

**STUDENTS' BARRIERS IN ONLINE LEARNING DURING THE  
COVID-19 OUTBREAK**  
(A Study at The Student of English Department of Uin Ar-Raniry)

**THESIS**

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

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Saya yang membuat pernyataan,



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A R - R A N I R Y

## ABSTRACT

Name : Azrifa Safiranda  
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This study aims to determine student barriers in online learning during the covid-19 outbreak. The method used in this research is qualitative descriptive. This study consists of three research questions to answer the problems in this study. There were 6 PBI students' batch 2018 who were interviewed based on criteria and were semi-structured interviews. The results showed that students faced many barriers when involved in online learning. These issues are caused by internal and external factors, such as (1) lack of student motivation in learning, (2) time management, (3) students are not agile or the learning system is quite adaptive. (4) internet network disturbance. (5) Insufficient device. (6) Lack of tech-Savvy Lecturers (7) Limited Internet Packages. From the barriers experienced by students, it becomes a challenge for students by implementing the right solutions in overcoming the barriers experienced by students when carrying out online learning during the COVID-19 pandemic.

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## CHAPTER I

### INTRODUCTION

This part of the chapter describes the reasons for conducting the research. It presents the discussion on the background of the study, statement of the problems, objective of the study, scope and limitation of study, aim of study, research terminology and significance of study. The elaboration of each point is explained as follows:

#### **A. Background of the Study**

Education is an important thing that must be obtained by everyone. Education is a process of facilitating learning such as transfer of knowledge. Education is a vital factor that has to be obtained by everybody. Education could be a method of facilitating learning like transfer of data, skills, values, beliefs, and habits. Schram states that education is a civilized society's establishment, but the needs of education aren't the same in all societies. An academic system finds its guiding principles and supreme goals within the aims and philosophy of the social order within which it operates (Schram, 2014, p. 427).

Each country features a completely different education policy, in Indonesia, the rights associated obligations within the field of education square measure contained in article thirty one of the 1945 Constitution that contains: Article thirty-one paragraph (1): states that each national has a similar right to get an education. Article thirty one paragraph (2): states the demand that each national should have associate elementary level education and therefore the government bears the value of education for each national (Sujatmoko, 2010, pp. 182-183). Academic ways

embrace teaching, learning, training, storytelling, discussion and directed analysis. Online learning is one a part of education that uses the web (Keengwe & Kidd, 2010, p. 3). With the advancement of technology and therefore the enrichments of online academic resources, academic establishments worldwide square measure growing an enormous trend towards the mixing of technology (Akmal, 2019, p. 79) at intervals their education and learning methodology, resources and support to students, sanctioning purposeful interactions and facilitating data creation to adapt learning theories to suit this new learning setting (Harahap, Nasution, & Manurung, 2019, p. 521).

Nowadays, the globe is being rocked by the co-19 pandemic, so we have a tendency to square measure all probing an amount that we've ne'er or a minimum of nearly none practiced. During this regard leading to teaching and learning students of all ages cannot visit faculty and educators should facilitate them study reception. this case will last for weeks or months or maybe years. as luck would have it, online education offers an answer, therefore everybody still gets education in a scourge co-19 state of affairs (Aji, 2020, p. 396).

The online learning clearly differentiated between student learning, as measured through standardized tests, students' perceived learning, student satisfaction with the course they're taking, and ways that square measure used whereas online learning (Bignoux & Sund, 2018, p. 4). the middle of the training method is being modified from teacher-centered, direct instruction to student-centered learning (Zhu, 2012). A method to realize student-centered learning is to use technology by incorporating interactive learning, video lessons and online

interaction, wherever students will take the initiative within the learning method courses. Students will use a Learning Management System like zoom, Google meet, Google schoolroom, or alternative out there, applications at a given establishment.

Certainly, this can be a replacement condition for college students UN agency were antecedently acquainted with face to face learning. this can produce numerous barriers for college students once learning online throughout the pandemic. Therefore, the researcher is curious about characteristic the Students' barriers to online learning throughout the covid-19 occurrence. The researcher hopes that this thesis is helpful to work out the causes of Students' barriers in online learning throughout the covid-19 occurrence.

## **B. Research Question**

Base on above background of study, the researcher formulates the following research questions:

1. What are the Students' barriers in online learning during the covid-19 outbreak?
2. What are the causes of students' barriers in online learning during the covid-19 outbreak?
3. How does online learning play a role during the covid-19 outbreak on students' perspectives?

## **C. Research Aim**

Based to the research question above, the aim of this research as follow:



1. To identify the Students' barriers in online learning during the covid-19 outbreak.
2. To figure out the causes of Students' barriers in online learning during the covid-19 outbreak.
3. To find out about the role of online learning in the Covid-19 pandemic.

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

This research is expected to be beneficial for students who still find the barrier when doing online class, so they can be able to overcome various barriers in online learning during the Covid-19 outbreak or in the future.

In addition, the results of this study are also expected to be useful for the teacher to comprehend the barriers which are faced by students when they do online learning activities, and the causes of those barriers, so the teacher can make some evaluation and revisions in their online teaching and learning activities. It is also expected that both teachers and students will have a good collaboration to overcome the online learning process efficiently without barriers during the Covid-19 outbreak or in the future.

Besides, this research becomes a reference in conducting a similar study in the future. Finally, for researchers and other readers who are concerned with this paper it is one of the resources and additional information that can enhance their knowledge in facing challenges in online learning.

#### **E. Terminology**

To avoid misinterpretation about the concept used in the research, there are some definition provided as the following:

## 1. Online learning

Online learning has been defined as learning that utilizes information and communication technology especially internet access facilities and also electronic devices such as films, videos, tapes, LCDs, etc. There are many definitions of online learning that have been proposed by some experts. Dahiya (2012) states that online learning information and communication technology enable students to learn whenever and wherever. According to Rohmah (2010) with online learning it can shorten learning time and make study costs more economical and easier interactions between students and materials (Hartanto, 2016). This research will focus and use definition online learning that is facilitated by services technology such as telephony, audio, video tape, or satellite transmission computer is referred to as online learning (Tafiardi, 2005).

## 2. Students' barrier in learning process

Student barriers happen when a student cannot study smoothly. It is a problem caused by several factors. Student barriers in the learning process are not caused by low intelligence factors, but also due to other factors. Therefore, high intelligence does not always guarantee successful learning. Specifically, student barriers in the learning process are conditions of a learning process that are hampered by certain constraints, both internal or external constraints from students (Dalyono, 2004). According to Aunurrahman there are 2 factors that affect learning, namely, internal factors and external factors. Internal factors include student characteristics, student interest in learning, student motivation, how to explore learning outcomes, self-confidence, and study habits. Furthermore, the external factors in question are

