

EXPLORING STUDENTS' VOICES ON DIGITAL PLATFORMS DURING COVID-19 PANDEMIC

THESIS

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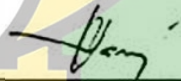
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 20 November 2021

Saya yang membuat pernyataan,

Marissa Yolanda

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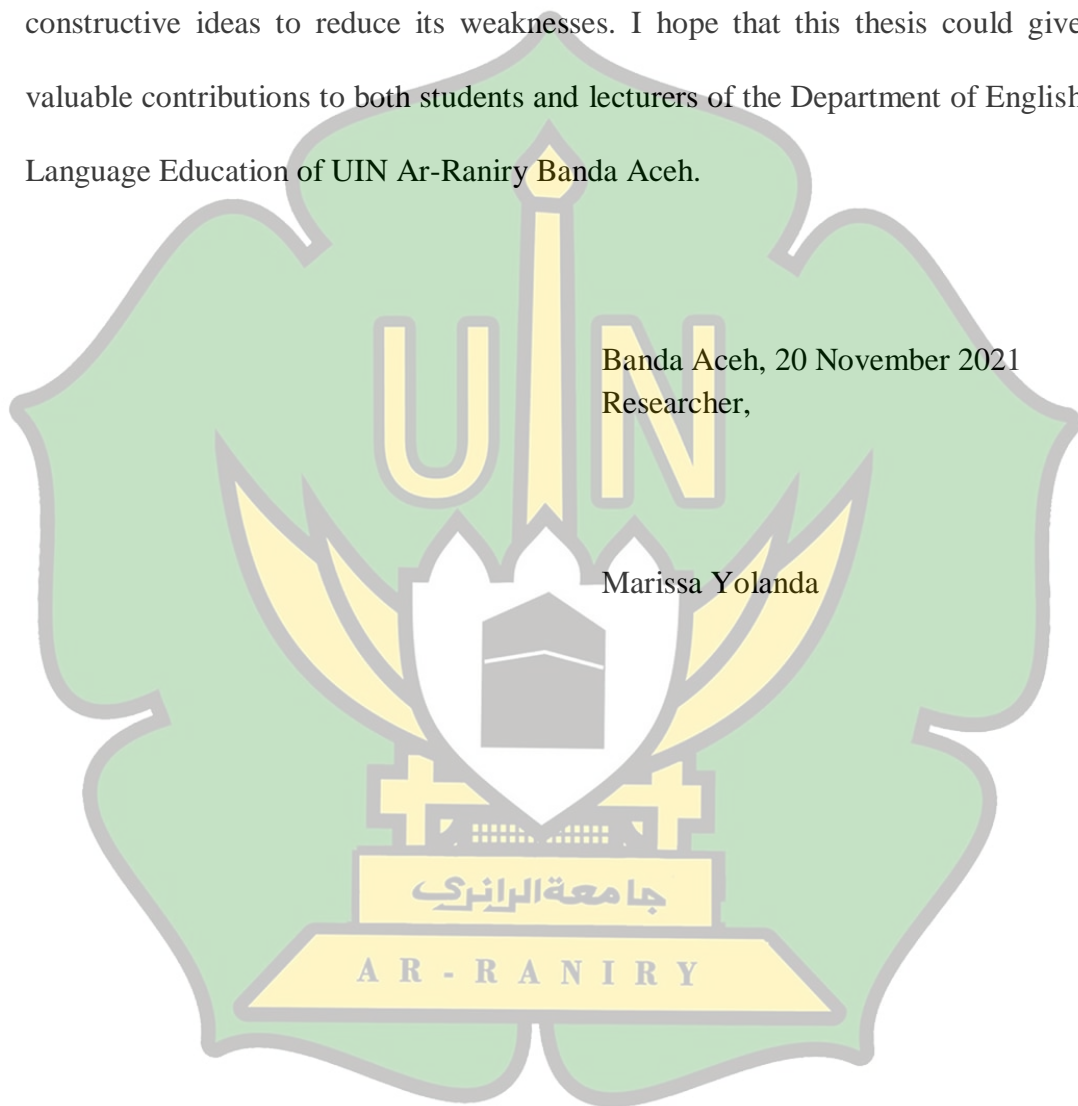
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ABSTRACT

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The use of digital platforms has increased significantly during COVID-19 pandemic. However, research on students' voices during this crisis is still very limited and needs to be further explored. This present study aims to explore PBI students' voices on the use of digital platforms during COVID-19, and their evaluation towards the digital platforms. The concurrent triangulation strategy of mixed-method design was utilized in this study. In this approach, qualitative data was collected through semi-structured interviews with five students, while quantitative data was collected through a closed-ended questionnaire administered to 50 students of English department students batch 2017. The findings of this study showed that students have a positive agreement toward the use of digital platforms during COVID-19 pandemic. The researcher found that among the three applications recommended by the Department, the most dominant digital platform used by PBI's students during COVID-19 pandemic is Google Classroom, followed by Google Meet, and Canvas. These three digital applications provide free, practical, and functional features to support the online learning process, each application also received a high level of satisfaction in the CALL evaluation. Some drawbacks during the use of digital applications include difficulties in operating applications, losing the internet connection, and running out of internet quota.

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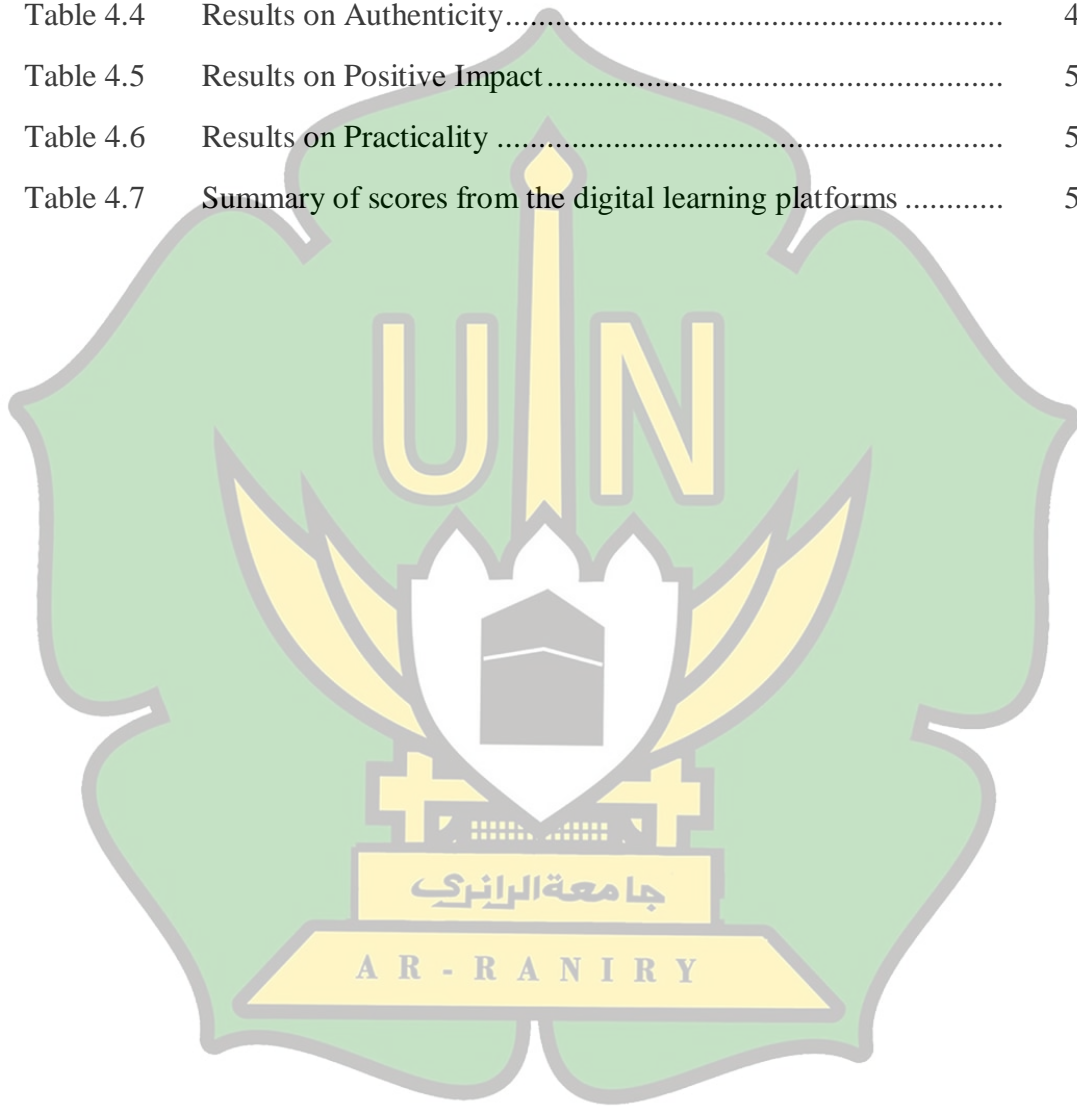
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CHAPTER I

INTRODUCTION

This chapter provides and covers the background of the study, research problem, research objective, significance of the study, and definition of the key terms.

A. Background of the Study

At the end of 2019, the world is tussling with an unprecedented global-scale disease discovered in Wuhan, China. The spread of COVID-19 had a profound effect on many aspects worldwide. There is no exception to education. In most countries, the quarantine policies of COVID-19 have interrupted the traditional education system with national school closures. In an effort to prevent the transmission of COVID-19, it is expected that all educational institutions will not conduct the usual learning activities. This policy demands the government and educational institutions to present an alternative educational process for students to maintain the continuity and effectiveness of learning during this pandemic. The best alternative in the education sector during this period is applying remote teaching and online learning.

This situation force teachers and students to shift their teaching system from a face-to-face classroom session to a digital teaching system using various online platforms or applications. To overcome this unprecedented situation, they must immediately understand and change their teaching and learning

management. Similarly, an adjustment in instructional resources, media, and assessments is urgently required.

