers during online learning. They said that the learning materials that are available very well do not always provide a good satisfaction with the learning content materials. Most of the participants agreed that the learning materials provided in the form of audio-visuals would give them a better understanding. Because, when the lecturer explains with audios and pictures, it will make them more interested in learning and not easily become bored. In addition, audio-visual materials also maximize opportunities for students to understand learning materials and minimize errors. However, apart from that, the electronic books and reading links provided are also quite useful. They will learn to understand independently and explore everything independently.

*“Actually we are satisfied with the learning material provided, because it is very varied. Especially when reading links or e-books provided by lecturers, we can become more independent, look for study materials on our own selves, so that we can understand more independently”.*

For this matter, participants in the FGD think that although it is challenges but it is also quite interesting to do.

**QS6. “The academic score evaluations that I get during this semester are in accordance with my ability”.**

Based on the data frequency and index analysis, 5 participants answered strongly agree (8%), 42 participants answered agree (64%), 10 participants

answered disagree (15%), and 9 participants answered strongly disagree (4%). Therefore the result of this data showed most students agreed (64%) that their academic score evaluations that they get during this semester are in accordance with their ability.

#### **FGDQ6:**

Participants on the FGD then said that the academic score evaluations that they got during this semester are suitable with their abilities. This is because during online learning this semester, despite the role of lecturers who always guide and teach them in the online class, they must be also independent in learning. In this case, they are required to read more and to find more interesting materials to get a better understanding of the material given by the lecturer. This independence will give very good results for them to master the knowledge. Therefore, according to them, the assessment score that they get with the ability that they have is appropriate enough. However, they hope that in the future the assessments carried out will be more appropriate to assess their abilities for the subject of the lesson. So they are not only given tasks such as questions and answers, but also something which is more comprehended. This can be like a mini-project, a presentation of a problem based on knowledge solution analysis that they get during the online learning class.

***QS7. “I feel comfortable when online learning is carried out, because the health protocols in the classroom are implemented well”***

After analyzing the data frequency and index analysis, 15 participants answered strongly agree (23%), 38 participants answered agree (58%), 10 participants answered disagree (15%), and 3 participants answered strongly

disagree (5%). Therefore, the result of this data showed that most students agree that they feel comfortable when offline learning is carried out, because the health protocols in the classroom are implemented well.

#### **FGDQ7:**

The FGD participants agreed to discuss this statement based on their experience of taking a micro-teaching class last semester. According to the participants, they felt comfortable when taking offline classes at that time. This is because the university not only tells the students but also staff and lecturers to follow health protocols when being around the university area. At that time the health protocols were quite good. They must wear masks and keep their distance from their friends. In addition, the class that they join also only contains a maximum of 10 students with the classroom are quite spacious, so they feel more secure. At that time, the lecturers in the class would also admonish the students who did not wear masks in the classroom when the lecturer checked the class attendance. Several washbasins are also provided in the corners of the building to make it easier for students to wash their hands so that they are kept clean and safe.

**QS1(-) “*The combination of online and offline learning is not the right way in replacing conventional learning during the Covid-19 pandemic*”**

Based on the data frequency and index analysis, 7 participants answered strongly agree (11%), 9 participants answered agree (14%), 44 participants answered disagree (67%), and 6 participants answered strongly disagree (9%). Therefore the result of this data showed that most students disagreed (67%) that the

combination of online and offline learning is not the right way in replacing conventional learning during the Covid-19 pandemic.

#### **FGDQ1:**

Furthermore, from the depth discussion on the FGD, some participants discussed the reason why the combination of online and offline learning probably could not be the right way in Replacing conventional learning during the Covid-19 pandemic is about the effectiveness consideration in learning. According to them, when learning activities are carried out like this condition, it won't be very optimal.

*“Relatively not going to be optimal, first online occasionally offline. Choose one, if face to face or offline learning, just it. If it is online learning, just it. The implementation of the health protocol will be also in doubt.”*

Even though some schedules and meetings are officially arranged according to university regulations, this cannot be a promising thing. There will be adjustments to be made, both because of the COVID-19 pandemic situation, the environment, as well as the factors of lecturers and students. The participants agreed that it will make the teaching-learning process complicated and students will be confused about the learning activities. In addition, the health protocol consideration has become a great concern during the COVID-19 pandemic. When offline learning takes place, health protocols can be missed and not implemented properly. Therefore, according to them, during the Covid-19 pandemic situation, it would be better to keep carrying out the online learning class. This will provide comfort and security for both students and lecturers as well. The participants added that online learning is also one of the ways to reduce the risk of being infected by



the covid-19 virus. So, it can help the government in reducing the bad impact of the COVID-19 pandemic, especially in educational sector.

**QS2(-) “During online and offline learning, I never receive the clear directions and learning objectives before the class starts”.**

Based on the data frequency and index analysis, 4 participants answered strongly agree (6%), 11 participants answered agree (17%), 46 participants answered disagree (70%), and 5 participants answered strongly disagree (8%). Therefore the result of this data showed most of students disagreed (70%) that during online and offline learning, they never receive the clear directions and learning objectives before the class starts.

**FGDQ2:**

The participants next discussed this statement on the FGD by giving some experienced that they have ever had. They explained that they agreed when sometimes in the online learning, they did not receive clear directions and learning objectives before the class started. However, not all online classes, but only some classes. The case they have ever experienced was that when there was a lecturer who did not attend the first several meetings of the class, for more than one month. Then, in the next month or at the 4th or 5th meeting the lecturer just entered class and only gave some assignments. In addition, there was also a lecturer who has never done virtual face-to-face learning or online lecture learning via Google Meets, but there were only assignments given. Even worse, there was a type of lecturer who has never held teaching-learning activities for the whole meetings along the semester. But, at the end of the semester, the lecturer gave final

assignments to the students as the score evaluation for the class. Meanwhile, for offline class that was held in the last semester for micro-teaching class, most of the lecturers provided clear directions and learning objectives at the beginning of the class.

**QS3(-) “*Learning materials that are obtained through online and offline learning are not well available*”.**

Based on the data frequency and index analysis, 6 participants answered strongly agree (9%), 10 participants answered agree (15%), 48 participants answered disagree (73%), and 2 participants answered strongly disagree (3%). Therefore the result of this data showed most of students disagreed (73%) that the learning materials that are obtained through online and offline learning are not well available.

**FGDQ3:**

According to the participants on the FGD, learning materials that are obtained through online and offline learning sometimes are not well available, especially for the class which is very rarely entered by the lecturers. Similar to their opinion in the previous statement, this is based on the case that they have ever experienced. Something like this case happened when there was a lecturer who did not attend the first several meetings of the class, for more than one month. Then, in the next month or at the 4th or 5th meeting the lecturer just entered class and only gave some assignments. In addition, there was also a lecturer who has never done virtual face-to-face learning or online lecture learning via Google Meets, but there were only assignments given. Even worse, there was a type of lecturer who has

never held teaching-learning activities for the whole meetings along the semester. But, at the end of the semester, the lecturer gave final assignments to the students as the score evaluation for the class. Meanwhile, for the offline class that was held in the last semester for micro-teaching class, most of the lecturers provided learning materials for each class meeting. So, there will be no difficulties for the students to understand the theories that they have to know during the micro-teaching class.

**QS4(-) “*For the online lecturer sessions, it is really hard for me to access it*”**

Based on the data frequency and index analysis, 6 participants answered strongly agree (9%), 13 participants answered agree (20%), 45 participants answered disagree (68%), and 2 participants answered strongly disagree (3%). The index percentage of this statement was 66.29%. Therefore the result of this data showed most of students disagreed (68%) that they hard to access the online lecturer sessions.

**FGDQ4:**

Participants on the FGD then said that for the online lecturer session, there could be a problem to access it, especially when there is a bad phone signal, no internet connection, and no internet quota. According to them, there is no big problem in accessing online learning that is being carried out during the COVID-19 pandemic. This is because the e-platform used is quite easy to be accessed and operated by students. However, the majority of the problem is only about the internet connection and the internet quota. When there is an interference, students will be difficult to join the online learning. Of course, it will create a bad impact on

them, because they will miss the material given by the lecturer at the learning meeting.

**QS5(-) *“I feel unsatisfied for the learning material substances that are provided by the lecturer during online classes”***

Based on the data frequency and index analysis, 5 participants answered strongly agree (8%), 14 participants answered agree (21%), 45 participants answered disagree (68%), and 2 participants answered strongly disagree (3%). Therefore, the result of this data showed that most of students disagreed that they feel unsatisfied for the learning material substances that are provided by the lecturer during online classes.

**FGDQ5:**

Based on the explanations discussed by the FGD participants, they sometimes feel unsatisfied with the learning material substances that are provided by the lecturer for the online class, especially in several conditions. Sometimes the learning material provided is not relevant and specific to the lesson being taken. Thus, this makes students less motivated to study in-depth and become less enthusiastic to read the learning material. The participants said:

*“Some lecturers often give the learning material that is not related to the subject, when we read we don't understand it, so it makes us less able to read.”*

Learning materials in the form of e-books also sometimes contain words that are very difficult to understand in Indonesian. Thus, students become confused and lazy to read it comprehensively. In another special case, for English language students, knowledge related to numbers and math formulas is difficult to understand quickly. Meanwhile, the learning material provided is not very clear, and students

feel less satisfied. Thus, when a test is held or when an assessment is given, students are confused and don't know how to answer the questions correctly. But the rest, according to the participants, the learning materials are mostly given well and they feel quite satisfied.

**QS6(-) “*The academic score evaluations that I get during this semester are not in accordance with my abilities*”**

Based on the data frequency and index analysis, 7 participants answered strongly agree (11%), 13 participants answered agree (20%), 40 participants answered disagree (61%), and 6 participants answered strongly disagree (9%). Therefore, the result of this data showed most students disagree with the statement that the academic score evaluations that they get during this semester are not in accordance with their abilities.