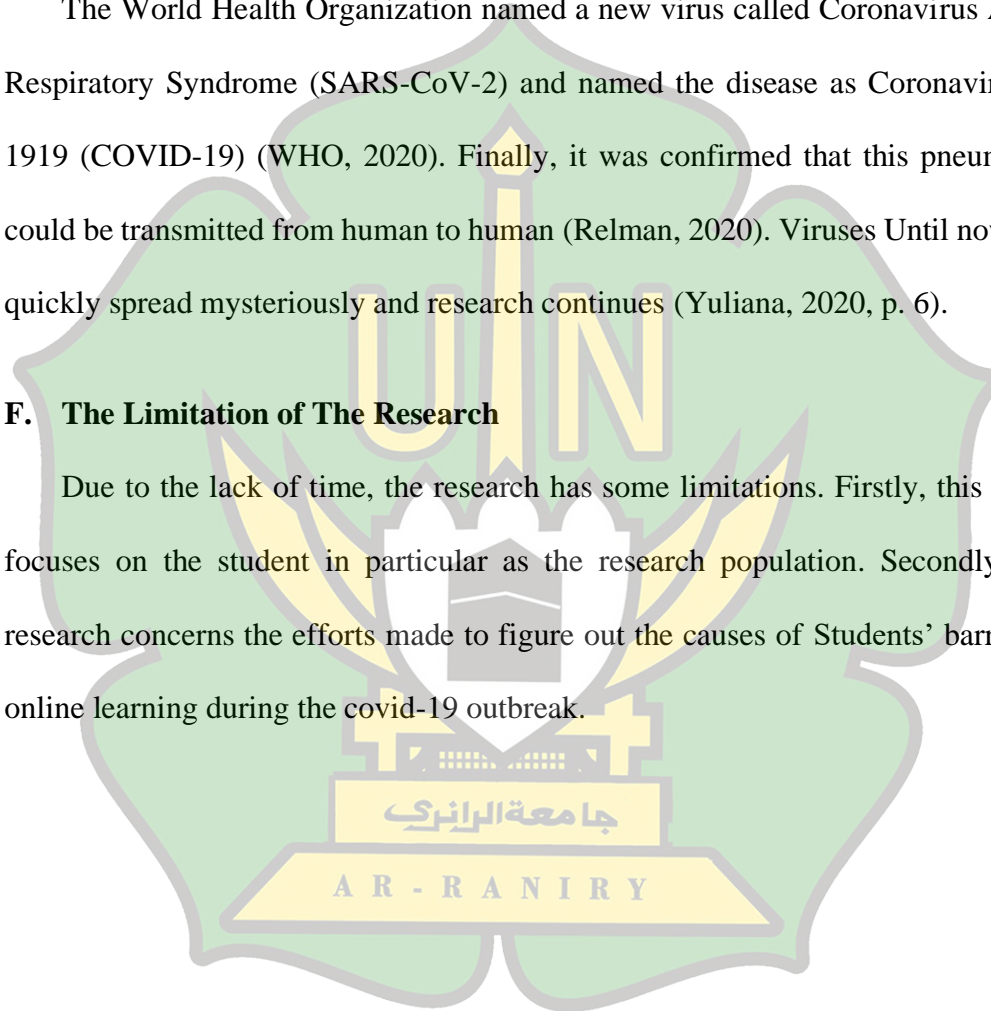
teacher factors, social environment, school curriculum, and available facilities (Aunurrahman, 2014). This research will focus on both if their factors that become barriers for students in the learning process according to the research title.

### 3. Covid-19 outbreak

The World Health Organization named a new virus called Coronavirus Acute Respiratory Syndrome (SARS-CoV-2) and named the disease as Coronavirus in 1919 (COVID-19) (WHO, 2020). Finally, it was confirmed that this pneumonia could be transmitted from human to human (Relman, 2020). Viruses Until now can quickly spread mysteriously and research continues (Yuliana, 2020, p. 6).

#### **F. The Limitation of The Research**

Due to the lack of time, the research has some limitations. Firstly, this study focuses on the student in particular as the research population. Secondly, the research concerns the efforts made to figure out the causes of Students' barrier in online learning during the covid-19 outbreak.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter explains the theory and literature related to this research. It presents an explanation of student barriers in online learning and the type of barriers. Researches also mention the definition of online learning, the advantage and disadvantage of online learning, the barrier of online learning, and the impact of the Covid-19 outbreak on the learning process. It should be explained clearly to have a deep understanding of this research.

#### **A. The Online learning**

##### **1. Definition of online learning**

Some definitions are developed by specialists to explain online learning. Elliott Masie, cisco and bush (2000) Elliott Masie, cisco and Comellia explained, online learning is learning wherever learning material is delivered through electronic media like net, intranet, satellite, TV, CD-ROM, etc., therefore It does not ought to be the net as a result of the net is one a part of online learning. This opinion is supported by Martin Jenkins and Janet Hanson, Generic Center (2003) that online learning could be a learning method expedited and supported through the utilization of data technology (Anderson, 2004, p. 109)

Another definition from Neda (2011) states that online learning is that the application of electronic media systems like the net, that aims to scale back the amount of expenses. In recent years, computers and therefore the net have created distance learning distribution easier and quicker and have given rise to the virtual university, the complete academic offerings of that area unit conducted online. The

idea of distance education, that was 1st promoted within the uk, has touch several countries round the world (Carswell & Venkatesh, 2002) cite (Rabiee, Nazarian, & Gharibshaeyan, 2013, pp. 2-5). Cooper (2004) defines online learning because the set of coaching activities using the audio, visual, computer, and networking electronic devices. In his definition of online learning, Mayer (2005) views online learning as an energetic quite learning that changes teaching and learning processes dramatically and plays a major role in developing info. To deliver the teaching materials that involve some application and processes, as well as computer-based learning, virtual schoolroom, so on (Urdan, 2000).

## 2. The History of Online Learning

The use of networked computers in education started within the mid-1970s, a year once the invention of packet information and ever-changing in 1969, and email and laptop conferences in 1971. Since October of 1999, the word "online learning" has been uses in CBT seminar (computer-based training). For the primary time, new terms square measure used. Then new terms like "internet learning" and "virtual learning" began to emerge. The theory, on the opposite hand, may be a methodology of learning through interactive media like the net, interactive tv, CD-ROM, and different electronic media (Nicholson, 2007).

According to Madao (2018), the evolution of online learning is divided into many main stages, the primary of that was the computer-based amount from 1990 to 1999 (Agustina, Santosa, & Fersiana, 2016, p. 211). Online learning applications employing a complete laptop or within the style of a CD-ROM kit began to seem in 1990, dubbed the time of CBT (Computer-Based Training). Written and



multimedia system content, like video and audio. CBT was reintroduced during an additional appealing and factory-made kind in 1994, and online learning material was sent over the net (Epignosis, 2014, pp. 6-7).

For the primary time in 1999, the age of web-based online learning software systems began. it's become simple, each for educators and the administration of the teaching method, as LMS has evolved towards web-based online learning applications. LMS began to be integrated with a spread of internet sites, magazines, and newspapers. The show becomes additional interactive with a variety of additional regular and little size format decisions, and also the content becomes richer with a mix of the multimedia system, video, and streaming.

Since the age of web-based online learning applications have developed at a speedy rate, the advancement of online learning has to continue to evolve and pioneer from 2000 to the current. Here square measure some periods of transition, namely; in 2000, the foremost vital development was once several Americans began victimization the net via wireless. Alan poet created CourseNotes.com, which has been in business since 1999 and offers a sturdy technical website (Agustina, Santosa, & Fersiana, 2016, p. 213). Deakin University's Lamp and Gosswin publish "Using computers as a method of communication to reinforce the teaching of project-based management teams" in January 2000.