Technology is one of the most important language promoters in this century. In facilitating language classes, various types of technology such as video games, applications, digital tools, and social media have been used widely. Teachers have to train themselves to use technology for learning purposes. İlter (2015) stressed that teachers should support learners to discover suitable activities by using computer technologies to make language learning successful.

However, the current situation is an emergency case that forces technology-based learning to take place. This temporary transition in teaching practice due to crisis circumstances considered as Emergency Remote Teaching (ERT) (Hodges, Moore, Lockee, Trust, & Bond, 2020). The use of online learning platforms has increased substantially during ERT. These various learning platforms have a virtual education environment in which to plan a course, share content, and design an assessment along with their different benefits and inconveniences to meet educational needs. In this case, students' attitudes toward online learning is very critical as it determines the success of the learning process (Hodges et al., 2020). Moreover, Furlong & Davies (2012) stated that education works best in line with students' voice, engagement, and participation in the teaching and learning process. However, studies on students' voice during this pandemic are still very limited and need to be further explored.

A number of researchers have lately investigated students' voices, perspectives, and choices during the COVID-19 epidemic in Indonesia. During

COVID-19, Amin and Sundari (2020) ran a survey to collect student preferences for utilizing digital applications and their perspectives on online learning. This research however does not study in-depth the students' voice and the use of digital learning platforms. The digital learning platform questionnaire collection only covered CALL assessment questions and some basic questions concerning students' perspectives that would actually be good for further exploration.

In contrast to Amin and Sundari's (2020) prior research, Yuzulia (2021) performed qualitative research on the challenges and problems of online learning encountered by students during pandemic by assessing students' attitudes. The findings of the study greatly presented the students' voices of online classes.

In this study, the researcher attempts to integrate the issues of two prior studies, which are exploring students' voices but focusing the investigation on the usage of digital platforms during the COVID-19 pandemic. The distinction between their study and this one is that they used a single research design. Meanwhile, the current study employed a mixed-method research design to deeply capture the students' voices and opinions on digital platforms, as well as how this influences their learning process throughout the crisis. Based on the notion, the researcher entitled this study "Exploring Students' Voices on Digital Platforms during COVID-19 Pandemic".

B. Research Questions

The study addressed the following question:

1. What are PBI students' voices on the use of digital platforms during COVID-19 pandemic?

C. The Aim of Study

Based on the research question above, the aim of this study is:

1. To find out the voices of PBI students on the use of digital platforms during COVID-19 pandemic.

D. Significance of Study

The researcher hoped that the result of this research will be something worthwhile both theoretically and practically.

1. Theoretically, the result of this study could give valuable contribution to support theories of the use of digital platforms, especially to find out students' voices on digital platforms during COVID-19 pandemic.
2. Practically, the study is able to explore both benefits and inconveniences of digital platforms used during COVID-19 pandemic. In addition, this study could be useful as a source of information for the library of Ar-Raniry State Islamic University, and other future researchers who use the result of this study as an additional reference in carrying out further research of related topic.

E. Terminologies

To get general understanding about the research, the researchers clarifies several key terms as follows:

1. *Student's Voice*

According to John & Briel (2017), student's voice refers to expressing student's ideals, views, attitudes, and viewpoints as well as teaching practices and strategies focused on student choices, preferences, motivations, and goals in the educational context. Many researches show that student's voice can

improve academic achievement and career learning for students. In this study, students' voices encompass values, views, and perceptions of PBI students in using and choosing the digital platforms to support their learning during the COVID-19 pandemic.

2. Digital Platforms

According to Ogundokun (2020) a digital platform is an established device erected on present-day cloud technology that makes the evolution of software or programs easy. In the educational field, digital platform is simply defined as a set of computer applications designed to assist and facilitate the educational process through the internet. The use of digital platforms can manage a means of distance education that benefits all elements including institutions, teachers, and students. In this study, digital platforms refer to all software and application allowed by Department of English Language Education to use by PBI students during COVID-19 pandemic to facilitate their learning activities.

3. COVID-19

As stated by World Health Organization (WHO), COVID-19 stands for coronavirus disease 2019, which refers to the year of its initial detection, is an infectious disease caused by a newly discovered coronavirus. It was first discovered in Wuhan, China, and is classified as a new virus linked to the same family of viruses as Severe Acute Respiratory Syndrome (SARS) and Middle East Respiratory Syndrome (MERS) as well as other respiratory illnesses. The number of cases and the number of deaths caused by COVID-19 continues to

increase rapidly so that in March 2020, WHO announced COVID-19 outbreak as a pandemic of international concern.



CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher highlights some terminologies, topics, and aspects, which are related to this research. The review starts with a panorama of students' voices, technology in English language teaching and learning, focusing on emergency remote teaching during pandemic, and then moves on to some digital learning platforms used during the time.

A. Student's Voice

The voice of the student is more fundamentally articulated in an educational sense as the ideals, opinions, and viewpoints of the students. Student's voice is an idea rooted in a broader philosophy of student engagement and then into concepts for student consultation (Lodge, 2008). Quaglia and Corso (2014) added an interesting facet to the concept of student's voice by saying the student voice does not consciously oppose anything (e.g. sit-ins, walk-outs) but is proactively engaged in advocating better learning through engagement.

Exposure to the voice of students in higher education becomes increasingly important in order to promote professional advancement of teachers worldwide (Blair & Valdez Noel, 2014). The rise in numbers of studies indicates that students have been more profiles as partners of information creation and thus, have participated effectively in decision making (Bloxham & Boyd, 2007).

Student's voice has evolved as a single concept in education science, which includes a number of efforts to redefine the student's position in study and in

changing education. Paying attention and acting on student desires, preferences, and viewpoints allows students to feel invested in understanding themselves and can trigger passions that enhance their persistence (John & Briel, 2017). Furthermore, Cook-Sather (2006) promotes the voice of the student as a genuine viewpoint, appearance, and vital activity. Research suggests that upholding the voice of student and encouraging students to participate in decisions will help to motivate them (Ferguson, Hanreddy, & Draxton, 2011).

Nowadays, students have a range of tools for their learning through technical inventions and web-based technology. Three main events are included in the student learning engagement: instruction, assessment, and feedback. Students can choose their own media and digital apps to partake in their study (Afzal & Fardous, 2016). Flynn (2017), stated that there are four basic elements that need to be fulfilled in order to implement student's voice including; 1) space, students must be given a safe, inclusive environment to express their view, 2) voice, students must be facilitated to express their view, 3) audience, the view must be listened to, and 4) influence, the view must be acted upon, as appropriate.

In order to make the learning process efficient and productive, it is very important to consider students' voices and interests in planning online courses. In the Australian technical education and training market, Warner, Christie, and Choy (1998) suggested the idea of readiness for online learning in terms of three aspects: (1) preference for the way of providing students as opposed to face-to-face classroom instruction; (2) confidence of students in using electronic learning communication; and (3) students' ability to engage in autonomous learning.

Moreover, the voices of students become relevant and should be taken into account by the teacher since they may affect the way of learning and create a mismatch between teacher and students.

B. Technology in English Language Teaching and Learning

In recent years, the landscape of language teaching has been changed significantly. Today's learners adapt and adjust to a new world of learning. A few years ago, classrooms and textbooks were the only primary context and resources in language teaching, while nowadays, digital whiteboards, computers, and the internet are becoming important and needed aspect in education (Richards, 2015). Susikaran (2013) stated that fundamental improvements in teaching approaches have occurred in classrooms because chalk and talk strategies are not enough for English to be learned effectively. The utilization of technology in a classroom is no longer an alternative but a basic prerequisite of schools nowadays.

Isman (2012) explained technology as a functional use of expertise in a specific field and is a way of doing a job with scientific processes, techniques, or information in particular. The application of technology not only involves machinery and facilities (computer hardware) but also formal interactions with other individuals, machinery, and the environment. The language laboratory was one of the most commonly used types of innovations for language classes in the 1950s and 1960s (Cahyani & Cahyono, 2012). Research on Computer-assisted Language Learning (CALL) and a set of standards for the assessment of its effectiveness have been developed in software or systems for language teaching and learning (Jamieson, Chapelle, & Preiss, 2013).

According to Gilakjani (2014), the use of technology will create an active student-centred learning atmosphere rather than a teacher-centred that produces meaningful improvements. They stressed that the use of computer technologies increases students' responsibility as it makes the language class an active area full of practical and meaningful activities. Muluk, Akmal, Andriana, Habiburrahim, & Safrul (2021), also claimed that technology in online classrooms supports and teaches students greater self-management and self-regulated learning skills. Language ability and proficiency become a significant component influencing students' critical thinking in English. In line with that, Tathahira (2020) stated that online learning activities have the ability to increase students' critical thinking skills. Online learning can help to improve concepts and actions associated with critical thinking ideals. The usage of digital learning systems these days is believed to assist students' thinking, problem-solving, and decision-making abilities (Lopez-Perez, Perez-Lopez, & Rodriguez-Ariza, 2011).

According to Zainuddin (2015), the technology enables language learners to access, engage, and share an infinite number of genuine resources and content. Moreover, Larsen-Freeman and Anderson (2013) have supported the view that technology offers educational resources and brings learning experience to the world of learners. Many real materials can be provided to students by using technology and motivated in the language of learning. Other studies showed that teaching English using technology resources has encouraged pupils to be more proactive and to learn in line with their own interests and skills (Roma, 2013).

Raihan and Lock (2012) asserted that learners learn how to learn effectively in a well-planned classroom setting. Enhanced technology-based teaching is more efficient than traditional lecture-based classes. The technology on its own, however, is not enough to teach ELLs. It requires a teacher who understands the curriculum and effective teaching strategies and who can give students captivating learning experiences to grow and experience in connection with their previous knowledge (Schwartz & Pollishuke, 2013).