**FGDQ6:**

In addition, based on the discussion of the participants on the FGD, they agreed that for some conditions, the academic score evaluations that they got during this semester are not suitable to their real abilities. Because, as long as they learn via online learning it is easy for them to access the internet. So, they can find the best answers for the questions or find solutions to problems given during the exam. Meanwhile, students' understanding may be different if they are in offline class. According to them, their understanding when taking offline classes is their real ability in understanding the class materials. While the online class is not their real understanding according to their ability. The participants also added another reason that related to this case that they got during this semester. There was one a class,



the lecturer gave learning material without conducting a comprehensive assessment to students to assess their understanding of the learning material given. But suddenly at the end on the semester, the evaluation score already exists for the class. Such like this thing certainly disserves the students. The participants added that, it would be much better if the academic score evaluations are given properly to them.

**QS7(-)** *“I feel uncomfortable and worried about the spread of COVID-19 when offline learning is being carried out, because the health protocols in the classroom are not implemented properly”.*

Based on the data frequency and index analysis, 9 participants answered strongly agree (14%), 10 participants answered agree (15%), 42 participants answered disagree (64%), and 5 participants answered strongly disagree (8%). Therefore the result of this data showed most of students disagreed that they feel uncomfortable when offline learning is carried out, because the health protocols in the classroom are not well implemented.

**FGDQ7:**

Further, on the FGD, participants discussed this statement that they may feel uncomfortable and worried about the spread of COVID-19 in doing offline learning, that when the health protocols in the classroom are not implemented properly. According to them, the mistakes in implementing health protocols come from their selves.

*“Sometimes it's a reflex from ourselves that we don't maintain the health protocols well when we meet our friends.”*

Because they have been in online learning so far, they sometimes don't realize that they are just being in a public place. For example, they reflect not doing the health

protocols when gathering with friends, creating crowds, removing masks, and not washing their hands. Therefore, they suggested that during the covid-19 pandemic, it would be better to keep implementing online learning, in order to create comfort for others.

## ***2. Students' Perception on the Teaching-Learning Effectiveness during Covid-19 Pandemic***

Specifically, the questionnaire consisted of 8 item statements for the positive perceptions and 8 item statements for the negative perceptions. Based on the quantitative data obtained from the questionnaire (see Table 4.2 below) and the data from Focus Group Discussion (FGD), the results showed that the teaching-learning process during the Covid-19 pandemic was effective, with the index average of the indicator 73.93%. The elaboration was as follows:

Table 4.2

### ***Quantitative Results of the Students' Perception for Effectiveness Indicator***

Indicator	Statements (QS)	Frequency (F)				Frequency Percentage (P)				Index Percentage (I)	Index Average (I)	Indicator Category
		SA	A	D	SD	SA	A	D	SD			
Effectiveness	1(+)	12	47	6	1	18%	71%	9%	2%	74.62%	73.93%	Effective
	2(+)	9	41	16	0	14%	62%	24%	0%	77.65%		
	3(+)	6	44	9	7	9%	67%	14%	11%	79.92%		
	4(+)	5	46	11	4	8%	70%	17%	6%	78.03%		
	5(+)	2	48	10	6	3%	73%	15%	9%	68.94%		
	6(+)	2	45	13	6	3%	68%	20%	9%	76.52%		
	7(+)	2	45	14	5	3%	68%	21%	8%	81.44%		
	8(+)	6	40	13	7	9%	61%	20%	11%	83.33%		
	1(-)	7	12	46	1	11%	18%	70%	2%	65.53%		
	2(-)	6	9	49	2	9%	14%	74%	3%	67.80%		
	3(-)	5	6	43	12	8%	9%	65%	18%	73.48%		
	4(-)	6	6	40	14	9%	9%	61%	21%	73.48%		
	5(-)	3	18	43	2	5%	27%	65%	3%	66.67%		
	6(-)	6	12	46	2	9%	18%	70%	3%	66.67%		
	7(-)	4	11	38	13	6%	17%	58%	20%	72.73%		
	8(-)	4	7	37	18	6%	11%	56%	27%	76.14%		

**QS1. “I think there is no difficulty to do the learning assessment activities in the class that conducted during this semester”.**

Based on the data frequency and index analysis, 12 participants answered strongly agree (18%), 47 participants answered agree (71%), 6 participants answered disagree (9%), and 1 participants answered strongly disagree (2%). Therefore the result of this data showed that most students agreed (71%) that there is no difficulty to do the learning assessment activities in the class that conducted during this semester.

**FGDQ1:**

Furthermore, from the depth discussion on the FGD, the reason why the participants do not encounter any obstacles or difficulties in following the class assessment this semester is because the assessments given are more flexible. The participant said that:

*“The online assessment provided by the lecturer is quite flexible. The assignments and materials given are appropriate, and we can look for the learning materials from anywhere, we can do the assignments anytime and anywhere, before the deadline given.”*

In this case, when the lecturer gives assignments, quizzes, midterm tests, and final tests, the assessment material given is in accordance with the materials they have learned in class. And students may find out the reading sources wherever and whenever they want as long as it is valid and trusted. The assessment given is mostly related to designing something, providing a solution to a problem, and describing the best answer according to the topic of the problem given. Then, students are given the freedom to make reference materials from anywhere, with

the deadline for collecting assignments given is also quite long. In addition, submitting the assignments is also very easy.

**QS2. “*I can properly follow the teaching-learning activities carried out by the lecturer during online and offline classes*”.**

Based on the data frequency and index analysis, 9 participants answered strongly agree (14%), 41 participants answered agree (62%), 16 participants answered disagree (24%), and 0 participants answered strongly disagree (0%). Therefore the result of this data showed most of students agreed (62%) that they can properly follow the teaching-learning activities carried out by the lecturer during online and offline classes.

**FGDQ2:**

Next, participants discussed on the FGD about their participation in the teaching and learning process during the covid-19 pandemic, both during online classes and offline classes. According to them, they can properly follow the teaching-learning activities carried out by the lecturer during online and offline classes. Most of the lecturers, like the number 3 previous statement, will provide learning directions and lesson objectives at the beginning when the class start. So, even though the class is conducted online, they can follow the teaching and learning process well. The learning platform is also different, and usually the materials during online classes are made more interesting. There are audio, audio visual, and text. The FGD participants further explained that during this semester in particular, they carried out the learning method from through synchronous learning via google class rooms. There is 16 learning meetings, with 4 online meetings, and the rest

providing materials and doing assessments. So far, there is no significant difficulties in following the classes during the COVID-19 pandemics.

**QS3. “During the online lecturer session, the lecturers always accept and explain questions asked by the students”.**

Based on the data frequency and index analysis, 6 participants answered strongly agree (9%), 44 participants answered agree (67%), 9 participants answered disagree (14%), and 7 participants answered strongly disagree (11%). Therefore, the result of this data showed that most students agreed (67%) that the during the online lecturer session, the lecturers always accept and explain their questions.

**FGDQ3:**

FGD participants further said that the lecturers always accept and explain questions asked by the students during the online lecturer session. Surprisingly, during the online class learning so far the lecturers in each class are very enthusiast to ask the students giving the questions. Lecturers will always attract students' attention to ask if there is anything they want to ask. The questions given are also not only about learning materials that they do not understand, but also if they want to know more deeply and further the lecturer will also answer these questions. This is of course a very good thing. According to them, this is very different from conventional learning before the covid-19 pandemic, which lecturers did not really attract the students to ask questions. Although, the lecturers would also provide opportunities for students to ask questions.



**QS4.** *“The lecturer will continue to explain the questions in the offline class if the questions asked by students are not enough time to be explained in the online class”.*

The statement above, based on the data frequency and index analysis, 5 participants answered strongly agree (8%), 46 participants answered agree (70%), 11 participants answered disagree (17%), and 4 participants answered strongly disagree (6%). Therefore the result of this data showed that most students agreed that the lecturer will continue to explain their questions in the offline class if the questions asked by them are not enough time to be explained in the online class.

**FGDQ4:**

Participants on the FGD agreed and explained their explanations about this statement. According to them, the lecturer will continue to explain the questions in the offline class if the questions asked by students are not enough time to be explained in the online class. However, due to the COVID-19 pandemic, all classes in this semester are conducted online. In this case, the participants explained this discussion for the micro teaching course which was conducted offline in the previous semester. According to them, when students ask the lecturer, but at that time the lecturer cannot answer it either because there is not enough time or not enough material to explain it, the lecturer will explain it at the next meeting. So far the lecturers are very informative and supportive. They will provide any information about the knowledge as long as they can answer it, and do not forget to involve students in solving the questions.

**QS5. “I think there is no difficulty for the administrative service affair during this semester”**

The statement above, based on the data frequency and index analysis, 2 participants answered strongly agree (3%), 48 participants answered agree (73%), 10 participants answered disagree (15%), and 6 participants answered strongly disagree (9%). Therefore, the result of this data showed that most of students agreed (73%) that there is no difficulty for the administrative service affair during this semester.

**FGDQ5:**

Participants next on the FGD further said that there is no difficulty for the administrative service affair during this semester, especially during the covid-19 pandemic. This is because the English Education Department has maximized the use of electronic media to provide online services for students, such as asking for academic transcript, registration of seminar proposals, registration of thesis examinations, making letters and other administrative service affairs. All of that can be accessed and managed through departments' social media such as Instagram, website, updated links provided on the social media, WhatsApp and features on the academic portal that is very useful. So, even in the Covid-19 Pandemic situation, students did not encounter any significant difficulties for the academic matters at the university.

**QS6. “I have more time to review all the learning materials from the lecturer after online class in this semester”**

Based on the data frequency and index analysis, 2 participants answered strongly agree (3%), 45 participants answered agree (68%), 13 participants answered disagree (20%), and 6 participants answered strongly disagree (9%). Therefore the result of this data showed most of students agreed (68%) that they have more time to review all the learning materials from the lecturer after online class in this semester.