E-Path Learning has introduced online as a web internet learning management system (LMS) which makes creating and managing online learning and coaching more accessible (Juriana, 2019). In 2002, on June 6, Microsoft launched server-class 3.0 and also the initial administrator launched the ASCII text

file in Dec. The ILIAS ASCII text file team started acting on ILIAS three once the system was redesigned. net developers began to develop additionally organized and integrated standards for net conferences in 2003. LON-CAPA version 1.0 has been printed and applies to twelve universities, high colleges, and faculties in August 2003. version 1.0 (Madao & Feri, 2018)

The first ILIAS stable three was prepared for unleashing and was discharged in Gregorian calendar month 2004. Sandhu Ferraiolo, the integrated model of Richard Kuhn RBAC, was accepted because of the business customary by the yank National customary Institute and by the International Committee for info Technology Standards (ANSI). A year glided by on twenty-seven January 2005, Microsoft discharged Microsoft Server category four.0. Olat 4.0 was introduced to support the addition of code by configuration and with no native code changes, like XMPP integration, RSS, SCORM, and lengthening frameworks. the ECU Distance Teaching University Association has launched an Associate in Nursing excellence project with the support of the ECU Commission.

On January seven, Microsoft discharged the Share purpose learning Kit. This device is SCORM 2004 certified and is employed in conjunction with Microsoft workplace Share purpose Server to produce LMS practicality. The Olat-5.1 unleash team has stress feature consolidation and bug fixing likewise as new gloss practicality has been added and accessibility has been improved. On January seven, 2007, Microsoft discharged Share purpose learning Kit. This device is SCORM 2004 certified and is employed in conjunction with Microsoft workplace Share purpose Server to produce LMS practicality. the discharge team Olat5.1,

which focuses on consolidation options and bug fixes, likewise as new gloss options, has been added and accessibility has been improved.

In July, Michigan Virtual University launched its Data Meridian Solutions learning management system to train one hundred and fifty thousand Michigan state college professors and directors and encourage collaborators through online collaboration areas. Books began to be printed and printed, especially netbooks. Apple produces it under the name iPhone (Agustina, Santosa, & Fersiana, 2016). In 2009 control learning S.A. and ocitel S.A. designed and developed a Virtual online field (CVO), a platform wherever online learning content, e-books, e-money, e-docs, e-talents square measure mixed. On eighteen January 2010, Chamilo Public discharged the ASCII text file VLE.

On September twenty-eight, 2010, Olat discharged version seven with new options, specifically the implementation of necessary standards like REST API, IMS world Basic LTI, IMS QTI 2.1. massive LMS suppliers square measure getting down to explore the talent management system market, maybe beginning a world trend to try and do additional with LMS info. Softscape and Learn.com were noninheritable by SumTotal in September. loads of social media have emerged this year. And online learning is more and more impressed by social media as a result of it brings innovation and makes learners feel fun. These media, like Youtube, Twitter, Facebook, Open online courses. Skype, Hangout, Slideshare allow us to share files and data (Agustina, Santosa, & Fersiana, 2016).

### 3. The Use of Online Learning in Education

In this era, multimedia and information technology as a new teaching technique has made radical changes in the traditional teaching process (Wang, 2007). Development in information technology, according to Yang and Arjomand has generated more choices for today's education. Agendas of schools and educational institutions have recognized Learning as having the prospect to transform people, knowledge, skills, and performance (Henry, 2001). Moreover, Love and Fry (2006) state that colleges, universities, and other institutions of higher learning race to advance online course capability in a speedily developing cyber education market. Online learning has come to be more and more crucial in institutions of higher education. The introduction and expansion of a range of online learning tools have been initiating several changes in higher education institutions, particularly when it comes to their educational delivery and support processes (Dublin, 2003).

There are various ways to use online learning techniques in education. Algahtani (2011) states that in evaluating the effectiveness and experience of Online learning in Saudi Arabia, found three different models of the use of online learning in education including "additional, mixed and online learning". Three ways of using online learning technology are described below. "Adjunct online learning is a situation in which online learning is used as an assistant in a traditional classroom which provides relative independence to students (Algahtani, 2011).

In the blended online learning, Algahtani (2011) and Zeitoun (2008) explained that, in this way of using online learning, the delivery of course materials

and explanations is shared between traditional learning method and online learning method in the classroom setting. The third one which is online is devoid of traditional learning participation or classroom participation. In this form of use, online learning is total so that there is maximum independence of the learners or students (Algahtani, 2011; Zeitoun, 2008). Zeitoun (2008) has gone further to explain that the online model divided into individual and collaborative learning, where collaboration learning also consist of synchronous and asynchronous learning (Zeitoun, 2008)

#### 4. The Advantages of Online Learning

Some studies provide the benefits of online learning because of its ability to focus on the individual needs of the student. For example, Marc (2000) in his book review about online learning strategies for delivering knowledge in the digital age notes that one of the advantages of online learning in education is its focus on the needs of each student as an important factor in the education process rather than on instructor needs or educational institution. Some advantages are adopted from online learning in education, obtained from a literature review included; very flexible when considering time and place. Each student has the luxury of choosing a suitable spot and time for him.

According to Smedley (2010), the adoption of online learning provides flexibility to institutions and students in the time and place of sending or receiving according to learning information. Secondly, Online learning increases the effectiveness of knowledge and qualifications through easy access to large amounts of data. The third according to Singh (2001), online learning systems enable



improved communication between and among students and between students and faculty or enable improved communication between and among students and between students and faculty or instructors (Arkorful & Abaidoo, 2014).

Fourth, online learning is cost-effective in the sense that students do not need to travel. It is also cost-effective means it offers the opportunity to study the maximum number of students without requiring more expenses. Moreover, Online learning always takes into account the differences in each learner. Several students prefer to concentrate on certain parts, while others are ready to review the entire program. Besides, Online learning helps compensate for the dearth of academic staff, including instructors or teachers, facilitators, and lab technicians. Other than the use of online learning allows independent speed settings. For example, the synchronous manner allows each student to learn at their own pace and pace, both slow and fast. It can increase satisfaction and reduce stress (Codone, 2001).

Hemsley (2002) states that full-time and part-time students can participate in their chosen degree program from any location, offer people who are relocated or are traveling, and the implementation of online learning provides opportunities for persons with disabilities to continue their education from any location.

## 5. The Disadvantages of Online Learning

Online learning despite the advantages that it has when adopted in education also has some disadvantages. Studies support that online learning possesses some disadvantages (Mayes, 2002). For example, despite the claims that online learning can improve the quality of education, Dowling (2003) argues that making learning materials available online results in improve learning results only for specific forms

of learning materials available online results in improve learning results only for specific forms of collective assessment.

Also, Mayes (2002) raised the question of whether online learning is just a supporting tool for existing learning methods. The most visible condition of online learning is the absence of vital personal interaction, not only between students and instructors but also between fellow students. According to Almosa (2002), the shortcomings of online learning include the following; First, Online learning as an educational method makes students experience contemplation, isolation, and a lack of interaction or relationships. secondly, regarding clarification, the offer of explanation, and interpretation, the online learning method may be less effective than traditional learning methods.

Third, the learning process becomes much more difficult without an instructor or teacher. In terms of improving the communication skills of learners, online learning as a method may have a negative effect. Learners. Despite excellent knowledge of academics, they may not have the skills needed to pass on the knowledge they have acquired to others.

The next disadvantage of online learning is in the assessment. Because the test for appraisal in online learning may use a proxy, it will be difficult, even impossible to control activities such as cheating. Fifth, Online learning can be misused into piracy and plagiarism, which tends to be caused by inadequate selection skills, as well as ease of copy and paste. Also, not all fields or disciplines can use online learning techniques in education. For example, scientific fields that include practice cannot be studied properly through online learning. Researchers

argue that online learning is more appropriate in the social sciences and humanities than in fields such as medicine and pharmacy, where there is a need to develop practical skills. Lastly, Online learning can also cause congestion or heavy use of some websites.