Teachers should be technologically literate to find opportunities to use technology as a practical learning tool for their pupils, just as quality schools should successfully use the tools technology available. Technology plays an important part in encouraging learners' practices and has a huge influence on teacher approaches. Unless teachers use innovations in their curriculum, they will never keep these technologies up-to-date. It is also very necessary that teachers are thoroughly familiar with these innovations in language teaching (Gilakjani, 2014).

Chen (2012) found that the horizons of L2 learning and the essence of the acquisition process, as well as the intent of the research, have proved to be optimistic in two ways: increase of L2 exposure and extension of L2 input scopes. Moreover, Parvin and Salam (2015) conducted a study and declared that the use of technology will increase students' exposure to language and their information in a practical way. Learners need to be encouraged to practice real-world skills through social experiences. This is accomplished by cooperating with students in actual practice. The other beneficial point of technology is that EFL students will

link to the target language speakers in synchronous and asynchronous modes in authentic communication (Alberth, 2013). By way of technologies, EFL students have more possibilities to scan for real-world resources.

C. Emergency Remote Teaching

The COVID-19 global pandemic has triggered pervasive systemic and behavioral 'shock effects' in different fields of human life, including education (Teräs, Suoranta, Teräs, & Curcher, 2020). Many governments across the world have decided to close schools nationally in order to prevent or curb the transmission of the infection (Ferri, Grifoni, & Guzzo, 2020).

Over 1.6 trillion learners have experienced major delays in the education systems of history in more than 190 countries and all continents (De Giusti, 2020).

While early alerts have to be prepared and there are still constant interruptions to education, this is the first global crisis in the digital information age, with socio-cultural, economic, and political implications accompanying this crisis (White, Ramirez, Smith, & Plonowski, 2010). It is the first global crisis to take place in the digital knowledge age.

The current education system is generally inadequate and vulnerable to potential challenges and threats. Bearing in mind to Universal of Human Right (1948) that education is a basic human right, numerous steps have been taken and urgent solutions created to maintain the education sector (UNESCO, 2020a). In response to the global crisis in education, applying online learning is one of the best support in this regard. Education ministries in different countries have

advised or made it obligatory to perform online learning at all stages of education in almost worldwide. This decision was also affirmed by (UNESCO, 2020b), which claimed that online learning would help to stop the spread of the virus by preventing direct connections with people.

Clark (2016) defined online learning as a digital interface tutorial to help the learning process. Many studies on the literature have shown that online learning has numerous advantages; studying at all hours from anywhere possible, increase students' motivation, saving money; versatility in choosing; and saving time. Moving online learning will make it easier to learn and teach everywhere, at any moment, but it is unprecedented and breath-taking to switch to online education. The current situation nevertheless does not seem like a well-planned everyday teaching process in the classroom or seems to be online teaching as usual (Amin & Sundari, 2020).

In an emergency, implementation of online learning represents a need, but it also facilitated the look for new ideas by professionals, policy-makers, residents, teachers, and learners. This leads to a move from the idea of online learning to emergency remote teaching, which defined as a temporary shift in the implementation of teaching to alternate delivery methods due to crisis circumstances (Hodges et al., 2020).

Shakya, Fasano, Marsh, and Rivas (2020) hold the opinion that emergency remote teaching has pushed higher learning institutions to navigate new teaching approaches while retaining the engagement of students who face the complexities of technology at the same time. Meyer (2020) at ERT pointed out that while it was

thought to be a creative method of teaching and studying, it was deemed 'impractical and elitist'. During ERT, current inequality linked to various socio-economic circumstances escalated mainly because of the following: (i) a shortage of facilities and infrastructure, including internet access and educational technologies; and (ii) lack of physical spaces for families of disadvantaged context, deficient in necessary skills to support their children, in particular home based schooling (Outhwaite, 2020; Thomas & Rogers, 2020). In order to minimize potential negative consequences, education institutions should use their history of on-line learning as something different from the information delivery approach (Teräs et al., 2020).

When things return to normal, students will not remember the educational material provided, but they will remember how they felt, how we looked after them, and how we supported them. We must remember that caring is a central part of human life and that every person needs care (Noddings, 2002). This COVID-19 pandemic could provide an opportunity and practice for emergency remote teaching to assess and evaluate emerging challenges during emergencies and to develop a coherent online education strategy for all other crises or natural disasters that could possibly arise in the future (Ferri et al., 2020).

D. Digital Platforms in Teaching and Learning

Prior to COVID-19, education technology has already been expanding and embracing. There is a large growth in its use since COVID-19 regardless of whether it is language applications, interactive tutoring, video conferencing software, or digital learning software. Corrado (2020) pointed out that preparation

problems, human preference, and experience should be taken into consideration in order for ERT to succeed. Educational institutions should weigh their options in terms of online learning and curriculum technologies during this time of crisis very carefully. In the future, these decisions could represent new power and control ties, new types of student discrimination and inequality, and other unforeseen outcomes (Selwyn, 2020).

PBI Department recommend these following interactive platforms for students to use during COVID-19:

1. Google Classroom

Google Classroom is an internet-based application for improving education and learning processes worldwide. It was developed in 2014 and introduced by many members of the Google Apps for Education (GAFE) to help the educational organization step paperlessly. According to Latif (2016), Google classroom can be useful for both the learners and faculty members due to its functional features. It provides students with integrated connectivity and workflow. Students might also be able to keep their files more structured and need less paperless storage in a single program. Shaharanee, Jamil, and Rodzi (2016) have provided insight into the advantages of Google Classroom for teachers in continuously monitoring student demography findings, surveys, and analyses through Google's Classroom technologies. They can customize their courses to meet the student's satisfaction with the learning method used.

On the other hand, there are some drawbacks in using Google Classroom application according to Scragg (2018); (1) the necessity to create a specific code for students to access the Google Classroom; (2) the difficulty to share openly to more extensive class or parents because it uses special code; (3) Google Classroom application does not have any grade book in spite it provides a scoring menu to all students' tasks given; (4) the privacy and marketing of Google is still questioned.

2. Google Meet

Google Meet is a tech giant service for free video and voice calls community created by Google in 2017. Google Meet has become an alternative medium for teaching and learning process, for socializing with office workers, or also for conducting a meeting from home. Google Meet is also one of the fastest-growing Google services during the outbreak of Covid-19. During the period January - March 2020, its daily usage rate increased 25 times (Sawitri, 2020).

Google Meet has a unique, practical, and fast interface which gives every participant the priority for effective, user-friendly management. Google Meet offers screen-share facilities between participants, meaning that the main screen can be changed to specific files required for learning purposes. Both teachers and students can present learning media such as videos, power points, and other media that they want to display and explain to other attendees through Google Meet. In addition, a study carried out by Fakhruddin (2018) found that the use of Google Meet in the teaching media

in combination with the use of speech and English-speaking exercises was successful in enhancing student-speaking skills.

The usage of internet quota is one of the barriers to Google Meet as learning media. Google Meet would surely use a lot of internet as a video call-based service. For students whose economy is not as strong as those who can afford it, this would be a burden and obstacle during the learning process.

3. *Canvas*

Canvas is a web/application Learning Management System developed by the U.S. Instructure in 2011. It was set up to prepare, execute, and evaluate a particular method of learning (Anshari & Alas, 2015). Canvas provides teachers with curriculum creation and delivery, student engagement monitoring, digital sharing, and performance evaluation of students. Canvas supports media content in various forms, such as text, audio, video, and animations.

One of the benefits of Canvas is that it offers a reasonably complete evaluation functionality. Canvas will track the student's grades they earn for each task/project they worked on, track individual grades, and provide a grade book for each student to track their overall grades. Furthermore, Canvas provides multiple users with different permissions to access full sites. This helps students to allocate instructors, teachers, and other students since everyone has access to various things in a different capacity.

In addition, Canvas has a lot of features that support collaborative learning. It enables students to exchange documents in their course and thus does not require external platforms for document sharing. Moreover, it allows students to produce content for group work which can be edited and assessed easily.

Among the various advantages of Canvas, many Canvas users, quoted from Instructure Community, complained about the lack of improvements in application performance. Application processes are often sluggish and time-out sessions often prevent students from easily accessing the application. Another difficulty is notifications that frequently delayed or even missed, meaning that students often do not know whether their instructor is assigned or notified something for their courses.



CHAPTER III

RESEARCH METHODOLOGY

This chapter explains about the research methodology. The methodology of this study is divided into several parts, which are research design, participants of the study, data collecting procedure, and data analysis procedure.

A. Research Design

This study employed mixed-method research. According to Tashakkori & Teddlie (2008, p.22), mixed-method is a study that incorporates both qualitative and quantitative methods in one or different phases of the study process. Qualitative semi-structured interview and quantitative closed-ended questionnaire will be used for answering the research question.

Gentles, Charles, Ploeg, and McKibbin, (2015) defined qualitative research as the observations and interpretations of an individual's experience of various events and it takes an image of the perception of people in a natural setting. The goal of qualitative study is to thoroughly examine and explain phenomena to generate new ideas and theories. In this research, the researcher applied a type of descriptive study for qualitative research design. Descriptive research is a basic research approach that intended to characterize the circumstance as it already exists (Williams, 2007). It is aimed to provide an overview or validate a concept or phenomenon and also to address questions about the research subject. This approach matches the goal of the researcher to

capture students' voices in the context of the use of digital platforms during COVID-19 pandemic.

On the other hand, quantitative method is defined as describing a problem or phenomenon by collecting data in numerical form and analyzing using mathematical methods (Aliaga & Gunderson, 2002). The aim of quantitative research is to determine relationship between variables within a population. The approach used in this quantitative study is a non-experimental research design, specifically in survey research. Survey research is a type of non-experimental research design that focuses on describing a group or population characteristic (Fraenkel, Wallen, & Hyun, 2012). This method was adopted in accordance with the techniques of data collection used in which the researcher administers some sort of questionnaire to describe participants' opinions and attitudes toward the use of digital platforms during COVID-19 pandemic.