**FGDQ6:**

According to the participants on the FGD, they agreed that they had more time to review all the learning materials from the lecturer after online class during this semester. Because, in this semester, the maximum class meetings are 16 meetings, with four lecturer sessions, and the rest are providing materials and assessments. When online lecturer sessions are held, the interval time for one week for the next meeting is sufficient to review all the learning materials provided in the previous meeting. This is the same as when conventional learning was carried out before the covid-19 pandemic. As for the other class meetings in terms of providing learning materials, the time given is also very sufficient. This also applies to the tests and assignments sessions. As previously explained, the time given to complete the assignment is very flexible. The deadline for submitting assignments is also quite long. Therefore, the time that students have is sufficient to review all the learning materials provided and find out the best answers to complete the assignment.

**QS7. “The lecturer always guide me during the online and offline learning, therefore I can understand the material properly and complete the tasks given by the lecturer correctly”.**

The next statement above based on the data frequency and index analysis, 2 participants answered strongly agree (3%), 45 participants answered agree (68%), 14 participants answered disagree (21%), and 5 participants answered strongly disagree (8%). Therefore, the result of this data showed that most students agreed (68%) that they can understand the material properly and complete the tasks given by the lecturer correctly because the lecturer always guide them during the online and offline learning.

**FGDQ7:**

FGD participants further said that the lecturers always guide students during online and offline learning. Therefore, they can understand the material properly and complete the tasks given by the lecturer correctly. Normally during the online class learning, lecturers will start the communication with students via WhatsApp groups for each class. Then if there are instructions regarding the teaching-learning process for the class, the lecturer will notify them through the WhatsApp group. The other thing also applies to the assignment instructions and examinations. Lecturers will give assignments via groups, provide procedures to complete the assignment, and the deadline to collect it. Then, the lecturer next will continue to follow up with the students to complete their assignments regularly. Lecturers also regularly follow up with the students to inform them that online lecturer sessions will be held for the next meeting according to the schedule. Therefore, according to

the participants, although this semester is full of online learning classes, the lecturers always guide the students and keep being responsible to finish the class properly.

**QS8.** *“The lecturer always guide me when I need more explanation of the learning materials both in the online and offline learning class”.*

The statement above based on the data frequency and index analysis, 6 participants answered strongly agree (9%), 40 participants answered agree (61%), 13 participants answered disagree (20%), and 7 participants answered strongly disagree (11%). Therefore, the result of this data showed most of students agreed (61%) that the lecturer always guide them when they need more explanation of the learning materials both in the online and offline learning class.

**FGDQ8:**

Participants on the FGD agreed that the lecturer always guides them when they need more explanation of the learning materials both in the online and offline learning class. Even though the question is quite difficult to answer and requires a more in-depth understanding, the lecturer will still provide explanations until the students understand. Sometimes some students ask the questions not because they don't understand, but because they truly understand. Although in this semester the learning activities are carried out in fully online learning, it does not stop the lecturer to guide the students if there is any additional information or elaborations of something when the students ask for it. The participants also added that although there is no face-to-face learning with the lecturers during this semester, they also consider about the quality. They want to have a deep understanding of the lesson



that they learn in the online learning class. They don't want to be students who just receive material and then do assignments, achieve a good score, but don't get any proper knowledge.

**QS1(-) “It is hard for me to do the learning assessment activities in the class that conducted during this semester”**

Based on the data frequency and index analysis, 7 participants answered strongly agree (11%), 12 participants answered agree (18%), 46 participants answered disagree (70%), and 1 participants answered strongly disagree (2%). Therefore, the result of this data showed most of students disagreed (70%) that it is hard for them to do the learning assessment activities in the class that conducted during this semester.

**FGDQ1:**

Furthermore, participants on the FGD also explained that sometimes they encountered some difficulties in doing learning assessment activities during the semester, especially when in online learning. According to them, the tasks given are sometimes very lack explanations and instructions. Supposedly, before the lecturer gives assignments, the students should be given material that can be the guidance for them to understand and answer the problems given in the assignment. However, some lecturers only immediately gave assignments and ordered the students to complete the task without any further explanation regarding the material assessed in the assignment. For example, in a case at one class during online learning, only e-books are given and students are instructed to read the book. Then the lecturer gave the assignments or tests related to the content of the book, without

any clear instructions about the material that would be tested in the test. According to the participants, this is not appropriate, because the contents of the book also did not really provide an explanation of the theories and knowledge related to the lesson subject. Then, according to them, the assessments given such as assignments and tests were also very numerous and repetitive. Almost every week the assignments were given in large numbers, even overlapping with the deadlines of other tasks.

**QS2(-) “*I find difficulties to follow the teaching-learning activities carried out by the lecturer during online and offline classes*”.**

Based on the data frequency and index analysis, 6 participants answered strongly agree (9%), 9 participants answered agree (14%), 49 participants answered disagree (74%), and 2 participants answered strongly disagree (3%). Therefore, the result of this data showed that most students disagreed (74%) that they find difficulties to follow the teaching-learning activities carried out by the lecturer during online and offline classes.

**FGDQ2:**

The participants on the FGD next also discussed that sometimes they find difficulties to follow the teaching-learning activities carried out by the lecturer in online learning during the covid-19 pandemic, but not with the offline class that was held last semester. According to them, there are several things that make online learning is difficult for them to follow it properly. The main thing is about the quality of learning activities which are quite different from conventional learning. Before the covid-19 pandemic, they did offline learning. At the time, the lecturers would give very clear learning materials every meeting, and the class was always

done every week. Thus, the students were always excited to attend the class. However, as long as online learning is carried out during the covid-19 pandemic, it is very susceptible for a class to become undirected. Sometimes learning materials are very lacking, lecturers rarely come into the online class, as well as students, and such this thing can make students lazy. Another difficulty is about the internet quota. According to participants, they must always provide a sufficient internet quota so that they can always access online lecture meetings, as well as the materials and assignments given.

Another thing is about the condition of the environment and the house which is sometimes less conducive. Because most of the students are currently in their respective hometowns, they take online learning from home which also includes their families. Further, they explained that they have to participate in online lecture learning, but the family at that time was very noisy, crowded, so they cannot focus on the class. Sometimes even when the house is in a conducive condition, there are must be other disturbing factors. Things like that, according to them, are the difficulties in participating in online learning during the covid-19 pandemic.

**QS3(-) “*The lecturers never accept and explain questions asked by the students during the online lecturer session*”.**

Based on the data frequency and index analysis, 5 participants answered strongly agree (8%), 6 participants answered agree (9%), 43 participants answered disagree (65%), and 12 participants answered strongly disagree (18%). Therefore, the result of this data showed that most students disagreed (65%) that during the

online lecturer session, the lecturers never accept and explain questions asked by the students.

### **FGDQ3:**

In more depth, participants in the FGD explained the factors that made the lecturer sometimes not accept and explain the questions during the online lecturer sessions. However, according to them, it's not true that the questions were never answered by the lecturer. But, it only happens in several times and conditions, when the questions were not answered during online learning meetings. They explained that the questions that were not answered by the lecturers mostly because the time was no longer enough. So, the lecturer cannot answer the questions given by the students at the time. Another case is when students ask questions through the comments feature on Google Meet. The questions given by students through the comments feature are very risky not to be answered. This is because so many students give questions there, so the questions are missed by the lecturer and cannot be read. However, for the rest, student questions will always be answered if there is enough time and asked directly to the lecturer.

**QS4(-) “The lecturer never continue to explain the questions in the offline class if the questions asked by students are not enough time to be explained in the online class”**

Based on the data frequency and index analysis, 6 participants answered strongly agree (9%), 6 participants answered agree (9%), 40 participants answered disagree (61%), and 14 participants answered strongly disagree (21%). Therefore, the result of this data showed most of students disagreed (61%) that the lecturer

never continue to explain the questions in the offline class if the questions asked by students are not enough time to be explained in the online class.

**FGDQ4:**

The participants FGD explained the conditions that make the lecturer not continue to explain the questions in the offline class if the time when the students asked is not enough to be explained in the online class. However, according to them, it is very rare for lecturers to do such a thing, in fact almost never. The thing that made the lecturer not explain further about the question when in the offline class is because of time constraints. The previous questions sometimes reappear at the end of the meeting. Thus, the remaining time is also not sufficient to continue answering the unanswered questions in the previous online meeting. Another thing is that when the lecturer forgets to answer the question. If the students do not remind the lecturer about the unanswered question, then it will not be answered by the lecturer.

**QS5(-) *“I find difficulties for the administrative service affair in the university during this semester”***

The data frequency and index analysis showed that, 3 participants answered strongly agree (5%), 18 participants answered agree (27%), 43 participants answered disagree (65%), and 2 participants answered strongly disagree (3%). Therefore, the result of this data showed that most students disagreed (65%) that they find difficulties for the administrative service affair during this semester.

**FGDQ5:**

Meanwhile, based on the results of participant discussions on the FGD, even there are no any big difficulties for the academic affairs, sometimes they found



some problems in asking for it at the university in this semester during the covid-19 pandemic. According to them, because face-to-face activities at universities are very limited, they have to do everything via online. For example, the letters which relate to academic purposes, the letters to participate in KPM (the university program for social development), and so on. All those things must be requested to be made via online. Sometimes, there are problems that are quite difficult for them to ask these things. The problems are such as the information that changes very quickly, so there is no certainty whether the affair results should be taken online or directly, academic staff or admins who are sometimes less cooperative because they are not in a good condition, and the use of technology by some lecturers that is not optimal. Another thing is regarding the in accordance between the information provided with the reality that they find on the spot.