Those may bring about unanticipated costs both in time and money disadvantages although there are several challenges discussed, the literature attempts to explain the role of Online learning in particular and how online learning has made a strong impact in teaching and learning. (Arkorful & Abaidoo, 2014)

#### 6. The Online learning's role during covid-19.

Covid-19 has changed many aspects of life, including education. In pandemic conditions, the role of the educational aspect is very important (Bahtiar, 2016). Meanwhile, educational institutions in the world must be closed, following government instructions in their respective countries, thus affecting the academic system. They have to find new alternatives for implementing learning, and virtual classroom / online learning is the most likely path forward (Arora & Srinivasan, 2020) The educational system is shifting from a traditional model to one based on distance learning.

Since March 17, 2020, the Indonesian Minister of Education and Culture has commanded schools in COVID 19-affected areas to physically close (Mendikbud, 2020). Physically closing educational institutions and replacing them with learning in/from government policy houses results in a shift in the teaching and learning system (Arora & Srinivasan, 2020). School administrators, students, parents, and, of course, teachers must all transition to digital or online learning

systems, also known as online learning (Aderholt, 2020; Karp & McGowan, 2020; UNESCO, 2020).

Immediately after that, by increasing the spread of COVID-19 and by ensuring the health of students, teachers and, education personnel, the Minister of Education and Culture of the Republic of Indonesia ordered all education units to carry out online learning starting March 24, 2020 (Mendikbud, 2020). This policy leads to home learning and homework learning for teachers. This completely replaces face-to-face learning in classrooms with online learning, which could last until the end of the semester due to the COVID-19 pandemic. For students and teachers, online learning is a new challenge. According to Cao (2020), such actions certainly affect the world of education, especially the growth of students.

Several perspectives have been expressed regarding the role of online learning during the Covid-19 pandemic. Among them are; according to Trucano (2014), who was quoted in the teacher professional education journal by Wahyono, learning with new technology has been going on for decades. However, the expected transformational impact has not been realized. Changing to online learning is, of course, not a perfect solution in this regard. Many professors never teach online in the United States alone, and technical support is frequently inadequate. Several questions have been raised about whether such changes are necessary for the absence of adequate institutional involvement (Wahyono, Husamah, & Budi, 2020, p. 53).

According to Wahyudi (2020), the facts on the ground, the obligation to study at home is a significant impediment, particularly for students from

economically disadvantaged backgrounds. They frequently complain that their internet quota packages are running out. Furthermore, technology is thought to be capable of creating instant attitudes in its users. According to Kompas, reports from a number of regions in Indonesia indicate that the application of online learning has not been optimal, particularly in remote areas with limited internet technology and networks. Only 39.90% of the population accessed the internet in 2018. Other barriers to the implementation of online learning in Indonesia include the readiness of school infrastructure, the ability of teachers to teach online, and the availability of smartphone facilities.

Teachers play a critical role in shaping the next generation. Its role is becoming increasingly important during the Covid-19 pandemic, where there is a policy that requires all learning to be done online from the comfort of one's own home. As a result, there will be no face-to-face interaction between teachers and students. In fact, direct interaction between teachers and students in the learning process is critical for determining student learning progress. The online learning process necessitates additional teachers paying attention to their students' learning activities. So that students can comprehend the information presented online (Arora & Srinivasan, 2020).

## **B. Students' Barrier in Online learning Process**

Recently the use of online learning has increased dramatically throughout the world (Picciano & Seaman, 2009, p. 12). However, online learning is still not well utilized in developing countries. Due to several barriers such as factors, the use of online learning in teaching and learning is still not widely used. This barrier



includes poor access to the internet, improving networks, updating resources such as software and lack of them ability and confidence resulting from lack of training courses (Cheok, Wong, Ayub, & Mahmud, 2017, p. 26). Other barriers are generally reported in previous studies such as; time consuming, technical issues and organizational trust or cultural trust (Hartmann, Braae, Pedersen, & Khalid, 2017, p. 191).

According to Aunurrahman (2014) there are 2 factors that affect learning, namely, internal factors and external factors. Internal factor is factors that come from within students, namely student physiology and psychology (Syah, 2010, p. 129). Internal factor such as:

1. Student characteristics

In online learning, it is necessary to understand that students have slightly different characteristics from the characteristics face-to-face learning. There are several opinions about the conditions that must exist in students' online learning. Among them, Uno and Nina (2010, p. 114) suggest the factors that influence the success of information technology-based education, including attention, self-confidence, experience, creativity in using tools and, interaction between educators and students.

Dabbagh and Diana Ariani (2012) identified the characteristics and skills required to be successful online learning learners as follows: fluency in using online learning technology, ability to do affiliation, understanding and use interaction and collaboration learning, strong

internal control, a strong academic self - concepts, and experience and initiation in learning independently.

## 2. Student motivation

Motivation is defined as the power that exists within the organism that drives to do or is the driving force to do something. The motivation that exists in a person is strength driving force that will realize a behavior in order to achieve satisfaction goal herself (Oktiani, 2017, pp. 218-219). Learning motivation is one of the factors that determine student success in learning. During the Covid-19 pandemic, students need motivation to learn in the online learning process. Online learning requires appropriate and maximum efforts so that it does not obscure the learning objectives to be achieved.

Motivation provides the impetus to act in accordance with the desired goals both physically and mentally, so activity becomes a very important part of motivation (Lee & Martin, 2017, p. 148). The learning process will achieve success if students have good motivation in learning (Emda, 2017, p. 172). Uno (2014) mentions six classifications of learning motivation indicators, namely the desire to succeed, encouragement and needs in learning, future hopes and aspirations, rewards in learning, interesting activities in learning, and a conducive learning environment.

Motivation is very necessary in learning because it can awaken the position of the beginning of learning, the process and the end, informing

about strengths in learning, directing learning activities, raising the spirit of learning, and making awareness about the existence of a continuous learning journey and ease of learning (Dimyati & Mudjino, 2009). This also applies in the online learning process, so that to achieve success in learning it is necessary to increase students' learning motivation (Harandi, 2015, p. 423). However, online learning conditions make it difficult for teachers to control and maintain the learning climate because it is limited in virtual space. This condition causes students' learning motivation to decrease and even affect student learning outcomes (Cahyani, Listiana, & Larasati, 2020, p. 123).

While external factors are everything that comes from outside the student.

Externals barriers namely:

1. Teacher factor

Educator play a critical role in learning process. Its role is becoming increasingly important during the Covid-19 pandemic, where there is a policy that requires all learning to be done online (Arora & Srinivasan, 2020). Technology concerns and technological competence were reported as the main barriers that prevent teaching staff from expanding their use of online learning. The inability of educators to operate technology is caused by generational differences known as digital natives and digital immigrants.

Mac Prensky in his scientific writings entitled *Digital Natives, Digital Immigrants* divides humanity into 2, namely the Digital Immigrant and Digital Native generations. Digital Native is a group who when they started learning to write were familiar with the internet or who are currently under 24 years old. While Digital Immigrants are those who know the internet world after they grow up (Prensky, 2021). The Digital Natives generation is the generation that was born where technology is already in its environment (started in 1990). While the Digital Immigrants generation is the generation born before 1990.

Another definition stated by Harding that Digital Native is the net-generation, namely the generation born after the 1980s, where they are always surrounded and use computers, video games, digital music players, video cameras, cell phones and other digital toys. Meanwhile, Digital Immigrants are people who were born before 1980 and did not grow up in the era of digital culture. They need the ability to adapt to technology in everyday life (Jones & Czerniewicz, 2010, p. 29). Teachers belonging to the digital immigrant generation become one of the challenges when facing online learning because they have to deal with technology.