In this research, the researcher applied the concurrent triangulation strategy of mixed method. It is a strategy that combines the use of qualitative and quantitative research methods simultaneously or together (or vice versa) (Creswell, 2014). The use of this model enables researcher to offset the weaknesses inherent within one method with the strengths of the other, and thus, gain broader perspectives of the result study.

B. Participants

1. Population

The researcher had to determine the population before the sample was collected. According to Creswell (2012, p. 142), a population is a set of

individuals with the same feature which are then inferred by the researcher. The population also means as objective to get and to collect the data. The population of this research is the students of English Department of Ar-Raniry State Islamic University in the 2017 academic year with approximately 200 students.

2. *Sample*

A sample is a subset of the target population that intends to study or treat by the researcher to generalize the target population (Creswell, 2012, p. 142). To select the participants for the first data collecting procedure, interview, the researchers used purposive sampling techniques. Purposive sampling, also known as selective or judgmental sampling, is a type of non-probability sampling in which participants of a target population that satisfy certain practical standards are included based on the basis of the specific purpose of the researcher (Black, 2011). By using purposive sampling, the researcher can select the right representative sample which saves time and money. The practical standard in this study is that all the participants have to; 1) PBI's 2017 students, 2) followed all courses in the 6th semester, 3) underwent a remote teaching system through Google Classroom, Google Meet, and Canvas.

Qualitative research identifies that in terms of number, a small number that give in-depth information on each person or place is better than picking a big number of individuals or sites. Creswell (2013) suggested that between 25 and 30 sample sizes would be required for a diverse population for

interviews, and a minimum sample size between 5 and 25 for semi-structured/in-depth interviews. On the basis of the opinion, 5 PBI student participants were selected for the interview method, these participants were selected purposively to represent their voices regarding the use of digital platforms during COVID-19.

Furthermore, to select the participants for the second data collecting procedure, questionnaire, the researcher used convenience sampling techniques. Convenience sampling, also known as Hapzard Sampling or Accidental Sampling, is a type of non-probability sampling in which participants of a target population that satisfy certain practical standards are included for the purpose of the research, e.g. easy to access, geographical proximity, availability at certain times, and agree to participate (Dörnyei, 2007). The practical standard in this study is that all the participants underwent a remote teaching system through Google Classroom, Google Meet, and Canvas.

Convenience sampling sets the samples fortuitously and without preparation beforehand. This technique helped the researcher during the study process, particularly in collecting data. The researcher is able to track the chosen sample well and to disseminate the questionnaire at once since it supported a large number population. The researcher collected 25% of the total population (approximately 200 students) for questionnaire procedure, namely 50 students. This was selected based on sample size requirements by

Gall and Borg (1979), which says that the sample dimensions should not be less than 30 samples for a relational survey design.

Therefore, for the study, the sample amounts to five students for the interview, and 50 students for the questionnaire.

C. Data Collecting Procedures

In this research, to collect the data related to the proposed research questions, the researcher uses two techniques by using interview and questionnaire.

According to Creswell (2014), the interview is a data collection technique that involves the interaction of asking questions and recording answers between researchers and participants. An interview provides the researcher with an extra opportunity to obtain detailed information that cannot be acquired by the questionnaire. In this study, the researcher uses a semi-structured interview to clearly capture PBI students' voices toward the use of digital platforms during COVID-19.

Gay and Airasian (2000, p. 281), suggest a general definition of a questionnaire as “several questions related to a research topic”. The set of questionnaire was modified and developed based on the basic criteria of CALL evaluation initiated by Chapelle (2001) and detailed specification by Jamieson et al. (2013). It consists of six basic criteria varied with closed-ended questions that capture the students' evaluation in using digital platforms during COVID-19, including language learning potential, meaning focus, learner fit, authenticity, positive impact, practicality, and affordability. In determining the statement of the

students' responses, the researcher uses scales with three responses; yes, somewhat, not at all.

D. Data Analysis Procedures

1. Analysis of Interview Data

In analyzing qualitative data, firstly the writer transcribed the audiotape recorder of qualitative data into text data. Creswell (2012) states that the transcription is the process of converting audiotape recordings or field notes into text data. After transcribing the data, the researcher focused on analyzing how students' voices and perceptions regarding the use of digital platforms and ignored any unimportant information from the respondents. Then, the researcher concluded the chosen data.

2. Analysis of Questionnaire Data

For the quantitative data analysis in this research, the researcher applied several steps. First, the researcher used descriptive method in analyzing the data. The process of selecting the data is reading, analyzing, and sorting the response of participants carefully. Next, all response is calculated and will be presented in percentage. After the data is calculated and classified, the last step is accumulating the total score of each learning platform based on the participant's responses.

To calculate the percentages of students' response, the researcher used the formula below:

$$P = \frac{F}{N} 100\%$$

Which:

P = percentage

F = frequency

N = the number of sample

100% = constant value

To get total score of each category in digital platform, the researcher used the formula below:

$$M = \frac{\sum 'Yes' and 'Somewhat'}{N}$$

Which:

M= mean

Σ = sum score of 'Yes' and 'Somewhat' responses

N = number of categories

For mixing the qualitative and quantitative data procedure in this research, the researcher applied seven-step analysis mixed data initiated by Onwuegbuzie and Teddlie (2003): (1) data reduction, which is the process of decreasing the dimensionality of quantitative and qualitative data into a simplified and more useful form. The process of selecting the data is reading, analyzing, and sorting the response of participants carefully; (2) data display, which is the process of visually representing quantitative and qualitative data.; (3) data transformation, which is the process of

transforming the data. The data from closed-ended questions will be converted into score; (4) data correlation, which is the process of measuring the relationship between quantitative and qualitative data; (5) data consolidation, which is the process of combining both quantitative and qualitative data. In this step, researcher will connect the response from closed-ended and open-ended questions and accumulate the total score of each learning platform based on the participant's responses; (6) data comparison, which compares data from quantitative and qualitative sources; and (7) data integration, which combines qualitative and quantitative data into a single, unified view.



CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the findings and discussion of the study related to PBI's students voices on the use of digital platforms during Covid-19 pandemic, and their evaluation towards the digital platforms.

A. Research Findings

The data were collected from students of English Language Department of UIN Ar-Raniry with the number of 200 students. The study focused on PBI students' voices toward the use of digital platforms during COVID-19 pandemic. The data were collected from students' interview and questionnaire. The interview was used to find out PBI students' voices on the use of digital platforms during COVID-19, while the questionnaire was used to find out the students' evaluation toward the platforms.

1. PBI's students' voices on the use of digital platforms during COVID-19 pandemic

The purpose of the interview is to obtain detailed information that cannot be acquired by the questionnaire. The interview questions cover students' voices and satisfaction in using digital platforms during COVID-19. In the case of social distance during a pandemic, the interview was conducted over the phone. The participants of the interview are five students. The results were reported under themes, as follows:

1.1 Online learning in comparison with offline learning

The first interview question inquired about the students' preferences on online learning compared to offline learning. The interview results revealed students' diverse choices based on a range of factors; time limitation, internet connection, real learning situation, inability to concentrate, and self-preparation.

1.1.a Time limitation

One of the reasons students chose offline learning over online learning is the time limitation. According to participant 2, who favored offline learning, she stated:

"... compared to offline learning, online learning is more complex since there are a lot of deficiencies; including time..." (Participant 1, phone interview, September 17, 2021).

The statement indicated that time limitation is an issue during online learning. Despite the fact that multiple studies in the literature have demonstrated that online learning offers numerous benefits, including time savings, Foltynek and Motycka (2008) discovered that if e-learning technologies are employed incorrectly, they might lead to insufficient time management. The new adaptation to online learning during this crisis will also enhance the possibility of squandered time management.

1.1.b Internet Connection

Online learning is also less preferable among students due to the instability of internet connection, as expressed by the participants:

“... compared to offline learning, online learning is more complicated because there are a lot of constraints during the process including internet access...” (Participant 2, phone interview, September 18, 2021).

“When your internet connection is poor, it will have an impact on your online learning” (Participant 3, phone interview, September 20, 2021).

An unstable internet connection is one of the challenges to online learning since it often results in being unable to access the course and missing lecturers' presentations. This is consistent with Muthuprasad, Aiswarya, Aditya, and Jha (2021)'s assertion that technological constraints were the most major hindrance mentioned by participants during online learning. Concerning this issue, it should also be highlighted that not all Aceh provinces have the same level of internet access. Some remote places have poor internet connections or no internet access at all.

1.1.c Real learning situation

Students who preferred offline learning over online learning also mentioned that offline learning provides distinct benefits for directly instructing students. According to participant 4:

“I think online learning is less effective compared to offline learning; offline learning is more effective for students because the teacher can explain the lesson directly.” (Participant 4, phone interview, September 21, 2021).

It can be concluded that offline learning provides a real-time and real-situational learning experience that cannot be replaced by video learning conferences in online learning. Not only useful for better

understanding the lesson, offline learning also offers a real-life social environment that cannot be replicated in online interaction. In times of emergency, virtual learning can be a useful alternative for classroom learning; yet, as Zhang, Zhao, Zhou, and Nunamaker (2004) argue, it cannot replace the real classroom.

1.1.d Inability to concentrate

Another reason why most students preferred offline learning is because it is harder to focus in online sessions. The participant said:

“... It is also hard for me to focus during online learning”
(Participant 5, phone interview, September 24, 2021).

The statement showed that students are frequently distracted during online discussions, making it difficult for them to focus and, as a result, misinterpreting the lesson. Moreover, due to the virtual learning environment, the lecturer cannot directly control the class. This is consistent with the findings of recent research conducted by Yuzulia (2021), who discovered that students prefer traditional learning to online learning due to challenges faced during the adoption of online learning, such as being easily distracted during class.