**QS6(-)** ***“The time is not enough to review all the learning materials from the lecturer after the online class in this semester”.***

The next negative statement above regarding the frequency and index analysis, 6 participants answered strongly agree (9%), 12 participants answered agree (18%), 46 participants answered disagree (70%), and 2 participants answered strongly disagree (3%). Therefore, the result of this data showed that most students disagreed with that the time is not enough to review all the learning materials from the lecturer after the online class in this semester.

**FGDQ6:**

According to the participants on the FGD, they thought that time was not the main factor to make them not to be sufficient to review the learning materials

during online learning. However, because the online lecture sessions via Google Meet are sometimes not held every week, it won't make them understand the learning material so well. So, to review the learning material only as much as they can that based on their ability.

**QS7(-)** *“The lecturer never guide students during the online and offline learning, so it is hard for me to learn the learning materials properly and complete the tasks given by the lecturer correctly”.*

Based on the frequency and index analysis, the negative statement above showed that 4 participants answered strongly agree (6%), 11 participants answered agree (17%), 38 participants answered disagree (58%), and 13 participants answered strongly disagree (20%). Therefore, the result of this data showed that most of students disagreed (58%) that the lecturer never guide students during the online and offline learning, so it is hard for them to learn the learning materials properly and complete the tasks given by the lecturer correctly.

**FGDQ7:**

Further on the FGD, participants explained why the lecturer sometimes does not guide students during the online learning, thus making it difficult for them to learn the learning materials properly and complete the tasks given by the lecturer correctly.

*“The learning sense is different. Because before the pandemic was fully offline learning, now full of online learning. Like the assignment given, sometimes the lecturer doesn't give a deadline, but there are also lecturers who give it.”*

Based on the discussion, there was a lecturer who only uploaded the learning materials and assignments in the Google Class Room. However, by not giving any

instructions, suddenly the lecturer opened the Google Classroom and asked the students to review the learning materials that were available there. In another case, there was no notification regarding the deadline for the assignments given, therefore the students preferred to complete the other tasks that were more prioritized. However, suddenly the deadline has been given in a fairly short time. Thus, this condition made the students became not being optimal in completing the tasks given.

**QS8(-) “*The Lecturer never guides me when I need more explanation of the learning materials both in the online and offline learning class*”**

Based on the data frequency and index analysis, 4 participants answered strongly agree (6%), 7 participants answered agree (11%), 37 participants answered disagree (56%), and 18 participants answered strongly disagree (27%). Therefore the result of this data showed that most of students disagreed (56%) that the lecturer never guides students when they need more explanation of the learning materials both in the online and offline learning class.

**FGDQ8:**

Participants on the FGD explained further about this problem statement. According to them, this problem often occurs in online learning. If this happens in offline learning, it will be easier for them to communicate directly with the lecturers regarding this issue. However, in online learning, misunderstandings about the learning materials often occurred. It happens based on the experiences they have ever encountered. Especially for the lesson that they think it was difficult, and they need a more in-depth explanation about the lesson.

*“Sometimes, it's not explained what we really need, so it's just as simple as that and it is very lack of explanation. Whereas the theories and the lessons are difficult. Unfortunately, we got a lecturer who did explain anything.”*

For example, linguistics was quite complicated. But in online learning, the lecturer did not explain the material that the students needed. It was only a short explanation and according to them, it was very lack of knowledge. However, the course was very difficult. Next was the research methodology lesson, which was very important for them one day to make a research proposal and thesis. But at that time, the lecturer never explained in detail the learning material for the proposal thesis, and suddenly gave an assignment for the students to make chapter one (introduction) with the correct writing format. Besides, the reviews that were given to the students related to assignments also did not make students satisfied. In addition, the lecturer ordered the students to ask their friends about the correct standard for writing a thesis proposal, without giving more explanation about it.

### ***3. The Benefits of the Teaching-Learning Process during Covid-19 Pandemic***

A Focus Group Discussion (FGD) was held by 6 participants, to find out the answer of this topic. The participants were taken based on the questionnaire analysis (see appendix 3), so there were a group of the most positive participants and a group of the most negative participants. Each of group consisted of 3 participants which discussed about the topic and managed by a moderator. The results of Focus Group Discussion (FGD) about the benefit of teaching learning-process during the covid-19 pandemic were time and place flexibility, technology updated and efficiency, saving cost (affordability), and learning style suitability. The elaboration was as follows:

## 1. Time and Place Flexibility

The FGD participants discussed and agreed that the teaching-learning process which was entirely carried out online during the covid-19 pandemic provided benefits for them in terms of time and place flexibility. According to them, they can easily access online lectures anywhere. For the other meetings except that held via Google Meet, they have an opportunity to access it anytime and anywhere. Especially for accessing learning materials or doing assignments and tests. However, attending online lectures via Google Meet, they will follow the schedule according to the lecturer's direction, and they need to consider a conducive place to join the Google Meet. This is because most of the lecturers will ask the students to open their cameras and focus on the online lecturer session.

Furthermore, participants said that, because of the flexibility of time and place to follow the online learning, they might be close to their family in hometown, and studying while having vacation or holiday. In addition, the deadline for the assignment is quite long, and the learning material provided is also not too much. This is because not in every week there is a virtual lecture meeting, so there is more time to review the material. The participant also added, if students can manage their time wisely and smartly, they can definitely be more productive to do other useful things while following the lectures online class during the covid-19 pandemic.

## 2. Technology Updated and Efficiency

Participants explained about the technology updated and efficiency in the FGD. They thought that they were becoming more up-to-date on the use of e-platforms for educational purposes. Such as maximizing the features in Google



Classroom, Google Meet, and other e-platforms. According to them, using Google Classroom is very effective and efficient, because there are many features such as due dates for the assignments and examinations, a reminder feature, a section for submitting assignments, and a section for learning videos, etc. In addition, there are also many links and e-books provided by lecturers. If there is a willingness to read, it will be beneficial to increase their knowledge. Furthermore, they said most of the assessment tests are online. So, if there are unclear materials, they can search on Google, articles, YouTube videos, and podcasts. So, they can provide the best answer for answering the questions on the tests.

### 3. Saving Cost (Affordability)

According to the FGD participants, it was very efficient for them with the costs that they had to spend while the lectures were conducted online during the covid-19 pandemic. As for the assignments given by lecturers, during conventional offline learning, many assignments had to be written on paper, or submitted in the form of printed-outs. At that time, they had to spend money to print the assignments and to buy paper and other necessary things. However, the teaching-learning process is now conducted via online during this covid-19 pandemic. They don't need to spend money to print out the assignments. This makes them have more opportunities to save their money. Furthermore, they agreed that they save more money on foods, save on allowances, and save money on buying fuel for vehicles. Because they can be being in their hometown, they can save money by not paying boarding fees. The advantage for them is that they will be more efficient in spending money. Therefore, their allowances can be saved wisely.

#### 4. Learning Style Suitability

The FGD participants explained that they have different learning styles that make them comfortable in learning. For them, learning during the covid-19 pandemic which is entirely online learning, makes them can adapt to all the types of learning styles. Some students like to feel comfortable in learning by using audio only, both audio and audiovisual, and text. Online learning provides the learning materials in all of these forms. According to them, if they have adjusted to the proper atmosphere of online learning, they can learn independently. They can force themselves to be able to follow the whole learning style. This provides benefits for them to be able to explore their learning abilities.

#### **B. Discussion**

This part elaborated the discussion of each research question in this study, which were (1) How do students perceive the teaching-learning satisfaction during the Covid-19 pandemic; (2) How do students perceive the effectiveness of the teaching-learning process during the Covid-19 pandemic; and (3) What are the benefits for students of the teaching-learning process during the Covid-19 pandemic. The discussions are as follows:

##### ***1. Teaching-Learning Satisfaction during the Covid-19 Pandemic***

The Covid-19 has created an extraordinary situation for the whole educational matters in the world since 2020 until now. The situation enforce the universities' facilities closed, which it affected most of the universities simultaneously carried out online or distance learning using e-platform as a method of learning, especially for the English Education Department of UIN Ar-Raniry

Banda Aceh. Then this research was done first to know the students' perceptions on their satisfaction of the teaching-learning process that was reported during the COVID-19 pandemic condition. Repose to the results of the questionnaire and FGD, most of the students perceived that they satisfied with the teaching-learning process which mostly ruined via online, during the Covid-19 pandemic condition, with the interval index category was 72.35% (satisfied). The teaching-learning discussed in this research was regarding the students thought of implementing both offline and online learning (blended learning) during the Covid-19 pandemic, their satisfaction of the learning material quality and availability provided, the academic affairs, the compatibility between the academic score evaluations, and their ability, and the awareness of the covid-19 existence during the pandemic in the face-to-face teaching-learning activity.

The online learning that was just implemented during Covid-19 actually presented a new perception among students, which created the pro and contra perceptions in accepting the learning system that they were doing. This case also caused obstacles, so there must be efforts that had to be made by students to support their knowledge and education. This online learning system requires more responsibility, independence, and personal perseverance from the students themselves because no one can control it other than themselves ([Widiyono, 2020](#)). Although it created different perceptions among students, online learning will still continue until the end of this semester of the 2021/2022 academic year. However, when students were asked about their preference whether blended (the combination

of online and offline learning) could be done, they gave positive and negative perceptions about this as well.

According to [Pratiwi \(2020\)](#), the online learning system during the Covid-19 period was one of the solutions to keep the teaching-learning process going on which aims to provide education and knowledge to the students during the Covid-19 pandemic. However, for blended learning, the perceptions of students found in this study are in line with the results of research conducted by [Fadillah, Novitasari, and Pradja \(2020\)](#). [Fadillah, et al. \(2020\)](#) explained that the blended learning model can create an activity that is able to attract students' interest in learning and can encourage students to be active in finding learning material and discussing with their friends. Through this learning, students are guided to actively seek and understand knowledge by building their own knowledge. Thus, the blended learning model can be used as a model to increase student learning motivation, especially during the Covid-19 pandemic, in which learning is carried out mostly online for more than one semester.