## 2. Environmental Factor

Learning is fundamentally an interaction between individuals and their surroundings. The environment gives the individual a stimulus (stimulus), and the individual responds to the environment. According

to Oemar Hamalik (2001, p. 101) students are unique individuals who have talent and maturity as a result of outside influences. The environment, as a conditional factor, influences individual behavior and is a significant learning factor.

### **C. Covid-19's Impact on Schools' Learning Process in Indonesia**

Coronavirus disease in 2019 (COVID-19) is an acute respiratory coronavirus infectious disease. This disease was first discovered at Wuhan, capital of Hubei province, in December 2019 and has since spread globally and has resulted in the moderate pandemic of coronavirus 2019-20. Fever, toxins, and shortness of breath are common symptoms. Additional symptoms include muscle aches, diarrhea, sore throat, smell loss, and stomach upset. While most cases lead to mild symptoms, some develop a multi-organ and pneumonia virus (WHO, 2020).

More than 1,2 million cases were reported as of April 5, 2020, resulting in over 64,700 deaths in over two hundred countries and territories. It has recovered more than 246,000 people. This virus has disturbed the activities of people in different countries to keep people silent around the world in their homes to break the coronavirus chains so that they don't spread further. Then, because of this virus, economies in different parts of the world have decreased. The Asian Development Bank (ADB) is forecasting domestic economic growth of only 2.5% by 2020 or a half by 5.0% by 2019 (Slahaan, 2020, pp. 1-3)

The COVID-19 pandemic is the first health crisis that is almost unprecedented. Many countries (appropriately) decide to close schools, colleges, and universities. This crisis crystallizes the dilemma faced by policy makers



between closing schools (reducing contact and saving lives) and keeping them open (allowing workers to work and maintaining the economy). Severe short-term disruption is felt by many families around the world among them in the homeschooling education sector is the only choice. This is surprising for student productivity but also social life and children's learning. Teaching moves online, on a scale that has not been tested and is not possible. Student assessments also move online, with lots of trial and error and uncertainty for everyone. This condition really makes many parties difficult.

Many assessments have merely been canceled. significantly, these interruptions won't simply be a short issue, however also can have semi-permanent consequences for a few folks possible to extend difference (Burgess & E, 2013). The Corona (COVID-19) virus happening has junction rectifier several universities and alternative educational activity establishments to shut quickly across the world.

planning to college is that the best public policy tool accessible to boost skills. whereas college time are often fun and might raise social skills and social awareness, from associate economic purpose of read the first purpose of being in class is that it will increase a child's ability. Even a comparatively short time {in college|in class|at school} will this; even a comparatively short amount of lost school can have consequences for talent growth. so as to not disrupt exams and prolong students' entrance periods, some such establishments ar exploring the choice of delivering categories online (Sund,2020).

The entire college is associate interaction medium between students and lecturers that enhances their integrity, their talents, and their warmheartedness.

However, the activities called a faculty have suddenly stopped attributable to the interference with Covid-19. To what extent will the education method in colleges have associate impact? there's a good deal of proof, particularly in Republic of Indonesia, once colleges have a significant impact on productivity and economic process (Baharin, Syah Aji, Yussof, & Mohd Saujani, 2020).

Indonesian regions managed to close up colleges to stop coronavirus unfold. The Ministry of Education and Culture (Kemendikbud) has ready numerous sorts of support for college kids to continue their studies in their home countries. Kemdikbud itself develops its "Rumah Belajar" portal and Android-based remote study application. Apprentices.kemdikbud.go.id are often reached at this portal. the educational resources, digital school rooms, virtual laboratories, and queries banking systems embody a number of the wonderful options students and lecturers have access to. Students and lecturers in Early Children's Education, primary, high-school, vocational, or similar education will use the educational center. the educational Centre. In partnership with seven online learning platforms, KEMDIKBUD is drinking water and Microsoft, particularly good category, Ruang guru, and, Your college. every platform offers publically accessible and free facilities. (KEMENDIKBUD, Kemendikbud Gandeng Swasta Siapkan solusi belajar online, 2020)

Nadiem Makarim started four national instructional programs at the education level of the Ministry of Education and Culture of the Republic of Republic of Indonesia. He represented these four "free learning" instructional policy programs. (KEMENDIKBUD, kompas.com, 2019). The program, which has

the National normal college Examination (USBN), the UN, associate RPP sheet, and also the segmentation of the New Student Acceptance Provisions (PPDB). Freedom to find out suggests that freedom of learning that enables students to review within the freest, peaceful, and happy manner attainable, while not stress or pressure, while not listening to their natural skills, while not forcing them to review or master a subject matter outside their hobbies and skills. So, each has associate interest-oriented portfolio (Abidah, Hidaayatullah, Simamora, Utar, & Mutakinati, 2020).

At the university level of associate freelance field, the Ministry of Education and Culture may be a continuation of the conception of freelance Learning. It solely changes its implementation to ministerial laws and to not government laws or laws. Four small print are: first off, the update of a replacement course of study, particularly giving state and personal universities autonomy to open up any study studies. In thus doing, public and personal universities should be certified A, or a minimum of B, and join forces with universities that except in education and health fields, belong to the QS high one hundred World. In cooperation with universities and program partners, the Ministry of Education and Culture are going to be supervision. Tracer studies ought to even be conducted annually and better education (HE) ought to be used for this purpose (Abidah, Hidaayatullah, Simamora, Utar, & Mutakinati, 2020).

The second purpose is that the system of upper education enfranchisement, that is automatic for all categories and voluntary programs which will be promoted for faculties and studies. Meanwhile, the enfranchisement established by the

National educational activity enfranchisement Board (BAN-PT) remains applicable for 5 years however can mechanically be extended. enfranchisement of the HE and also the study program is proscribed to no quite two years following the previous enfranchisement. The third purpose involves creating PTN-BH easier for universities.

This policy issues the liberty of public service bodies (PSUs) and dealing units to become PTN legal entities (PTN-BH) for the state universities (PTN). in contrast to with associate enfranchisement standing, the Ministry of Education and Culture can modify its needs. the ultimate purpose is that students will take courses outside their studies throughout 3 semesters outside the program. In alternative words, the govt modifies the semester credit unit definition (SKS). Students' right to volunteer ought to be granted educational activity in order that students will take credit off campuses for two semesters or love forty credits. Moreover, in alternative field study programs, students also can take SKS up to 1 semester of the total semester that must be completed.

The policy doesn't, however, apply to health studies. (Abidah, Hidaayatullah, Simamora, Utar, & Mutakinati, 2020). once it's proposes by the Indonesian government by the conception of 'independent learning,' after all by implementing the conception of self-quarantine and social separation below a deadly disease state of affairs. Keeping your probabilities of catching at a distance of a minimum of six feet from others VICT-19. a lot of over the impact of covid-19 on education also affects students' character. Studies that have been carried out by (Umairah, 2020) The pandemic of the Covid 19 was preventive, as schools were

rejected in the red area of Covid 19. This caused a barrier to the learning process and confusion in teaching teachers who usually teach in a classroom, and one way of teaching is through WhatsApp. However, based on data analysis, 17 students could not be motivated to learn and one person with modest learning motivation could not be motivated by this effort.





## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter explains the procedures used in this study in order to find the answer to the questions previously stated in chapter one. In this part the author outlines the research design, the research participants, the technique of data collection, and the technique of data analysis. Each explanation is elaborated as follows:

#### **A. Research Design**

There are many types of research design that can be used in conducting a research. The research design refers to the strategy to integrate the different components of research projects cohesively and coherently. Some experts have different opinions about what is meant by design research. According to Creswell (2009), research design is plans and procedures for research to detailed methods of data collection and analysis.