1.1.e Self-preparation

Not all participants have the same preferences in choosing between online learning and offline learning. Participant 3 stated that he prefers online learning as it is effortless in terms of self-preparation before class. He expressed:

“I think online learning is very fun because it is a new experience for me. I can attend the class without any preparation, I just need to wake up and wear a shirt or t-shirt and attend the online class” (Participant 3, phone interview, September 20, 2021).

It could be concluded that one of the participant's motives for choosing online learning is that they are not required to prepare their appearance as nicely as they do for offline learning. The only thing students need to prepare for is their willingness to receive knowledge from the lecturer.

1.2 Students' voice on Department's digital platforms recommendation

In the second semester of COVID-19 online learning, the English Department has limited the use only to three platforms; Google Classroom, Google Meet, and Canvas. Regarding this concern, participants shared different perspectives. The participants' opinions on the Department's digital platforms recommendations are divided into three categories, as below:

1.2.a Focus only on three applications

The majority of the students agreed that the Department's new regulation in limiting digital platforms used during COVID-19 is the right decision. They believed that this decision will direct students' attention to the three digital platforms, as stated by participant 5:

“I think it's the right decision because the student just needs to prepare three applications.” (Participant 5, phone interview, September 24, 2021).

According to the view of the participant, the Department's decision has lessened the strain on students to download and prepare numerous learning applications. This emergency teaching is a new experience for students, some of the students have never even used the app at all, and by focusing on using only three applications, students can focus on learning and using the apps to their best potential.

1.2.b Useful features in the applications for students

Participant 1 said that the three applications recommended by the Department are adequate to promote learning, saying:

“I think the features from those applications are enough to support the learning process.” (Participant 1, phone interview, September 17, 2021).

Further, participant 2 shared details as follows:

“Generally, these applications can support the learning process because they provide all of the students' and teachers' needs for learning. For example, when the teacher wants to meet their students face-to-face, they can use Google Meet. And when the teacher wants to give them the task, the teacher can use Google Classroom or Canvas.” (Participant 2, phone interview, September 18, 2021).

The quote from the interviewees showed that they were satisfied enough with the features of three applications recommended by the department since the applications can support the learning process effectively. All the applications can accomplish the needs during online learning. This is in line with the useful advantages provided by Google Classroom (Latif, 2016), Google Meet (Fakhruddin, 2018), and Canvas (Anshari & Alas, 2015) mentioned in Chapter II.

All participants agreed, based on their responses, that these three applications truly promote learning activities during the COVID-19 pandemic. These three programs cover all of the demands of students and teachers by offering a variety of useful features that support the learning process. The functions of each application also complement each other.

1.2.c Monotonous learning environment

On the other hand, participant 2 shared a different viewpoint regarding this matter, claiming that online learning is frequently boring. Thus, learning using various digital applications will help students in avoiding boredom. She answered:

“I think there is a matter in using limited applications for online learning and as my experience, learning online sometimes can be boring and teacher should provide the other applications except those three. It could increase students’ interest and push their mood so the learning process is not monotone” (Participant 2, phone interview, September 18, 2021).

From the participant statement, it could be inferred that the Department should consider using other digital applications to support the learning process during this emergency period. As Hodges et al. (2020) points out, it is vital to consider students' perspectives on this issue.

1.3 Students’ barriers in utilizing the digital platforms

In this time of crisis, learning applications are extremely beneficial for learning activities. However, there are also some barriers to the use of the applications. In this context, barriers refer to challenges, obstacles, and other deviances encountered by students during their study with these digital

applications. Following an analysis of their answers during the interview, the following difficulties were identified:

1.3.a Complicated features on canvas

During the interview process, some students expressed difficulties with utilizing Canvas application. They found that Canvas is hard to operate as they stated:

“I don’t think I have been through any obstacles in using Google Classroom and Google Meet. However, for me, the features in Canvas are kind of complicated so it took time for me to feel comfortable in using it.” (Participant 1, phone interview, September 17, 2021).

“Google Classroom and Google Meet are very easy to use. However, I dislike Canvas because it’s hard to use and makes the students lazy to submit the assignment.” (Participant 4, phone interview, September 21, 2021).

Based on the quotes above, it is possible to deduce that students found Canvas's features were challenging to grasp. This is consistent with the finding by Fathema and Akanda (2020) that out of the 595 cases related to weaknesses of Canvas, more than half of respondents highlighted the complexity of using the system and complicated features. In addition, this is owing to the fact that Canvas is less popular among PBI Ar-Raniry students than Google Classroom and Google Meet.

1.3.b Delayed notification

Some students also mentioned that they had a problem with Canvas and Google Classroom notification, in this case, participant 2 said:

“... and for Google Classroom and Canvas, they are often lacking in the application of task deadline, so sometimes the students forget

and do not notice their tasks.” (Participant 2, phone interview, September 18, 2021).

Furthermore, participant 4 expressed concern about the same issue:

“The problem that I faced is when I use Canvas, there is no notification on my phone so I tend to miss the assignment.” (Participant 4, phone interview, September 21, 2021).

Based on their comments, students were more likely to skip the assignment owing to notification issues at Canvas and Google Classroom. This is consistent with other comments in the Canvas Instructure Community about the same issue. Furthermore, if this problem persists and not be resolved, it will have a detrimental influence on student grades.

1.4 The most supportive digital platforms

This part presented the most supportive learning application according to the participants. They mentioned Google Classroom and Google Meet as their choices, followed by various factors such as digital platforms' functional features and practicality.

1.4.a Google Classroom

Google Classroom was chosen as the most supportive digital learning application for online learning by three of the five respondents. Google Classroom has features that are useful for both teachers and students. Further explanation is described as follows:

- **Useful features**

Google Classroom's first plus point is mentioned as the application that very excellent at classroom management. The teacher possesses easy management and control of the class. Participant 3 described his reason for choosing Google Classroom as the most supportive application as below:

“Google classroom, because the features in it are very useful for both teachers and students. The teachers can share the material/assignment through the app (and many settings are available to modify the material/assignment such as durations, etc.). The students also can access those materials/tasks easily.” (Participant 1, phone interview, September 17, 2021).

Furthermore, in relation to this concern, participant 3 shared a similar viewpoint, explaining the benefits of Google Classroom.

“If I need to choose one, I choose Google Classroom. Google Classroom is a very specific application even the developer GoogleInc has to treat this application to facilitate online learning. Google Classroom provides a-real-online-class and both lecturer and student can manage the class easily. Google Classroom also provides access to Google Meet.” (Participant 3, phone interview, September 20, 2021).

Based on the result of the interview, it can be concluded that Google Classroom includes a number of features that are specially designed to assist online learning. Having modifiable setting features result in good management classes, making online learning activities become more successful. This is coherent with Shahrane et al. (2016) findings which have provided insight into the advantages of Google Classroom for teachers in continuously monitoring student

demography findings, surveys, and analyses through Google's Classroom technologies.

- **Practicality**

Furthermore, participant 5 chose Google Classroom owing to the practicality in operating the program. She explained her experience in using the application:

“I think is the most supportive learning application among the three is Google Classroom because I think it is the easiest app to use and also some of the features in Google Meet and Canvas are available in Google Classroom. I also find that Google Classroom is very easy to operate, I didn't need any help because the app and the feature are very clear and practical.” (Participant 5, phone interview, September 24, 2021).

Based on the answer, the participant appreciated online learning using Google Classroom as it is very easy to operate. The user interactive are clear and understandable. This proves a study conducted by Al-Marroof and Al-Emran (2018) regarding the familiarity in usefulness and ease of use as crucial features of Google classroom. These two features affect significantly the chosen sample of undergraduates' intention as Google Classroom works as a facilitator to develop their learning activities.

1.4.b Google Meet

The other two students, on the other hand, named Google Meet as the most supportive application for online learning. Best known for its face-to-face video interaction, participants further described their opinions as follows:

“I thought the most supportive apps during online learning is Google Meet, because students and teacher can meet each other via face-to-face so the teaching process would be more interesting” (Participant 2, phone interview, September 18, 2021).

In conclusion, students believed that learning activities with face-to-face video would speed up the process of understanding the materials. Google Meet provides virtual learning that may promote face-to-face interaction, making the learning process more interactive and easy to understand. This viewpoint is confirmed by Setyawan's (2020) study, which indicated that the technique of lectures assisted by Google Meet has a substantial effect on knowledge building and student learning results in lecturing learning strategies.

1.5 Students' genuine voices on the difficulties of online learning implementation

In this section, students evaluated the implementation of student voice during online learning at English Department of UIN Ar-Raniry. The opinions of the participants are divided into two issues, as stated below:

1.5.a Limited opportunity for self-expression

During the deployment of online learning, all students said that they had limited opportunities to express themselves. According to one participant:

“I feel that in my own study program, this (student's voice) is very low, lecturers never give students the opportunity to provide criticism and suggestions about how online learning should be implemented. It is still very lacking. I can say that only 1 in 10 lecturers engage students about how learning will take place during

the class session.” (Participant 3, phone interview, December 10, 2021).

Furthermore, participant 5 stated:

“During online learning, I never got an offer about the implementation of learning from the lecturer. However, from the Department (Study program), I remember filling out a satisfaction survey after COVID-19 lasted for one semester.” (Participant 5, phone interview, December 10, 2021).

According to the participant's answers, the lecturers of the English Department rarely provide pupils the opportunity to express their voices. On the other hand, the Department has previously supplied a survey as a means for students to express themselves. Providing ways for students to share their opinions, such as surveys and assessment forms, is quite useful. The English Department has recognized the importance of student voice and has made a positive step by conducting a satisfaction survey. This is consistent with Ferguson et al. (2011) which indicates that preserving students' voices and enabling them to engage in decision-making would assist to inspire them.