Next, regarding the data results in this research, for the satisfaction of the availability and the quality of learning materials provided, most of students are satisfied but the others still not. Most of the learning materials in online learning are provided in the form of electronic books, links that contain reading materials, articles, the power point presentations during meetings through Google Meet, learning via WhatsApp group, and Google Classroom. The use of such like those e-platforms during online learning was also found in [Pratiwi \(2020\)](#) research. She found that WhatsApp Group And Google Classroom are the most common e-

platforms used in online learning during the Covid-19 pandemic, which are also very easy to use. These platforms are more often found to be used because they can be used only using smartphones. The Covid-19 pandemic has accelerated the digital change in learning, which it created an extraordinary impact, especially in the field of education. Students can access those learning materials, as long as there is the internet quota available as well as the availability of internet quota. Based on this result, we may conclude that, the internet plays an important role during the online learning for the students to access the learning materials. This is in line with [Lestari \(2021\)](#) research, that the internet plays an important role in the development of educational technology. This is because the internet is something that can be very helpful in terms of learning activities, especially during the COVID-19 pandemic. Currently, learning is mostly done online and uses internet media. Everything is turning to distance learning, especially in the university.

The other essential issue is about the students' compatibility between the evaluation scores that they get with their abilities. Although on this research, many students agreed with the scores they get are in accordance with their abilities, but some students even felt that their abilities were much better than the scores that they got. The others even questioned whether the score they get was suitable or not to their abilities when it given at the end of the semester. Regarding this matter, [Yulianto and Mujtahin \(2021\)](#) also found the same thing based on a survey conducted on teachers and students in a school. According to them, sometimes the results of the assessments or evaluations that students get are not suitable with the abilities of the students. During online learning, many students even get the better



scores than when the conventional face-to-face learning was carried out before the Covid-19 pandemic. This is due to the inability of teachers to monitor students in doing assignments, therefore there is a validity problem when teachers assess student achievement. Because, there are so many factors that make students' assignments get a very good score, either they assisted in doing the assignments by others, or their assignments are done by others, and even the plagiarism factor.

The last, the awareness of the existence of covid-19 virus during the pandemic in doing face-to-face teaching-learning process make the students think that the teaching-learning process will be effective if it is done offline directly in the classroom. This research found that the students will feel comfortable in the classroom if the health protocols are implied well and all the regulations still warn the students, lectures, and the university staff to behave around the university area. The students also believed that the spread of the Covid-19 virus will be end soon, but they still have a risk to be infected by the Covid-19 virus, therefore the health protocols need to be ruined well. This is also in line with the research by [Valentino, et al. \(2021\)](#), based on a survey conducted, the quality of health protocols is still being a consideration for students to learn face-to-face comfortably in the classroom. In addition, students also need to be vaccinated first before returning to do offline learning at school, because their body will have anti-body and become strong against the Covid-19 virus.

## ***2. Teaching-Learning Effectiveness during the Covid-19 Pandemic***

This research was done next to know the students' perceptions on the teaching-learning effectiveness that was ruined during the COVID-19 pandemic

condition. The teaching-learning effectiveness discussed in this research was regarding the students thought of the class assessment in online learning during this semester, difficulties in following teaching-learning activities, question and answer sessions by students and lecturers in online class, the time to review the learning materials, and the guidance of lecturers to help students in following the teaching-learning process. Repose to the results of the questionnaire and FGD, most of the students perceived that the teaching-learning process which most of it was carried out via online learning was effective to be implied during the Covid-19 pandemic condition, with the index interval was 73.93% (effective). This is in-line with the research results of [Amir, et al. \(2021\)](#), that they found the teaching-learning process during the Covid-19 pandemic which most it online or distance learning was effective to be implied, although the technical obstacles still existed until now.

Based on the data analysis, this research found out the results about the effectiveness of online assessment during the Covid-19 pandemic. The flexibility of time, reference materials, and the verities of online assessment, made it effective to be implied during the online learning. Meanwhile, there were few obstacles also such as lack of lecturer instructions and overlapping deadline of the assignments. This is also in line with a study case which done by [Yulianto et al. \(2021\)](#). According to [Yualianto and Mujtahin \(2021\)](#), the online assessment during the Covid-19 pandemic has few benefits and obstacles either for the students or the educators.

[Yulianto et al. \(2021\)](#) also revealed the results that the online assessments help the educators or the teachers in distributing the learning material and assessing the students' achievement during the Covid-19 pandemic situation. The effectiveness of online assessment can be seen in the students' enthusiasm for doing the assignment, because the verities of the assignment and the time flexibility. Online assessments become an option to measure students' knowledge to support the government regulations of physical and social distancing during the Covid-19 pandemic. In addition, both teachers' and students' experiences in using technology become another opportunity for the effectiveness of online assessments during the Covid-19 pandemic. However, [Yulianto et al. \(2021\)](#) found that there were obstacles while conducting the online assessment such as the internet connection trouble, the validity of the assessment, and the low of students' enthusiasm.

This research also had another concern about the difficulties in following teaching-learning activities during the Covid-19 Pandemic. Although according to most of participants there was no a big difficulty in following the teaching-learning process during the Covid-19 pandemic, the others thought that there were still some difficulties for them to follow it. The other result was also added by [Efriana \(2021\)](#), that she found the online learning distribution system during the Covid-19 pandemic also had created several difficulties and problems for students. The first problem was about the availability of electronic devices such as gadgets or computers to use it as electronic media or platform to do the online learning, less enthusiasm of students to participate in online learning even though they are supported by adequate facilities, the problem which related to

the students' location with no internet connection, and the result of making the students often being outside the house, such as working in government area, and or public area.

Furthermore, for the effectiveness of time to review the learning materials in online learning during the Covid-19 pandemic, the results of this research showed most of students thought that they had more time to review all the learning materials from the lecturer after online class during this semester, because of the long period and the flexibility of time. The research about the effectiveness of time to review the learning material in online learning was also done before by Mudiarti in 2018. [Mudiarti \(2018\)](#) found that in online learning, the time given to students will be optimal for them to review learning material if it is given within the agreed time allocation and in accordance with the students' ability to understand the learning material provided. In this case, the student and the lecturer must have a good quality of communication, by optimizing the better communication media between each other, the best of it which is in accordance with the students existing conditions and needs.

Finally, the guidance of lecturers to help students in following the teaching-learning, according to most of the participants everything was done well. All the lecturers helped them to follow the teaching-learning process for the online learning during the Covid-19 pandemic. The results of research conducted by [Mudiarti \(2018\)](#), explained that the lecturers as educators and supervisors in the class must always try to be able to guide students to learn, especially when learning online, where some students still feel very unfamiliar

with the activity in online learning. Especially during the covid-19 pandemic, everything is being done online in terms of teaching-learning activities. The students also have a small opportunity to meet directly face-to-face with lecturers. Therefore, both lecturers and students must optimize all the online teaching-learning activities during the Covid-19 pandemic.

### ***3. The Benefits of Teaching-Learning Process during the Covid-19 Pandemic***

The research found the results that the benefit of teaching learning-process during the covid-19 pandemic for the students were time and place flexibility, technology updated and efficiency, saving cost (affordability), and learning style suitability. [Hermanto and Srimulyani in 2021](#) also had conducted a research and found the result of student's survey for benefits of the online teaching-learning process during the Covid-19 pandemic. [Hermanto et al. \(2021\)](#) explained that online learning can be an effective solution to create a better teaching-learning process in educational institutions which were initially hampered due to the Covid-19 pandemic situation. The ability to master technology by the staffs, lecturers, and students is generally getting better and they have higher motivations with online learning. The use of technology, electronic media, and educational software as a platform for learning also provided the effectiveness and benefits to conduct the teaching-learning process during the-Covid-19 pandemic.

Further, [Muthuprasad, Aiswarya, Aditya, dan Jha \(2021\)](#) found that, internet is something that can be very helpful in terms of learning activities, especially during the COVID-19 pandemic. Currently, learning is mostly done online and uses internet media. Everything is turning to distance learning,



especially in the university. Therefore, everything will be practical and it will be very easy for students to deepen their knowledge by using the internet and searching about the learning materials as much as possible on Google.



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the overall conclusions based on research findings and discussion along with the recommendations related to students' perception on the teaching-learning effectiveness and satisfaction, its benefits during the covid-19 pandemic.

#### A. Conclusions

Since Covid-19 entered Indonesia in early 2020, almost all educational institutions such as schools, courses until universities have carried out online learning approaches to guarantee the coherence of their educating and learning process. Because of the Covid-19 Pandemic, all teaching-learning exercises in Indonesia used to be direct learning transformed into an innovative online learning method. A lot of concepts of it have been continuously investigating by researchers nowadays to find out the evaluation and adjustment of the better teaching-learning process that might be used during the covid-19 pandemic. Thus, this research was also done in the aim to investigate the teaching-learning process, also its benefits regarding the students' perceptions at English Education Department of UIN-Ar Raniry Banda Aceh.

In this research, there were two indicators of teaching learning process, which were satisfaction and effectiveness. Based on the frequency and the questionnaire item index analysis, for the satisfaction indicators, most of the participants agreed with the statements provided, with the index indicator category was 72.35% (satisfied). Meanwhile, for the effectiveness indicators, most of the participants also

agreed with the statements provided, with the index indicator category was 73.93% (effective). Therefore, based on the questionnaire results, it was known that the teaching-learning process carried out during the Covid-19 pandemic was effective to be implied and most of students satisfied with the process. An FGD was then conducted to know the deeper information about participants' opinions about the answers they gave in the questionnaire. Meanwhile, for the benefits of the teaching-learning process during the covid-19 pandemic, participants elaborated the benefits for them which related to the flexibility on time and place, technology updated and efficiency, saving cost (affordability) and suitable with the learning style.