The approach used to conduct this research was qualitative descriptive design because researcher attempted to explore and try to figure out the student barrier in online learning during Covid-19 Outbreak. Bogdan and Tylor define qualitative research as a procedure research that produces descriptive data in the form of written words or speech of people or observed behavior. (Moleong,2010). Descriptive qualitative methods adjust opinions between researchers with participants. This method was chosen by the researcher because the analysis cannot

be in the form of numbers and the researcher clearly describes more phenomena in society.

This research was carried out in stages, namely to obtain complete data the researcher will carry out several steps, the first interview process, and the second is data analysis that has been obtained from the interview process will be presented with the form of the description using easy words understood.

## **B. Research Participants**

Participant for this qualitative research are the student English of UIN AR-Raniry Banda Aceh who have the most problems in online learning during covid-19. The reason the researchers chose students to become participants was because they were in the transition period from a face to face meeting learning system to an online learning system, they had to adjust to the new education system. Therefore, they have to adapt to many new things and of course face many problems. For this reason, the researchers chose them to become participants in the research.

Therefore, in this study, purposive sampling was used, including non-random sampling, which required participants with certain qualifications determined by the researcher (Mackey, Allison, Gass, & Susan, 2005, p. 122). According to Bryman (2012), purposive sampling technique is used to select people, organizations, documents, departments, and others that are directly related to the research questions. In selecting the participants, the researcher chooses homogeneous sampling technique in which the participants are selected based on the same characteristics they share in order to obtain the detailed information and depth examination (Hollweck & Robert, 2015). The participants were six of PBI

students of UIN AR-Raniry batch 2018. For specific arrangement researchers choose men and female students who stay in Banda Aceh city and ever experience online learning from the Department of English Language Education in the Faculty of Teacher Training from batch 2018

### **C. Techniques of Data collection**

To obtain the data, the researcher will use interview in collecting. Interview is an activity where the interviewer will give some questions to be answered by the interviewee. Interview is a data collection process in which the researcher asks questions and records answers from participants in the study at a time (Creswell 2014).

According to Easwaramoorthy and Zarinpoush (2006), interviews can be divided into three categories, they are structured interviews, semi structured interview and unstructured interview. Structured interview is where the interviewer asks a set of standard questions about particular topics in a specific order, then semi structured interview where the interviewer uses a set of predetermined questions and interviewer can probe areas based on the respondent's answers questions for clarification, the last is unstructured interview where the interviewer has no specific guidelines, restrictions, predetermined questions, or list of options and the interviewer allowed to probe with further questions together more in-depth information on the topic. Researchers are interested in using semi-structured interviews in this study because this type of interview is following the problems raised by the researcher and through this type of interview the researcher is sure to get information that is more appropriate to the needs.

In this research, these were practically prepared to facilitate the process of interviewing. Each of them consists of some topics and questions which were related to the research's needs to find out the problems encountered by students in online learning during Covid-19 outbreak and also to determine the plans for the research to know how to solve the problems of students in online learning during COVID-19 outbreak. The interview was practically done by the help of interview guidance consisting of some questions to get the data related to the needs of the research (Walliman, 2011).

The questions consist of 10 questions that discuss students' experiences facing barriers in online learning. The questions were adapted from a Mardiana's (2021) research questionnaire entitled "Identification Of Teachers' Barriers In Online Learning During The Covid-19 Pandemic In School Elementary" (Case Study on Teachers). Every participant is interviewed by telephone for 10-15 minutes.

#### **D. Techniques of Data analysis**

According to Patton, data analysis is the process of arranging data sequences, organizing them into a pattern, category, and a basic description so that themes can be found and work hypotheses can be formulated such as suggested by the data. Several stages of Miles and Huberman's interactive analysis model through four steps, namely data collection, data reduction, data presentation, and concluding (Miles & Huberman, 2014).

Data obtained from interviews are recorded in field notes which consist of two aspects, there are description and reflection. Description notes are real data that

contain what they see, hear, feel, and experience their research without the opinion and interpretation of researchers about the phenomena they face. Meanwhile, reflection notes are notes containing impressions, comments on the interpretations of researchers about the findings found, and constitute data collection plan materials for the next stage. To get this record the researcher conducted interviews with several participants.

Data reduction is a process of selecting, simplifying, and abstracting. The way to reduce data is to choose, make a summary or brief description, classify patterns by making transcripts, research to emphasize, shorten, focus, make parts that are not necessary; and set the conclusions to be drawn.

Presentation of data is a set of information arranged so that provides the possibility of drawing conclusions and taking action. So that the data presented does not deviate from the main problem then data presentation can be realized in the form of narration, matrix, graphic, network, or a chart as a container for information guidance about what happened. The researcher will choose the presentation of the data in descriptive form. Data is presented following what was studied. Finally, the researcher will explain the findings obtained in accordance with the problems raised descriptively.



## **CHAPTER IV**

### **FINDING AND DISCUSSION**

In this study, researchers used the interview method to collect data. In this interview, the researcher attempts to determine What are the students' barriers to online learning during the Covid-19 outbreak, what are the causes of students' barriers to online learning during the Covid-19 outbreak, and How does online learning play a role in students' perspectives during the Covid-19 outbreak. Researchers pose ten (ten) questions to students, which they must answer based on their own opinions. The findings of the data interview analysis are presented in this chapter.

#### **A. Research Finding**

##### **1. Student barriers in online learning during covid-19 outbreak**

All participants admitted that it was the first time they used the online learning system during a pandemic, and each of them had only used the online learning system for one year. And they admitted that they experienced several barriers when doing online learning during the pandemic. Each of them has different barriers. The barriers experienced by students are internal and external barriers as stated by Annurahman (2014) in the literature review. The following are participant responses based on their experiences.

##### **a. Internal Barriers**

###### **1) Lack of Student Motivation in Learning**

Motivation is defined as the power that exists within the organism that drives to do or is the driving force to do something. The motivation that

exists in a person is strength driving force that will realize a behavior in order to achieve satisfaction goal herself. (Oktiani, 2017)

Based on interviews conducted by researchers with 6 PBI Ar-raniry students in Banda Aceh, it was found that 2 out of 6 participants stated that lack of motivation was one of the causes of barriers in online learning, Participant 3 argue that:

The first one is internet connection, the second one is there is no internet package subsidy internet from the religion department. The third one is lack of motivation, and time management.

Participant 1 also stated:

... In addition, everyone's sense of laziness, boredom for too long dealing with computer screens...

From the participant's statement above, it can be seen that the lack of student motivation in online learning is one of the internal factors that hinders the online learning process and makes students feel lazy when doing online lectures.

## 2) Time Management

Time management is important in the realm of education. The online learning system is a new thing for students. Students do learn from home to get an et to educate. Two of the 6 students interviewed admitted that it was very difficult to divide their time during online learning. This is supported by the participant's statement as follows:

Wow, the biggest barrier is time management, because apart from being at home, it's our obligation as students to also bear the responsibilities of being a child. Because if you go online, the time limit is a little bit. So, it's hard to manage the time. In addition,

understanding of the material is lacking, then the emh network is for the internet network, said by participant 5.

From the answers above, it shows that students have difficulty managing their study time at home because they claim to have two responsibilities at home, namely responsibilities as students and responsibilities as children. It can be concluded that time management is one of the internal barriers when doing online learning.