1.5.b No significant change after the survey

Following that, the students shared how their voices were implemented after completing the Department's Online Learning Satisfaction Survey, whether there is a change for better in the online learning process or not, as follows:

“I think no, in my opinion nothing has changed at all. For example, when giving a comment about one of the lecturers (in the survey), the lecturer is still acts the same. As I recall, the most significant change was when we switched platforms from using WhatsApp to

Google Classroom.” (Participant 4, phone interview, December 10, 2021).

Even after collecting the surveys, it is possible to conclude that there has been no major change in the implementation of online learning, based on their responses. This will encourage students to become hesitant and reluctant to express their opinion and ideas since it appears that the Department does not take them seriously. Considering to John and Briel's (2017) assertion that paying attention to and acting on student needs, preferences, and points of view encourages students to feel involved in knowing themselves and can spark passions that enhance their persistence.

1.6 Consideration in the implementation of online learning

Next, the students shared their opinions on the implementation of online learning and the usage of applications. Besides choosing the appropriate application, the following factors must be considered:

1.6.a. Facilities

According to participant 3, in addition to selecting the appropriate application, both students and teachers are required to have an adequate facility to support the learning activities. She stated,

“I believe there are two important things in implementing online learning, 1) facility, tools that help students access the online learning such as laptop, smartphone, PC, and internet access...” (Participant 3, phone interview, September 20, 2021).

Having adequate facilities during online learning is the bare minimum point to learning activities becoming effective. Lack of

facilities will make students unable to study well, even unable to study at all. This is similar to the findings of Atmojo and Nugroho's (2020) research that the absence of suitable facilities for high technology integration is a critical concern in online learning.

1.6.b. Abilities

Furthermore, ability become one aspect that also needs to be considered during the implementation of online learning as stated by participant 3:

“... 2) ability, means student’s skill in using the technology to support their online learning.” (Participant 3, phone interview, September 20, 2021).

The ability to operate digital applications is a point that cannot be ignored. Both teachers and students need to acquire information technology skills to maximize the function of each app. This is in line with Atmojo and Nugroho's (2020) statement that teachers' and students' knowledge and skill on the use of technology in online learning needs to be improved. In addition, it would also be very useful if there was a suitable guide for utilizing the programs so that all students' abilities in using technology could be enhanced.

1.6.c. Type of material and assignment

During the implementation of online learning, it is important for teachers to prepare and select materials that are compact as stated by participant 1:

“Choosing the type of material and assignment. Make sure the materials are compact so it will be easier for the students to understand the material. Implementing different types of assignments is also very important.” (Participant 1, phone interview, September 17, 2021).

The result showed that choosing appropriate type of assignment and material has a significant impact on the implementation of online learning. This is one of the supporting factor for the continuity of teaching and learning during the COVID-19 Pandemic according to Atmojo and Nugroho's (2020).

1.6.d. Teaching method

Furthermore, participant 2 put her attention on the teaching method employed by teachers during online learning. She stated:

“Besides choosing the right application, I thought the things that need to be considered is the teaching method that provide by teacher, because in online learning, teacher is required to be more creative and innovative to avoid the boring class” (Participant 2, phone interview, September 18, 2021).

From that, it can be seen that the teacher is supposed to vary her/his teaching methods to boost students' motivation in learning, and to prevent boring classes. Teaching method is the key element that affects students' understanding of the course. This is consistent with Mayes' (2011) assertion that one of the key elements influencing the environment and success of online courses is the teaching style of an online instructors.

1.7 Students' suggestions on the use of digital platforms

In the last session of the interview, the students share their suggestions on the implementation of online learning and the usage of digital applications.

1.7.a Choosing reputable digital platform

Participant 1 was concerned about choosing a reputable digital application to facilitate online learning, stating:

“Choose trusted digital apps!” (Participant 1, phone interview, September 17, 2021).

The interviewee's statement demonstrated that she is aware of the security of digital platforms. Security concerns on digital platforms are growing in tandem with the increased usage of digital platforms. Therefore, users must be concerned about security and privacy when utilizing digital platforms carefully. This is consistent with Weil and Murugesan's (2020) statement that the surge in shifting traditional classrooms to digital applications at the same time increased the risk of cybersecurity threats.

1.7.b Using less internet quota

On the other hand, participant 4 centered her suggestion on the use of internet quota, as she said:

“I suggest to use a digital application that not use many quota and easy to use” (Participant 4, phone interview, September 21, 2021).

Based on the quote from the interview, the participants recommend using digital applications that do not consume a lot of internet quota.

Certain programs, particularly those that provide face-to-face video features, consume a significant amount of internet quota. In addition, universities' support quotas are not sufficient enough if all subjects use video conferencing features. In line with that, using quota-friendly applications will really be beneficial for the continuity of online learning.

1.7.c Optimizing the function of digital application

Participant 5, on the other hand, shared an excellent suggestion, stating that the teachers should optimize the function of the application, she stated:

“Based on my experience, I think the use of digital apps during Covid-19 is already good enough, one thing that needs to be improved is to use the app at the maximal point. During online learning in the past semester, I found that some lecturer just used the app to share material or just announcing something while actually the apps have so many features that can be used to support the learning completely” (Participant 5, phone interview, September 24, 2021).

From the statement above, it could be concluded that the participant emphasized optimizing the functionality of digital applications. The applications have abundant beneficial features that need to be explored more. According to Atmojo and Nugroho (2020), teachers and students must be trained and prepared with sufficient knowledge and skill to maximize their practices in carrying out online learning. Thus, the implementation of online learning certainly will be more successful.

2. Students' evaluation on the digital platforms used during COVID-19

In this phase, the researcher used a modified closed-ended questionnaire based on Chapelle's (2001) fundamental CALL assessment criteria and Jamieson's et al. (2013) comprehensive specification. There were twenty questions related to students' voices and satisfaction in using digital platforms during COVID-19. There were 50 participants who answered the questionnaire, with the number of female participants was 43 students and the number of male students was 7 students.

3.1 Language Learning Potential

Language learning potential focuses on the activities that encourage a positive emphasis on form in which students may acquire a language. The students' language learning potential in each application was good. Almost all of the platforms showed strong potential for language acquisition. Based on the result, Google Classroom and Google Meet received the same score on learning the material with the point of 94%, while Canvas got 84%. On the criterion of understanding the material, Google Meet and Google Classroom had a slightly different score in students' satisfaction. Google Meet had the highest score with 92% students' satisfaction, followed by Google Classroom with 90%, and Canvas with 84%. In terms of exercise, Google Classroom hit 100% responses, followed by Canvas with 90%, and Google Meet with 84%.

Table 4.1*Results on Language Learning Potential*

Statement	Google Classroom			Google Meet			Canvas		
	Yes, Very much	Some what	No, not at all	Yes, Very much	Some what	No, not at all	Yes, Very much	Some what	No, not at all
I can learn the materials through this app.	60%	34%	6%	44%	50%	6%	26%	58%	16%
I can understand the materials through this app.	58%	32%	10%	48%	44%	8%	36%	48%	16%
I can do the exercises through this app.	78%	22%	-	36%	48%	16%	40%	50%	10%

3.2 Meaning Focus

Meaning focus indicates that the learner's activity, attention, and interest are centered on the meaning of the language required to complete the task. The clearest illustration of this is communication tasks, as defined by Pica, Kanagy, and Falodun (1993). The main defining element is that students need to utilize the target language to make a choice on a problem or to exchange information to achieve their goal.

The first criteria on meaning focus, digital platforms' direction and instruction, Google Classroom rated as simpler to follow with 80% responses, followed respectively by Google Meet (66%), and Canvas (40%).

On content material learnability, the three digital platforms received a great number of agreements, with over 84% agreement on two statement items. It demonstrates that students are satisfied with the quality of material learnability provided by the digital platforms. Google Meet gained the

highest percentage, followed by Google Classroom, and Canvas as seen in Table.

Table 4.2
Results on Meaning Focus

Statement	Google Classroom			Google Meet			Canvas		
	Yes, Very much	Some what	No, not at all	Yes, Very much	Some what	No, not at all	Yes, Very much	Some what	No, not at all
I can follow the directions and instructions given on this app	80%	18%	2%	66%	30%	4%	40%	52%	8%
I can understand the materials through this app.	54%	40%	6%	44%	54%	2%	36%	54%	10%
I tend to learn more about the content materials using this app.	56%	34%	10%	36%	54%	10%	40%	48%	12%

3.3 Learner Fit

According to Pienemann (1985), learner fit represents the ways in which people differ, such as age, learning style, and developmental stage. With that being said, learner fit considers students' linguistic and non-linguistic variations, which the instructor may then use to provide assignment options.

Furthermore, the results on the criteria of learner fit were shown in Table 4. In general, the majority of students expressed positive agreement towards given statements. Google Classroom and Google Meet received the same score on the criteria of learning style and course goal, followed by Canvas. Furthermore, in terms of students' age, the all-digital platform

received a relatively high number on percentage: Google Meet (94%), Google Classroom (92%), and Canvas (86%) successively. Moreover, Google Classroom had the greatest proportion of students' responses in terms of learning preferences (96%), followed by Google Meet with 92%, and Canvas with 82%.

Table 4.3
Results on Learner Fit

Statement	Google Classroom			Google Meet			Canvas		
	Yes, Very much	Some what	No, not at all	Yes, Very much	Some what	No, not at all	Yes, Very much	Some what	No, not at all
This app fits my learning style.	52%	30%	18%	30%	52%	18%	28%	40%	32%
This app suits my age.	78%	14%	8%	60%	34%	6%	56%	30%	14%
This app fits my learning preferences.	56%	40%	4%	34%	58%	8%	32%	50%	18%
This app suits to the course goals	38%	60%	2%	40%	58%	2%	32%	58%	10%

3.4 Authenticity

Authenticity refers to the extent to which the language learning activities that learners perceived will be used outside of class in their real-world or replicates true functions beyond the classroom.