## **B. Recommendations**

Based on the research, there are several suggestions that the researchers can suggest. The researcher thinks that it is important to conduct an evaluation and adjustment regarding the teaching-learning process that was carried out during the Covid-19 pandemic. Thus, the teaching-learning process might be updated for every semester. Besides, because of the limitation of this research, which is only participating the students as the sample, hopefully in the future, this kind of research might be done to all the components in the university, such as lecturers and even the academic staffs. In addition, the researcher also wishes that the future researchers will be able to conduct further research using a more in-depth problem formulation. Thus, the future research hopefully can find any comprehensive evaluations and information regarding to the teaching-learning process during the Covid-19 pandemic at English Education Department of UIN Ar-Raniry Banda Aceh.

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# Appendix 1. The Validity and Reliability Questionnaire Test

Validity and Reliability Questionnaire Test (Positive Statements)										Validity and Reliability Questionnaire Test (Negative Statements)																						
NO.	1	2	3	4	5	6	7	8	TOTAL	1	2	3	4	5	6	7	TOTAL	1	2	3	4	5	6	7	8	TOTAL						
1	4	4	5	3	4	5	4	32	5	4	5	2	4	5	4	29	4	4	5	5	5	5	5	5	5	38						
2	4	3	3	3	4	4	3	25	4	3	4	4	3	3	2	20	3	2	2	3	2	1	4	4	3	21						
3	3	3	3	4	4	4	3	30	3	3	4	2	4	2	2	20	3	3	3	2	1	3	2	1	2	17						
4	5	5	5	2	3	4	4	28	5	3	3	4	5	3	4	3	28	4	5	4	4	3	3	4	5	32						
5	4	3	3	4	3	3	3	27	3	3	3	3	3	3	3	3	21	3	3	3	3	3	3	3	3	24						
6	4	4	3	2	4	4	4	32	3	4	4	3	3	3	3	3	23	4	4	3	4	4	3	3	3	29						
7	4	4	2	5	4	5	4	28	4	3	3	2	5	1	2	1	14	4	4	4	4	2	2	4	5	27						
8	5	4	4	4	4	3	3	27	4	3	3	4	4	3	3	3	24	3	3	3	3	3	3	3	3	24						
9	2	2	2	2	4	2	2	18	2	4	4	4	4	5	2	2	23	4	4	4	4	4	4	4	4	32						
10	4	4	3	4	3	5	4	27	3	3	4	3	3	3	4	5	23	3	4	3	2	3	3	3	3	24						
11	5	4	5	5	5	5	3	32	5	5	4	5	5	5	5	2	31	4	5	5	5	5	5	5	5	39						
12	4	4	4	4	4	4	4	28	4	4	4	4	4	4	4	4	28	4	4	4	4	4	4	4	4	32						
13	4	3	4	4	4	4	3	29	4	2	1	1	1	1	1	1	11	2	2	3	3	1	1	2	2	16						
14	5	4	5	4	3	5	4	3	31	5	4	3	5	4	5	5	31	4	4	3	4	4	5	4	4	3	31					
15	5	3	4	3	3	3	4	27	4	3	4	4	3	3	3	4	24	3	3	3	3	3	3	4	3	3	25					
16	4	4	4	4	4	4	4	32	4	4	4	4	4	4	4	3	27	4	4	4	4	4	4	4	4	4	32					
17	3	4	4	5	4	4	5	29	4	4	4	3	4	4	2	1	14	2	2	2	2	2	2	2	1	1	14					
18	2	4	2	3	2	4	4	21	2	4	3	4	3	4	3	4	2	22	4	4	4	4	4	4	4	4	31					
19	5	5	5	5	5	5	5	40	5	4	4	4	5	4	4	4	30	4	5	5	5	4	5	4	5	4	36					
20	4	5	4	5	5	4	4	31	4	5	5	4	5	4	4	5	28	3	3	3	3	3	3	3	3	4	26					
21	4	4	4	5	5	5	3	32	4	4	5	4	5	4	5	5	34	4	5	5	5	5	5	5	5	39						
22	2	4	3	4	3	4	5	29	3	4	4	5	4	5	5	5	30	5	4	4	4	4	3	4	5	34						
23	4	4	2	5	4	3	4	26	3	3	2	4	2	2	4	2	3	21	3	2	4	4	3	4	4	3	27					
24	4	3	3	5	4	4	5	28	3	4	5	3	3	4	4	2	24	3	5	4	4	4	4	5	4	5	34					
25	4	3	3	5	4	4	5	28	3	4	5	3	3	4	4	2	24	3	5	4	4	4	4	5	4	5	34					
26	5	4	3	2	3	4	2	23	4	4	4	3	4	3	4	4	25	4	3	4	5	3	3	5	5	32						
27	3	5	4	4	4	5	5	30	4	4	5	5	3	4	5	4	5	32	4	5	5	4	5	4	4	5	36					
28	5	5	5	3	4	4	4	30	5	5	4	4	4	4	4	4	29	4	4	4	4	4	4	4	4	4	32					
29	4	5	4	5	5	3	3	31	5	4	5	5	3	4	4	4	24	4	3	3	3	4	4	3	3	3	28					
30	5	4	3	2	3	4	2	23	4	4	4	3	4	4	3	4	25	4	3	4	5	3	3	5	5	5	32					
Reliability	0.412658	0.640367	0.765676	0.645892	0.88128	0.65232	0.386785	1	0.731975	0.828554	0.680549	0.476254	0.792055	0.75022	0.85959	0.749999	1	0.766732	0.785165	0.92724	0.813316	0.742178	0.782497	0.910937	0.87111	1						
Effectiveness	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381						
VALIDITY	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V						
TOTAL VAR								12.8333									28.87931										42.54713					
VARAINS	0.827586	0.575862	0.937931	1.178161	0.574271	0.580357	0.722988	5.38057	0.482716	0.633034	0.851724	0.562659	0.928885	0.924138	0.717241	5.93652	0.937931	0.86392	0.878161	1.357471	1.057471	1.16892	1.702299	8.155172	0.46492	0.988306	1.20547	1.012644	0.998851	1.82759	1.337931	7.95622
CA								0.677116									0.83714											0.92943				
Effectiveness									Satisfaction Indicator = R									Satisfaction Indicator = R										Effectiveness Indicator = R				



**Appendix 2. The Frequency and Index Analysis of the Questionnaire**

Indicator	Statements	Frequency				Frequency Percentage				Score				Total Score	Max Score	Index Percentage	Index Average	Indicator Category
		SA	A	D	SD	SA	A	D	SD	SA	A	D	SD					
Satisfaction	1(+)	26	36	2	2	39%	55%	3%	3%	104	108	4	2	218	264	82.58%	72.35%	Satisfied
	2(+)	11	49	5	1	17%	74%	8%	2%	44	147	10	1	202	264	76.52%		
	3(+)	8	52	5	1	12%	79%	8%	2%	32	156	10	1	199	264	76.52%		
	4(+)	20	41	4	1	30%	62%	6%	2%	80	123	8	1	212	264	72.35%		
	5(+)	11	50	5	0	17%	76%	8%	0%	44	150	10	0	204	264	75.38%		
	6(+)	5	42	10	9	8%	64%	15%	14%	20	126	20	9	175	264	80.30%		
	7(+)	15	38	10	3	23%	58%	15%	5%	60	114	20	3	197	264	77.27%		
	1(-)	7	9	44	6	11%	14%	67%	9%	7	18	132	24	181	264	68.56%		
	2(-)	4	11	46	5	6%	17%	70%	8%	4	22	138	20	184	264	69.70%		
	3(-)	6	10	48	2	9%	15%	73%	3%	6	20	144	8	178	264	67.42%		
	4(-)	6	13	45	2	9%	20%	68%	3%	6	26	135	8	175	264	66.29%		
	5(-)	5	14	45	2	8%	21%	68%	3%	5	28	135	8	176	264	66.67%		
	6(-)	7	13	40	6	11%	20%	61%	9%	7	26	120	24	177	264	67.05%		
	7(-)	9	10	42	5	14%	15%	64%	8%	9	20	126	20	175	264	66.29%		

Indicator	Statements	Frequency				Frequency Percentage				Score				Total Score	Index Percentage	Index Average	Indicator Category
		SA	A	D	SD	SA	A	D	SD	SA	A	D	SD				
Effectiveness	1(+)	12	47	6	1	18%	71%	9%	2%	48	141	12	1	202	74.62%	73.93%	Effective
	2(+)	9	41	16	0	14%	62%	24%	0%	36	123	32	0	191	77.65%		
	3(+)	6	44	9	7	9%	67%	14%	11%	24	132	18	7	181	79.92%		
	4(+)	5	46	11	4	8%	70%	17%	6%	20	138	22	4	184	78.03%		
	5(+)	2	48	10	6	3%	73%	15%	9%	8	144	20	6	178	68.94%		
	6(+)	2	45	13	6	3%	68%	20%	9%	8	135	26	6	175	76.52%		
	7(+)	2	45	14	5	3%	68%	21%	8%	8	135	28	5	176	81.44%		
	8(+)	6	40	13	7	9%	61%	20%	11%	24	120	26	7	177	83.33%		
	1(-)	7	12	46	1	11%	18%	70%	2%	7	24	138	4	173	65.53%		
	2(-)	6	9	49	2	9%	14%	74%	3%	6	18	147	8	179	67.80%		
	3(-)	5	6	43	12	8%	9%	65%	18%	5	12	129	48	194	73.48%		
	4(-)	6	6	40	14	9%	9%	61%	21%	6	12	120	56	194	73.48%		
	5(-)	3	18	43	2	5%	27%	65%	3%	3	36	129	8	176	66.67%		
	6(-)	6	12	46	2	9%	18%	70%	3%	6	24	138	8	176	66.67%		
	7(-)	4	11	38	13	6%	17%	58%	20%	4	22	114	52	192	72.73%		
	8(-)	4	7	37	18	6%	11%	56%	27%	4	14	111	72	201	76.14%		