### 3) Students' are not agile or adaptive enough to the online learning system

Based on the results of interviews, researchers found that students still have difficulty adjusting to the online learning system, because the phenomenon of online learning is a new thing for students, especially students in Aceh who previously only had face to face meetings. As explained by participant 6, namely:

Wow, when we talk about barriers, there are many barriers, first of all adjusting to the new learning system, umm the internet quota is still limited, internet access is difficult in certain locations.

Participant 6 also argue:

In my opinion, it is the most difficult to adjust to the online learning system, you have to adjust the use of the devise, adjust the learning model and many others that must be adjusted. And I think it's difficult.

From the statement above, it can be seen that students still find it difficult to adapt to the online learning system. Students have to do a lot of preparation to learn to use online platforms and adapt. and this is one of the internal barriers experienced by students when participating in online learning.

b. External barriers

1) Internet network disturbance

The participant state that internet network disturbance is the main obstacle in online learning. Five of the six participants cited internet interference as the first obstacle as first participant explained:

In my opinion, the problem when an unstable internet network is disrupted is very disturbing the learning process, sometimes the provider we use has a bad network

Participant 2 also stated:

internet network which sometimes lacks support and understanding of the material.

Participant 4 stated:

NETWORK, hehe, sometimes even though the location of my house is in the city, sometimes it's hard to get disconnected, huhu.

From the answers above, it is known that students experience barriers in online learning due to poor internet network access. With poor internet access, they cannot connect with online learning platforms.

2) Insufficient device

Device is a tool as a learning resource which can be in the form of physical objects or hardware that serves to assist the process of delivering material from lecturers to students or vice versa. The device in question here is a cellphone or laptop. The availability of adequate equipment is also one of the barriers for students to do online learning, as expressed by participant 1 below:

Furthermore, the problem of inadequate device to process data online

And the participant 1 also stated that:

There are 3 most important aspects, first there are lecturers, second there are adequate divisions and internet facilities, third there are students.

Participant 6 also argued:

In my opinion, it is the most difficult to adjust to the online learning system, you have to adjust the use of the device, adjust the learning model and many others that must be adjusted. And I think it's difficult.

From the participants' statements above, it shows that students are hampered by online learning because they do not have a capable device to be able to access online learning platforms optimally. they admit that they still use a cellphone or laptop with a capacity that is not too qualified. Therefore, the unavailability of adequate devices is one of the external barriers when students do online learning.

### 3) Lack of tech-Savvy Lecturers

Educators play a critical role in the learning process. When implementing the online learning system, lecturers must be able to master technology such as operating computers and running learning platforms such as zoom, G-meet, and so on, which will be used to maintain learning continuity during the pandemic. According to the findings of the interviews, all participants stated that the role of an educator was very important. The following are several statements made by participants:

In my opinion, that is the most important aspect, if there is no lecturer/educator who supports the online class, it will not run well.  
Said by participant 1



And the participant 2 also stated that:

The role of the educators is very much need in supporting the online learning process so that during the Covid-19 pandemic, children's learning processes do not become neglected and they can still learn happily without feeling burdened in the learning process. educators who ensure the achievement of educational goals and the fulfillment of academic and non-academic targets, prepare materials and learning evaluation results.

Participant 6 also argued:

If online learning is important, being an educator is much more important, because instead of the material provided, we need explanations from the lecturer to understand the material.

Regarding this, it can be concluded that base on student perspective the role of educator is very important, so that way if the lecturer cannot master the technology then it becomes one of the barriers for students to run the online learning system effectively. As explained by the first participant, namely:

and lecturers who are not very knowledgeable about technology make learning ineffective.

And participant 1 also added:

Personally, the biggest problem is from external factors, to be honest, from the lecturers, lecturers who don't master technology make learning ineffective. Due to limitations in digital mastery, the online operational devices are inadequate, as a result, many materials are left behind.

The participant's statement above shows that there are still some lecturers who have not been able to operate technology properly, such as accessing online learning platforms, thus making online learning

ineffective. this is in accordance with previous research by Arora and Srinivana (2020).

#### 4) Limited Internet Package

Internet packages are required for online learning to take place. Students and teachers cannot access learning media if they do not have access to internet packages. The limitation of internet quotas is an external barrier to research. Most participants who do not have home wi-fi admit that online lectures consume a large portion of their internet quota. Students with low incomes find it difficult to participate in online learning due to limited internet packages. Participant 6 explained this by saying:

umm the internet quota is still limited internet access is difficult in certain locations.

Participant 3 also stated:

the second one is there is no internet package subsidy internet from the religion department.

Based on interviews conducted by researchers, it is possible to conclude that there are eight barriers that students face when participating in online learning. These barriers are classified into two types: internal barriers and external barriers. Internal barriers include students who are unable to manage their time, a lack of student motivation in online learning, and students who struggle to adjust to the new system.

External barriers include, first, a poor internet network, second, insufficient devices, third, lecturers who do not understand technology,

fourth, students who have difficulty understanding the material, and finally, a limited internet package.

## **2. The cause of student' barriers in online learning during covid-19 outbreak**

Based on the barriers described above and the findings of researcher interviews with six UIN-AR-Raniry Banda Aceh students, several causes of the barriers encountered by students in participating in the online learning system were identified. Specifically, during the Covid-19 period, namely:

### **1) Lack of motivation**

This is particularly caused by students becoming bored with the watching learning environment and becoming tired from having to stare at the screen device all of the time. Students also admitted that they were bored and lacked the motivation to continue learning online due to frequent misunderstandings with lecturers.

Participant 1 said that:

When it comes to being lazy, I think it's a natural thing depending on the person, I'm tired of constantly just staring at the device screen, I need a new atmosphere.

The participant 3 also support the idea, she said that:

Because we have to self-study almost all the time, the fourth one is, there is often happen misunderstanding between students and lecturer.

From the statement above, it can be seen that the cause of the lack of student motivation in learning is due to the boredom experienced by students when carrying out online learning, students feel bored with the monotonous learning atmosphere just staring at the laptop screen, and students also feel bored because

there are often misunderstandings between students and lecturers. thus making students' motivation to decrease in participating in online learning.

## 2) Sudden and irregular shift from face-to-face learning to online learning

This is where students have never been involved with technology applications such as using online learning tools and platforms. One of the participants admitted that:

If it's a matter of self-adjustment, it's clear that this is a new thing. Previously, I used to learn it face-to-face with the lecturer, but now the system has changed. it is the most difficult to adjust to the online learning system, you have to adjust the use of the devise, adjust the learning model and many others that must be adjusted. And I think it's difficult. Said by participant 6.

The participants' statements above indicate that students who previously only did face-to-face learning with lecturers found it difficult to follow and balance the online learning system. Previously, students usually did not operate online learning platforms, which was one of the reasons why students had difficulty adapting to the online system.

## 3) Poor internet network

The problem mainly caused by two factors: first, students' online learning location is in an area where the internet network is inadequate, and second, students use inadequate internet cards or bad providers. Two participants admitted that internet cards from reputable providers were prohibitively expensive.

Participant 2 stated that:

If it's a matter of networking, it might be a problem of location, which may not be supportive.

Similarly, participant 3 also stated:

Internet problems are not stable due to unsupported locations.

Participant 1 added another cause of internet interruption:

the network problem was because we as a student did not use an adequate internet card or a good provider, because many good providers are not affordable.

Supported by Participant 5 stated:

As for the network, it's because you use an internet card that is not sufficient.