According to the findings in Table 4, the three digital platforms received a great number of agreements on authenticity, with more than 84 percent agreement on both statement items. It shows that the students

believed the content and medium language used were authentic as used in the real world.

Table 4.4
Results on Authenticity

Statement	Google Classroom			Google Meet			Canvas		
	Yes, Very much	Some what	No, not at all	Yes, Very much	Some what	No, not at all	Yes, Very much	Some what	No, not at all
The content of this app is what I need for learning.	56%	36%	8%	40%	44%	16%	44%	40%	16%
The language is used in real communication.	50%	46%	4%	70%	26%	4%	40%	48%	12%

3.5 Positive Impact

Positive impact refers to the beneficial influence of students' language learning activities that extends beyond their potential for language acquisition.

According to the findings, more than 84% of students enjoy using the three digital platforms to support their learning during ERT. In contrast, the statement 'I prefer this app to a face-to-face lesson' has a lower score. Moreover, students' responses also indicate that they will recommend and use the digital platforms in future course.

Table 4.5*Results on Positive Impact*

Statement	Google Classroom			Google Meet			Canvas		
	Yes, Very much	Some what	No, not at all	Yes, Very much	Some what	No, not at all	Yes, Very much	Some what	No, not at all
I enjoy learning using this app	58%	40%	2%	44%	50%	6%	32%	52%	16%
I prefer this app to a face-to-face class.	36%	36%	28%	40%	18%	42%	28%	34%	38%
I would like to recommend my colleagues to use this app.	58%	36%	6%	54%	40%	6%	36%	46%	18%
I would like to use this app for future class/course	54%	36%	10%	42%	52%	6%	34%	48%	18%

3.6 Practicality

The ease with which language learning activities may be carried out under certain constraints is referred to as practicality. Relevant constraints include the availability of planned activities with hardware and software, the availability of trained people to manage unforeseen issues, and the requirement to have the time and money for the activities.

On the criteria of practicality, the majority of participants from each digital platform chose 'Yes, Very Much' and 'Somewhat' to the provided assertions. Achieving high percentages indicates that the student-participants believed that those three digital platforms were practical to use during ERT. Students perceived that all three digital platforms were simple to use, and they rarely needed assistance to utilize them. Google Classroom

ranked first position, followed by Google Meet, and Canvas. Regarding the necessity of time and money, in general, the students expressed positive agreement toward the statements. As of more than 80% on the percentage, the students-participants found that Google Classroom, Google Meet, and Canvas are saving their time and affordable to use.

Table 4.6
Results on Practicality

Statement	Google Classroom			Google Meet			Canvas		
	Yes, Very much	Some what	No, not at all	Yes, Very much	Some what	No, not at all	Yes, Very much	Some what	No, not at all
The features of this app are relatively easy to operate	82%	18%	-	64%	34%	2%	40%	48%	12%
I do not need help to operate this app.	72%	22%	6%	64%	32%	4%	40%	52%	8%
This app saves my time	76%	22%	2%	50%	40%	10%	52%	32%	16%
This app is affordable to use	80%	18%	2%	60%	28%	12%	58%	36%	6%

After summarising overall scores received by each app, the three digital learning platforms recommend by the Department received a high level of satisfaction, with scores ranging from 78-98 on the six criteria of CALL evaluation.

Table 4.7*Summary of scores from the digital learning platforms*

Criteria	Digital Learning Platforms		
	Google Classroom	Google Meet	Canvas
Language Learning Potential	95	90	86
Meaning Focus	94	95	90
Learner Fit	92	92	82
Authenticity	94	90	86
Positive Impact	87	85	78
Practicality	98	93	90

B. Discussion

Concerning to the fact that students' attitudes toward online learning is a crucial point (Hodges et al., 2020), the study has explored the PBI's students' voices toward the use of digital platforms, and their evaluation towards it.

The research question focused on PBI students' voices on using digital platforms during the COVID-19 epidemic. The findings revealed that while the usage of digital platforms during online learning is adequate, there are some considerations that must be made in order to optimize the learning process.

Regarding the Department's regulation for using certain digital platforms, most of the students showed positive attitudes toward those digital platforms, namely Google Classroom, Google Meet, and Canvas. They stated that the features provided by these platforms are more than enough to support the learning process. The applications are free, practical, and complement one another's functions. However, the other students said that the use of the other application should be considered because it could increase students' interest and push their mood so the learning environment is not monotonous.

For almost all students, Google Classroom is not new; they learned and used it during their previous semester's course. Compared to Canvas, Google Classroom is more practical and familiar among the participants on the survey. This finding confirms previous studies on the beneficial impacts of Google Classroom as a learning tool that is simple and effective in classroom administration, class creation, and delivering content and tasks (Iftakhar, 2016). On the other hand, among the platforms surveyed, only Google Meet was developed with a face-to-face video conferencing feature. They expressed that, though in COVID-19 crisis circumstances we had these days, learning keeps continuing using face-to-face video conferences between students and lecturer. This viewpoint is confirmed by Setyawan's (2020) study, which indicated that the technique of lectures assisted by Google Meet has a substantial effect on knowledge building and student learning results in lecturing learning strategies.

Furthermore, students also stated certain challenges and issues faced by them along with their experience in using the applications. Internet access has significantly affected the online learning system; losing the internet connection during the class, and run out of the internet quota, has become the primary issue for students. The internet quota supply from the University is insufficient to cover all the classes if the lecturers decide to use Google Meet very often. This research finding also proves a statement delivered by Muthuprasad et al., (2021) that the most significant obstacle mentioned by participants was technological restrictions. Some students may be discouraged from enrolling in online programs due to a lack of internet access or bad internet connections, and access to course platforms

and materials will be challenging. Moreover, most of the students found the Canvas application to be complex and difficult to use. The features in Canvas were incomprehensible to them, and they were unsure how to use it. This finding is consistent with a prior finding by Fathema and Akanda (2020) that out of the 595 cases related to weaknesses of Canvas, more than half of respondents highlighted the complexity of using the system, other responses also reported on complicated features and communication issues.

In the case of expressing the student's voice, the students stated that there is a limited opportunity for self-expression in the university. It is hard for them to genuinely deliver their voices and concern since the lecturer and universities rarely gave them chance to contribute in the implementation of online learning. Even after expressing their voices, there is no significant change in the learning process, which is can be concluded that their voices were not taken seriously. In order to make excellent implementation of student's voice, it is very important to consider student space. This is consistent with Flynn's (2017) statement that student must be provided with safe, inclusive environments in which to establish and express their voices. The students added, aside from utilizing the appropriate applications, they believed that adopting a suitable teaching style is a critical element. Since online learning creates a barrier between the lecturer and the students, a creative and innovative class will be extremely useful in avoiding a boring lesson. Moreover, providing a suitable guide for utilizing the programs to enhance teachers' and students' abilities will also very useful as it can maximize

the usage of learning applications, thus will have a significant impact on the effectiveness of online learning

The last, in the aspect of digital platforms evaluation of PBI students, the researcher used a modified CALL evaluation initiated by Chapelle (2001) and Jamieson (2013). The result of the data collected showed that students perceived that the three digital platforms and applications they used on this emergency teaching period meet the positive agreement of the CALL criteria, namely: language learning potential, meaning focus, learner fit, authenticity as well as practicality and positive impact. Among the three applications recommended by the Department, questionnaire result revealed that Google Classroom has become the most dominant digital platform used by PBI's students to facilitate their learning during COVID-19 pandemic. Google Meet has ranked in second position, followed by Canvas. This finding confirmed the results of the digital platforms evaluation in which Google Classroom received the most preferred with the highest percentage on most of the statements.

All in all, based on the findings, all of the students agreed that both offline and online learning has their own benefits and drawbacks. They like the experience of utilizing the digital platform, but this teaching system was less preferable compared to the offline teaching system. This learning method appears to be the only option for continuing the learning process during the pandemic.

CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter presents the conclusions of the study along with the suggestions for the further research. The conclusions are drawn based on the research findings to answer the proposed research questions. Meanwhile, the suggestion is proposed to provide an insight for future study related with this topic.

A. Conclusion

The researcher found that the majority of the students in Department of English Language Education showed positive agreement toward the use of digital platforms during COVID-19 pandemic. Google Classroom, Google Meet, and Canvas provides free, practical, and functional features to support online learning process. Undeniable, there were still some difficulties faced by students, such as inability in operating application, losing the internet connection, and running out of internet quota. Beside choosing appropriate applications, all students believe that adopting a suitable teaching style and material is a critical element. In addition, providing an adequate space for promoting student's voice also needs to be greatly improved.

The evaluation of the three digital applications also revealed that the Department's recommendation digital learning platforms got a high degree of satisfaction, with scores ranging from 78 to 98 on the six CALL evaluation criteria. The findings are also consistent with the notion that Google Classroom is

the most dominant application among the others, with the highest satisfaction score based on the evaluation results.

B. Suggestion

The outcomes of this study can be used as a consideration for future decisions on the policy of online virtual learning at Ar-Raniry State Islamic University. Furthermore, the university can provide a facility to improve the efficacy of online learning. For instance, setting a course to guide students' ICT skills, and supply a suitable quantity of internet quota so that technical problems in the online learning process can be minimized.

Further research into determining lecturers' voices and evaluation toward the usage of digital learning platforms is strongly recommended in order to examine the multiple sides of the current study. This study is limited since it only examined three digital platforms. Thus, performing further research with more variety of digital platforms, a larger range of respondents, contexts, and methodologies will offer a more comprehensive picture of this issue.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 15312/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 Nomor: **B-7576/Un.08/FTK/KP.07.6/4/2021** 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;
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 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 31 Maret 2021

MEMUTUSKAN

- Menetapkan** :
- PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-7576/Un.08/FTK/KP.07.6/4/2021** tanggal **16 April 2021**

- KEDUA** : Menunjuk Saudara:
- | | |
|--------------------------------|----------------------------|
| 1. Dr. phil. Saiful Akmal, M.A | Sebagai Pembimbing Pertama |
| 2. Mulia, M. Ed | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : **Marissa Yolanda**
- NIM : **170203034**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **Exploring Students' Voices on Digital Platforms during COVID-19 Pandemic**

- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2021 tanggal 23 November 2020;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap 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 penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 11 Oktober 2021
An. Rektor
Dekan,


Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Kena Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



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

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

Nomor : B-16163/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

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

Nama/NIM : **MARISSA YOLANDA / 170203034**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Blang Oi, Meuraxa, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul **Exploring Students' Voices on Digital Platforms during Covid-19 Pandemic**

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

Banda Aceh, 25 Oktober 2021

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 25 November
2021

Dr. M. Chalis, M.Ag.