### Appendix 3. The Frequency and Index Participants Analysis of Questionnaire

No.	Positive Statements										Negative Statements										Total Score	Max Score	Min Score	Index (%)	Result	
	Participants					Score					Frequency					Score										
	SA	A	D	SD		SA	A	D	SD		SA	A	D	SD		SA	A	D	SD							
1	1	13	1	0	4	39	2	0	45	60	15	75.00	SA	0	14	1	0	42	2	0	44	60	15	73.33	D	
2	3	10	2	0	12	30	4	0	46	60	15	76.67	SA	0	7	6	2	21	12	2	35	60	15	58.33	D	
3	7	8	0	0	28	24	0	0	52	60	15	86.67	SA	3	8	3	1	12	24	6	1	43	60	15	71.67	D
4	3	11	1	0	12	33	2	0	47	60	15	78.33	SA	0	15	0	0	45	0	0	45	60	15	75.00	SD	
5	4	9	2	0	16	27	4	0	47	60	15	78.33	SA	3	9	2	1	12	27	4	1	44	60	15	73.33	D
6	0	14	1	0	0	42	2	0	44	60	15	73.33	A	0	14	1	0	42	2	0	44	60	15	73.33	D	
7	9	6	0	0	36	18	0	0	54	60	15	90.00	SA	1	0	4	10	4	0	8	10	22	60	15	36.67	A
8	0	13	2	0	0	39	4	0	43	60	15	71.67	A	0	9	6	0	27	12	0	39	60	15	65.00	D	
9	1	14	0	0	4	42	0	0	46	60	15	76.67	SA	0	6	7	2	0	18	14	2	34	60	15	56.67	D
10	0	13	2	0	0	39	4	0	43	60	15	71.67	A	0	10	5	0	30	10	0	40	60	15	66.67	D	
11	0	13	2	0	0	39	4	0	43	60	15	71.67	A	3	8	4	0	12	24	8	0	44	60	15	73.33	D
12	4	11	0	0	16	33	0	0	49	60	15	81.67	SA	0	15	0	0	45	0	0	45	60	15	75.00	SD	
13	0	7	7	1	0	21	14	1	36	60	15	60.00	A	0	4	4	7	0	12	8	7	27	60	15	45.00	A
14	1	14	0	0	4	42	0	0	46	60	15	76.67	SA	0	15	0	0	45	0	0	45	60	15	75.00	SD	
15	6	8	1	0	24	24	2	0	50	60	15	83.33	SA	3	12	0	0	12	36	0	0	48	60	15	80.00	SD
16	6	8	1	0	24	24	2	0	50	60	15	83.33	SA	2	5	5	3	8	15	10	3	36	60	15	60.00	D
17	3	12	0	0	12	36	0	0	48	60	15	80.00	SA	0	15	0	0	45	0	0	45	60	15	75.00	SD	
18	3	9	3	0	12	27	6	0	45	60	15	75.00	SA	2	10	3	0	8	30	6	0	44	60	15	73.33	D
19	0	10	5	0	0	30	10	0	40	60	15	66.67	A	0	11	4	0	0	33	8	0	41	60	15	68.33	D
20	4	11	0	0	16	33	0	0	49	60	15	81.67	SA	8	6	1	0	32	18	2	0	52	60	15	86.67	SD
21	1	13	0	0	4	39	0	0	43	60	15	71.67	A	0	11	4	0	33	8	0	41	60	15	68.33	D	
22	3	11	1	0	12	33	2	0	47	60	15	78.33	SA	4	10	1	0	16	30	2	0	48	60	15	80.00	SD
23	0	14	1	0	0	42	2	0	44	60	15	73.33	A	0	15	0	0	45	0	0	45	60	15	75.00	SD	
24	0	7	6	2	0	21	12	2	35	60	15	58.33	A	2	4	6	3	8	12	12	3	35	60	15	58.33	D
25	9	6	0	0	36	18	0	0	54	60	15	90.00	SA	1	13	0	1	4	39	0	1	44	60	15	73.33	D
26	3	12	0	0	12	36	0	0	48	60	15	80.00	SA	0	0	5	10	0	0	10	10	20	60	15	33.33	A
27	0	15	0	0	0	45	0	0	45	60	15	75.00	SA	0	15	0	0	45	0	0	45	60	15	75.00	SD	
28	2	13	0	0	8	39	0	0	47	60	15	78.33	SA	0	5	7	3	0	15	14	3	32	60	15	53.33	D
29	2	8	4	1	8	24	8	0	41	60	15	68.33	A	4	5	6	0	16	15	12	0	43	60	15	71.67	D
30	0	10	5	0	0	30	10	0	40	60	15	66.67	A	0	14	1	0	0	42	2	0	44	60	15	73.33	D
31	0	12	2	1	0	36	4	1	41	60	15	68.33	A	0	2	6	7	0	6	12	7	25	60	15	41.67	A
32	3	10	2	0	12	30	4	0	46	60	15	76.67	SA	0	13	2	0	39	4	0	43	60	15	71.67	D	
33	5	8	2	0	20	24	4	0	48	60	15	80.00	SA	0	13	2	0	0	39	4	0	43	60	15	71.67	D
34	7	7	1	0	28	21	2	0	51	60	15	85.00	SA	0	13	1	1	0	39	2	1	42	60	15	70.00	D
35	2	13	0	0	8	39	0	0	47	60	15	78.33	SA	0	15	0	0	45	0	0	45	60	15	75.00	SD	
36	2	13	0	0	8	39	0	0	47	60	15	78.33	SA	0	5	7	3	0	15	14	3	32	60	15	53.33	D
37	1	14	0	0	4	42	0	0	46	60	15	76.67	SA	1	14	0	0	4	42	0	0	46	60	15	76.67	SD
38	2	12	1	0	8	36	2	0	46	60	15	76.67	SA	0	3	10	2	0	9	20	2	31	60	15	51.67	D
39	6	9	0	0	24	27	0	0	51	60	15	85.00	SA	4	11	0	0	16	33	0	0	49	60	15	81.67	SD
40	6	9	0	0	24	27	0	0	51	60	15	85.00	SA	2	13	0	0	8	39	0	0	47	60	15	78.33	SD
41	2	12	1	0	8	36	2	0	46	60	15	76.67	SA	1	13	0	1	4	39	0	1	44	60	15	73.33	D
42	4	11	0	0	16	33	0	0	49	60	15	81.67	SA	0	15	0	0	45	0	0	45	60	15	75.00	SD	
43	0	10	5	0	0	30	10	0	40	60	15	66.67	A	0	9	6	0	27	12	0	39	60	15	65.00	D	
44	13	2	0	0	52	6	0	0	58	60	15	96.67	SA	2	12	1	0	8	36	2	0	46	60	15	76.67	SD
45	3	12	0	0	12	36	0	0	48	60	15	80.00	SA	0	15	0	0	45	0	0	45	60	15	75.00	SD	
46	6	6	2	1	24	18	4	1	47	60	15	78.33	SA	6	6	2	1	24	18	4	1	47	60	15	78.33	SD
47	5	8	2	0	20	24	4	0	48	60	15	80.00	SA	5	9	1	0	20	27	2	0	49	60	15	81.67	SD
48	5	8	2	0	20	24	4	0	48	60	15	80.00	SA	1	12	2	0	4	36	4	0	44	60	15	73.33	D
49	2	13	0	0	8	39	0	0	47	60	15	78.33	SA	2	13	0	0	8	39	0	0	47	60	15	78.33	SD
50	7	8	0	0	28	24	0	0	52	60	15	86.67	SA	6	9	0	0	24	27	0	0	51	60	15	85.00	SD
51	4	11	0	0	16	33	0	0	49	60	15	81.67	SA	4	10	1	0	16	30	2	0	48	60	15	80.00	SD
52	0	15	0	0	0	45	0	0	45	60	15	75.00	SA	1	14	0	0	4	42	0	0	46	60	15	76.67	SD
53	5	10	0	0	20	30	0	0	50	60	15	83.33	SA	5	10	0	0	20	30	0	0	50	60	15	83.33	SD
54	1	2	4	8	4	6	8	8	26	60	15	43.33	DA	0	1											

<b>Appendix 4. Questionnaire Guidelines</b>
---

**A. Identitas Diri**

Nama :

Nim :

Gender :

**B. Petunjuk Pengisian**

1. Tulis identitas diri anda pada halaman yang telah disediakan
2. Bacalah dengan teliti setiap pernyataan-pernyataan yang diberikan.
3. Jawablah semua pernyataan sesuai dengan situasi/keadaan yang anda alami dengan memberikan tanda ( X ) pada kolom jawaban yang tersedia dengan kriteria sebagai berikut:

**Positive Perception**

Jawaban 4 berarti “Strongly Agree”

Jawaban 3 berarti “Agree”

Jawaban 2 berarti “Disagree”

Jawaban 1 berarti “Strongly Disagree”

**Negative Perception**

Jawaban 1 berarti “Strongly Agree”

Jawaban 2 berarti “Agree”

Jawaban 3 berarti “Disagree”

Jawaban 4 berarti “Strongly Disagree”

4. Tidak ada jawaban salah, jadi jangan takut untuk menjawab.
5. Usahakan semua pernyataan diisi sesuai pendapat pribadi tidak ikut jawaban teman.