AR - RANIRY

A Questionnaire on Criteria of CALL evaluation

Assalamualaikum wr. wb

Dear,
Prospective Research Participant

I am Marissa Yolanda, a student of English Language Education Department, Faculty of Tarbiyah and Teacher Training, Ar-Raniry State Islamic University.

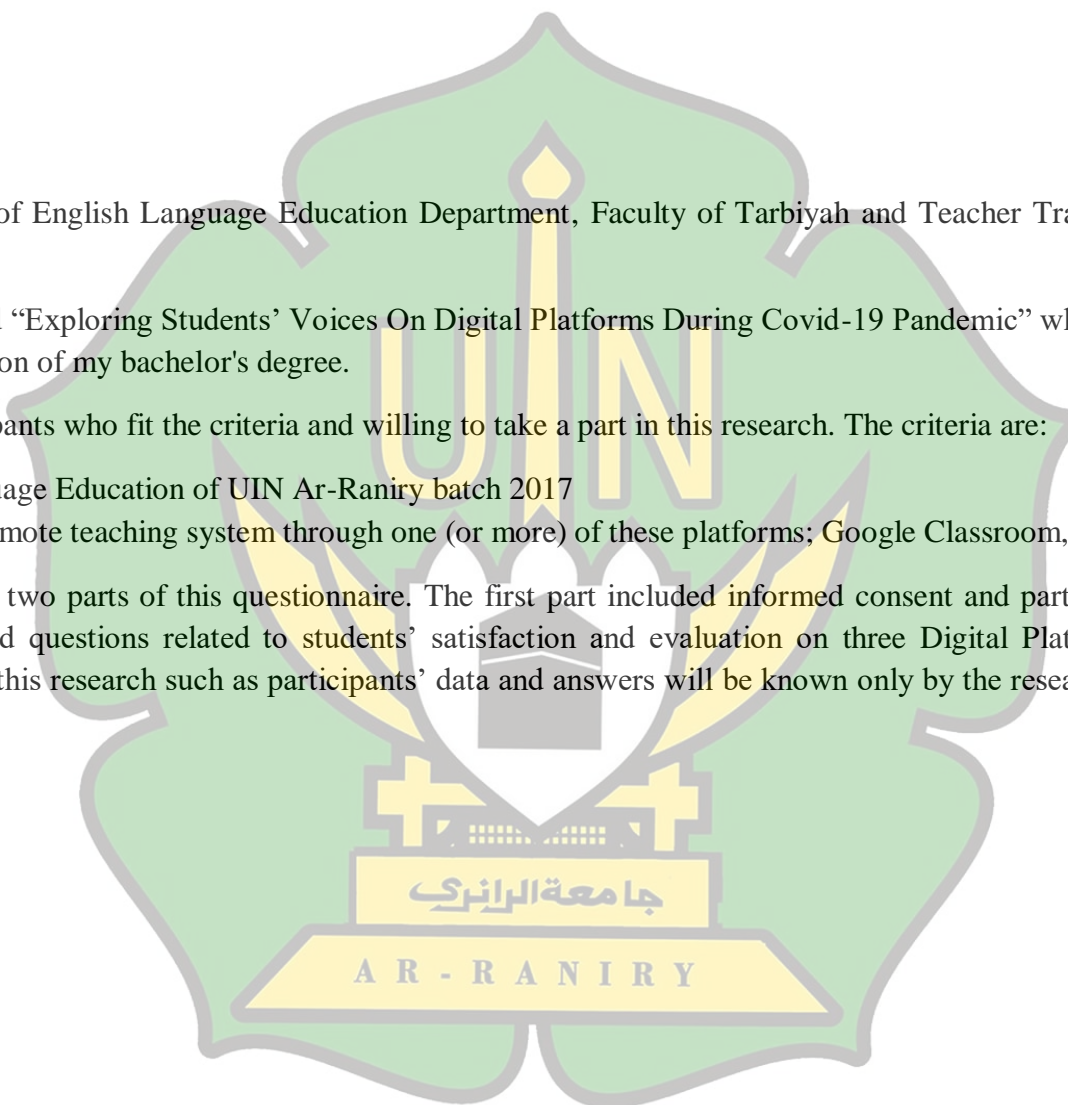
I am conducting a research entitled “Exploring Students’ Voices On Digital Platforms During Covid-19 Pandemic” which will be submitted as one of the requirements towards completion of my bachelor's degree.

The research is looking for participants who fit the criteria and willing to take a part in this research. The criteria are:

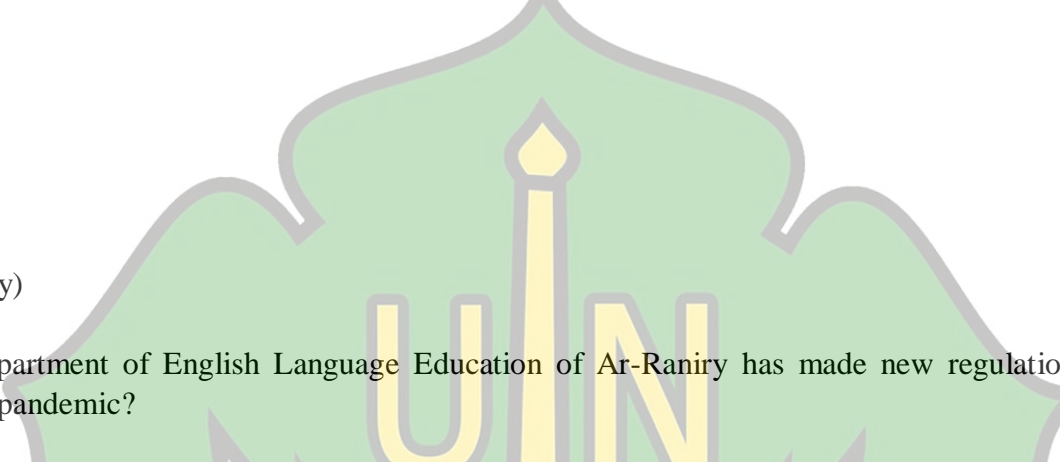
- A student of English Language Education of UIN Ar-Raniry batch 2017
- The student underwent a remote teaching system through one (or more) of these platforms; Google Classroom, Google Meet, and Canvas.

Participants are expected to fill in two parts of this questionnaire. The first part included informed consent and participants’ data. The second part included 20 items of closed-ended questions related to students’ satisfaction and evaluation on three Digital Platforms used during COVID-19 pandemic. All data obtained from this research such as participants’ data and answers will be known only by the researcher and will be used only for this research purpose.

Thank you.



Student ID:

- 
1. Which digital platforms do you use to support your learning during Covid-19 pandemic? (you may choose more than one)
- Google Classroom
 - Google Meet
 - Canvas
 - Zoom
 - Skype
 - WhatsApp
 - Other (please specify)
2. Do you know that the Department of English Language Education of Ar-Raniry has made new regulations regarding the use of digital platforms during Covid-19 pandemic?
- Yes
 - No

Part Two. In this section, please consider the questions. Click on the box that most closely reflects your opinion.

1. Language Learning Potential	Google Classroom			Google Meet			Canvas		
<ul style="list-style-type: none"> I can learn the materials through this app. 	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>

• I can understand the materials through this app.	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>
• I can do the exercises through this app.	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>
2. Meaning Focus	Google Classroom			Google Meet			Canvas		
• I can follow the directions and instructions given on this app	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>
• I can understand the materials through this app.	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>
• I tend to learn more about the content materials using this app.	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>
3. Learner Fit	Google Classroom			Google Meet			Canvas		
• This app fits my learning style	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>

• This app suits my age.	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>
• This app fits my learning preferences.	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>
• This app suits to the course goals	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>
4. Authenticity	Google Classroom			Google Meet			Canvas		
• The content of this app is what I need for learning.	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>
• The language is used in real communication.	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>
5. Positive Impact	Google Classroom			Google Meet			Canvas		
• I enjoy learning using this app	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>

• I prefer this app to a face-to-face class.	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>
• I would like to recommend my colleagues to use this app.	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>
• I would like to use this app for future class/course	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>
6. Practicality	Google Classroom			Google Meet			Canvas		
• The features of this app are relatively easy to operate	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>
• I do not need help to operate this app.	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>
• This app saves my time	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>

<ul style="list-style-type: none"> This app is affordable to use 	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>	Yes, Very much <input type="checkbox"/>	Some what <input type="checkbox"/>	No, not at all <input type="checkbox"/>
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Semi-Structured Interview

1. What do you think of online learning compared to offline learning?
2. What are some of the learning applications you have used during Covid-19 online learning?
3. At the beginning of Covid-19, the Department allowed the use of various applications for learning, but later, the Department limited the use of 3 platforms (Google Classroom, Google Meet, and Canvas). Do you think it was the right decision?
4. Do these applications support learning activities?
5. What do you like or dislike about these applications?
6. From any perspective, what obstacles do you face when using these applications?
7. Among the 3 learning applications suggested by the study program, which one do you think is the most supportive of learning? Why?
8. Apart from using the right application, what other things need to be considered in the implementation of online learning?
9. Do you have any suggestions about the use of digital apps during the Covid-19 pandemic?