Terima kasih atas kesediaan dan kerjasamanya

AR - RANIRY

### A. Positive Perception

Questionnaire about students' perception on the teaching learning process during covid-19 pandemic

Indicator	No.	Questions	Answer			
			SA 4	A 3	D 2	SD 1
Satisfaction	1	In my opinion, the combination of online and offline learning is very helpful in replacing conventional learning during the Covid-19 pandemic.				
	2	During online and offline learning, I receive the clear directions and learning objectives before the class starts.				
	3	Learning materials that are obtained through online and offline learning are well available.				
	4	For the online lecturer sessions, I can access them easily wherever I am.				
	5	I feel satisfied for the learning material substances that are provided by the lecturer during online classes.				
	6	The academic score evaluations that I get during this semester are in accordance with my abilities.				
	7	I feel comfortable when offline learning is carried out, because the health protocols in the classroom are well implemented.				

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Indicator	No.	Questions	Answer			
			SA 4	A 3	D 2	SD 1
Effectiveness	1	I think there is no difficulty to do the learning assessment activities in the class that conducted during this semester.				
	2	I can properly follow the teaching-learning activities carried out by the lecturer during online and offline classes.				

	3	During the online lecturer sessions, the lecturer always accept and explain questions asked by the students.				
	4	The lecturer will continue to explain the questions in the offline class if the questions asked by students are not enough time to be explained in the online class.				
	5	I think there is no difficulty for the administrative service affair during this semester.				
	6	I have more time to review all the learning materials from the lecturer after online class in this semester.				
	7	The lecturer always guide students during the online and offline learning, therefore I can understand the material properly and complete the tasks given by the lecturer correctly.				
	8	The lecturer always guide me when I need more explanation of the learning materials both in the online and offline learning class				

### B. Negative Perception

Questionnaire about students' perception on the teaching learning process during covid-19 pandemic

Indicator	No.	Questions	Answer			
			SA 4	A 3	D 2	SD 1
Satisfaction	1	In my opinion, the combination of online and offline learning is not the right way in replacing conventional learning during the Covid-19 pandemic.				
	2	During online and offline learning, I never receive the clear directions and learning objectives before the class starts.				
	3	Learning materials that are obtained through online and offline learning are not well available.				
	4	For the online lecturer sessions, It is really hard for me to access it.				



	5	I feel unsatisfied for the learning material substances that are provided by the lecturer during online classes.				
	6	The academic score evaluations that I get during this semester are not in accordance with my abilities.				
	7	I feel uncomfortable and worried about the spread of COVID-19 when offline learning is being carried out, because the health protocols in the classroom are not implemented properly.				

Indicator	No.	Questions	Answer			
			SA 4	A 3	D 2	SD 1
Effectiveness	1	It is hard for me to do the learning assessment activities in the class that conducted during this semester.				
	2	I find difficulties to follow the teaching-learning activities carried out by the lecturer during online and offline classes				
	3	The lecturer never accepts and explains questions asked by students during the online lecturer sessions.				
	4	The lecturer never continue to explain the questions in the offline class if the questions asked by students are not enough time to be explained in the online class.				
	5	I find difficulties for the administrative service affair during this semester.				
	6	The time is not enough to review all the learning materials from the lecturer after the online class in this semester				
	7	The lecturer never guide students during the online and offline learning, so it is hard for me to learn the learning materials properly and complete the tasks given by the lecturer correctly.				
	8	The Lecturer never guides me when I need more explanation of the learning materials both in the online and offline learning class.				

<b>Appendix 5. FGD Guidelines</b>
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Students' Perceptions on the Teaching-Learning Process during the Covid-19  
Pandemic at English Education Department of UIN Ar-Raniry Banda Aceh

**Guidelines for the Most Positive Participants Category**

Research Problems	No.	FGD Questions (Problem Statements) “How do you perceive the statement, and what is your opinion about it?”
Satisfaction	1	The combination of online and offline learning is very helpful in replacing conventional learning during the Covid-19 pandemic.
	2	During online and offline learning, the students receive the clear directions and learning objectives before the class starts.
	3	Learning materials that are obtained through online and offline learning are well available.
	4	For the online lecturer sessions, the students can access them easily wherever I am.
	5	The student's satisfaction for the learning material substances that are provided by the lecturer during online classes.
	6	The academic score evaluations that the students get during this semester are in accordance with their abilities.
	7	Students feel comfortable when offline learning is carried out, because the health protocols in the classroom are well implemented.

Effectiveness	1	There is no difficulty to do the learning assessment activities in the class that conducted during this semester.
	2	The students can properly follow the teaching-learning activities carried out by the lecturer during online and offline classes.
	3	During the online lecturer sessions, the lecturer always accept and explain questions asked by the students.

	4	The lecturer will continue to explain the questions in the offline class if the questions asked by students are not enough time to be explained in the online class.
	5	There is no difficulty for the administrative service affair during this semester.
	6	The students have more time to review all the learning materials from the lecturer after online class in this semester.
	7	The lecturer always guide students during the online and offline learning, therefore they can understand the material properly and complete the tasks given by the lecturer correctly.
	8	The lecturer always guide students when they need more explanation of the learning materials both in the online and offline learning class
Benefits	1	What are the benefits of teaching-learning process that ruined during the covid-19 pandemic?

#### Guidelines for the Most Negative Participants Category

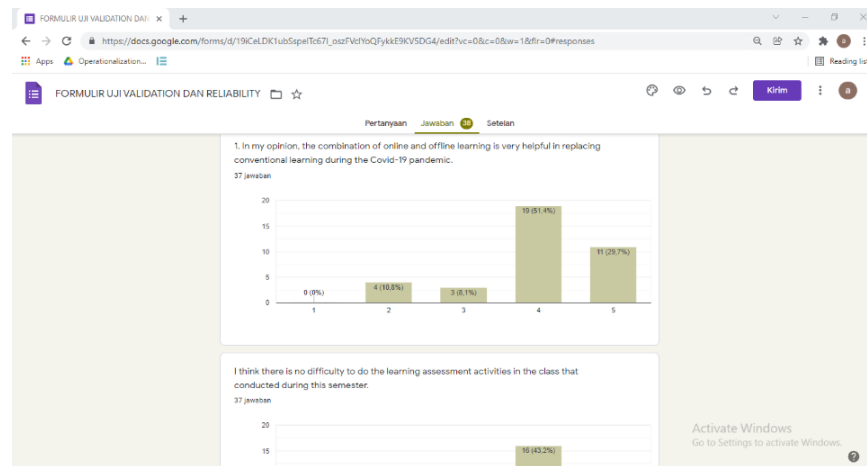
Research Problems	No.	FGD Questions (Problem Statements) “How do you perceive the statement, and what is your opinion about it?”
Satisfaction	1	The combination of online and offline learning is not the right way in replacing conventional learning during the Covid-19 pandemic.
	2	During online and offline learning, the students never receive the clear directions and learning objectives before the class starts.
	3	Learning materials that are obtained through online and offline learning are not well available.
	4	For the online lecturer sessions, it is really hard for the students to access it.
	5	The students feel unsatisfied for the learning material substances that are provided by the lecturer during online classes.
	6	The academic score evaluations that the students get during this semester are not in accordance with their abilities.
	7	The students feel uncomfortable and worried about the spread of COVID-19 when offline learning is being

		carried out, because the health protocols in the classroom are not implemented properly.
--	--	--

Effectiveness	1	It is hard for the students to do the learning assessment activities in the class that conducted during this semester.
	2	There are difficulties to follow the teaching-learning activities carried out by the lecturer during online and offline classes
	3	The lecturer never accepts and explains questions asked by students during the online lecturer sessions.
	4	The lecturer never continue to explain the questions in the offline class if the questions asked by students are not enough time to be explained in the online class.
	5	The students find difficulties for the administrative service affair during this semester.
	6	The time is not enough to review all the learning materials from the lecturer after the online class in this semester
	7	The lecturer never guide students during the online and offline learning, so it is hard for me to learn the learning materials properly and complete the tasks given by the lecturer correctly.
	8	The Lecturer never guides students when they need more explanation of the learning materials both in the online and offline learning class.
Benefits	1	What are the benefits of teaching-learning process that ruined during the covid-19 pandemic?

A R - R A N I R Y

## Appendix 6. Documentations





### Appendix 7. Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY  
Nomor : B- 11112/Un.08/FTK/KP.07.6/07/2021

TENTANG  
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG  
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-  
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan B-8605/Un.08/FTK/KP.07.6/05/2020 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 April 2021
- Menetapkan :  
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-8605/Un.08/FTK/KP.07.6/05/2020 tanggal 24 Mei 2021
- KEDUA : Menunjuk Saudara:  
1. Khairiah Syahabuddin, M.Hsc. EsL, Sebagai Pembimbing Pertama  
M.TESOL, Ph.D  
2. Syarifah Dahliana, M.Ag., M.Ed., Ph.D Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :  
Nama : Atfika Pratiwi  
NIM : 160203002  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Students' Perception on the Teaching-Learning Process During COVID-19 Pandemic at English Education Department of UIN Ar-Raniry Banda Aceh
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2020 tanggal 12 November 2019;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2021/2022
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam pencetakan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 29 Juli 2021

An. Rektor



**Appendix 8. Recommendation letter from  
FTK-UIN Ar-Raniry to Conduct Field Research**

12/13/21, 8:21 PM

Document



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-15268/Un.08/FTK.1/TL.00/10/2021  
Lamp : -  
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,  
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.  
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **ATIKA PRATIWI / 160203002**  
Semester/Jurusan : XI / Pendidikan Bahasa Inggris  
Alamat sekarang : Jalan T. Iskandar Komplek Villa Asri No.21 Gampoeng Lam Glumpang, Kecamatan Ulee Kareng, Kota Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Students' Perception on The Teaching-Learning Process During COVID-19 Pandemic at English Education Department of UIN Ar-Raniry Banda Aceh***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 11 Oktober 2021  
an. Dekan  
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 11 November  
2021

**A R - R A N I R Y**  
Dr. M. Chalis, M.Ag.