From the participants' statements above, it can be concluded that the cause of the low internet connection is influenced by the location of students when carrying out online learning, the internet cards used by students do not have good providers and the price of internet cards with good quality is not affordable for students to buy with low economic levels.

#### 4) Insufficient device barriers

This problem is triggered by the fact that students is using cellphones or laptops with insufficient capacity to access various applications such as Zoom and, G-meet to conduct online lectures.

Participant 1 argues that:

if the device problem is not adequate, because there are some we still use "hp kentang" (the term used to mock cellphones that often have errors and have less capable hardware.

From the statement above, it can be concluded that students are unable to buy adequate equipment to carry out online lectures due to economic factors.



most of them only rely on cellphones with low capacity to access online learning platforms.

5) Very limited interaction space

students do not understand the material due to a lack of explanation and response from the lecturer. The lecturer's room for discussion and explanation is deemed inadequate.

Participant 2 explained that:

if it's a matter of understanding the material, because there are some lecturers who only provide material, but he doesn't explain what the material is.

Participant 5 also support with argued:

if it's about understanding the material, it's lacking because the lecturer explained a bit, which should have been entered 3 times but only became 1 meeting.

From the participants' statements above, it can be concluded that the cause of students' lack of understanding is the limited time and explanations that students get. Students admit that learning credit units are not sufficient if the meeting that should be held three times is shortened to only one time. This makes it difficult for students to understand the material so that students are required to learn more independently.

6) The limitations of internet packages/ credits

This is caused by the consumption of large amounts of internet packages when using online learning platforms, particularly videos, which causes the packages to run out very quickly; additionally, the lack of package assistance

from the government makes students from low-income households feel burdened for quota fees.

Participant 6 explained that:

The limited number of packages, like sometimes the packages run out quickly, the economic factor is also.

Based on the interview results, it is possible to conclude that the causes of these barriers are: First, the problem of low student motivation in online learning arises from students' boredom with the learning environment that they observe, as well as their boredom with frequent misunderstandings between students and lecturers when doing online learning, because the information conveyed by lecturers does not always reach students properly, or vice versa. Second, poor internet network caused by a location that does not support adequate internet access. Third, unqualified device barriers are caused by some students still using devices with minimal specifications, which are not sophisticated enough to accommodate and operate multiple online learning platforms.

Fourth, there is the issue of lecturers who do not master technology because the majority of lecturers are from the generation before generation Z, which causes most of them to be unable to use technology properly. Fifth, students who are not used to doing learning from home have difficulty managing their time. Limited time and situations at home cause students to play multiple roles and find it difficult to divide their time. Sixth, students experience culture shock as a result of the abrupt shift in the policy system for learning activities from face-to-face learning to online learning.

Seventh, the lack of explanations and responses from lecturers due to limited interaction space causes students' difficulties understanding the material. The lecturer's availability for discussion and explanation is deemed inadequate. The final constraint is the limited availability of internet packages as a result of the government's lack of subsidized assistance, as well as the high cost of internet packages from reputable providers, which causes students from low-income families to object to refilling packages at any time.

### **3. The role of online learning during the covid-19 outbreak on students' perspectives.**

According to the findings of researcher interviews with six PBI students at Uin Ar-Raniry, all participants believe that online learning will play an important role as a medium during this pandemic. The teaching and learning process can be continued with online learning.

Participant 5 argue that:

The role yeah, hmmm, it's very important, because if there's no online learning, we don't know how to go to college. So, it's very important in my opinion.

Participant 6 also supports by saying:

If it's a role, hummm, what's the big role, with online learning, learning can still take place, the spread of covid-19 can be prevented, students can still learn well, effectively with online learning, it's very important role.

Another finding from the participant interviews was that, in addition to all participants, they all agreed that online learning was a critical medium in the learning process during the pandemic. Because the knowledge transfer process did not reach the students, four out of six participants admitted that online learning did not fully aid the learning process during the pandemic. Four out of

six students prefer face-to-face learning over online learning, but because they have no other option, they admit that online learning is the only way to continue their education

Participant 1 stated that:

Educatively it is not very helpful, because there is less interaction, it feels like I don't get points, because I understand better when I meet face to face with lecturers. But since there is no other way, I think this is the only way to keep learning.

Participant 5 support this statement and also argued that:

I personally think it helps but is not effective. Because sometimes lecturers give assignments outside of time, the death line is less effective. And when the lecturer is not very active in learning, for example, when the learning process should be explained synchronously, it becomes not synchronous because the lecturer only sends material, it is not explained.

Based on the findings of the interviews, the researchers concluded that the role of online learning as a learning medium during the COVID-19 pandemic was critical, but it was still ineffective because there were several barriers for students that prevented them from receiving knowledge properly.

## **B. Discussion**

In the midst of the deadly COVID-19 outbreak, online learning has become an urgent matter. Following the massive spread of COVID-19 in Indonesia, lecture activities underwent a system change. President Joko Widodo emphasized the importance of working, studying, and worshipping from home in order to reduce the spread of the SARS-CoV-2 virus in Indonesia (Arifa, 2020). Learning that was previously held face-to-face in class is being temporarily replaced with online

lectures that rely on the internet network for the lecture process. McLuhan in (Kuskis, 2012) explains that learning is a medium or media in communication. As a result, online learning is a large media underpinning that overshadows other media in online lectures. Online learning participants were suddenly forced to accept a decline in the quality of teaching and learning, particularly during the COVID-19 pandemic (Hussein,, Daoud, Alrabaiah, & Badawi, 2020). In this regard, online lecture participants may encounter barriers in carrying out teaching and learning activities in their meetings, which may reduce the quality of teaching and learning meetings.

The aim of this study is to find out what are student barriers in online learning during Covid-19 outbreak. This discussion is based from result of interview of the six participant which will be elaborated and analyzed below to answer the research questions of this study.

Based on the findings of the researchers, it can be seen that there are several barriers encountered by students when doing online learning, both external and internal barriers as well as the causes of these barriers and how students can deal with the issues. To begin, the external barriers to poor connections are caused by a variety of factors, including the fact that the location where students do online learning does not have consistent internet access, making it difficult for students to access online learning platforms. Another cause of a poor internet network is that students do not use adequate internet card providers due to prohibitively high prices. The undeniable cause is also the natural weather, which is not always favorable. This finding is related to a previous study on online learning in the Caribbean



conducted by Barclay and friend (2018) research show that there are still issues with online learning, particularly in developing countries. The capital to adopt online learning, such as a supportive environment, internet access in computers, computer availability, self-efficacy, and perceptions of usefulness or ease of use, is related to the success of online learning.

The solution to the problem of poor network connection is that students can plan locations that have good internet connections, such as going to an internet cafe with WI-FI facilities or students can also install WI-FI in their homes to anticipate a better network and save on internet packet charging costs.

The second barrier is inadequate devices. Devices are the main media needed to hold online learning (Kuskis, 2012, p. 313). Inadequate devices are one of the barriers for students in online learning caused by some students still using cellphones or laptops with low specifications. This barrier can be solved by upgrading the device specifications owned by students or students can also choose to rent devices provided by internet cafes. The third barrier, namely a lack of student motivation in online learning, arises from students' boredom with the passive learning environment and frequent misunderstandings between students and lecturers when doing online learning, as information conveyed by lecturers does not always reach students properly or at all.

The next barrier is that lecturers who do not understand technology make students feel constrained when learning online. It was difficult for lecturers who were previously unfamiliar with operating online lecture platforms. The reason for this is due to a sudden change in the learning system, as well as some of the older

lecturers who are unfamiliar with the various online platforms available today. This idea supported by Hussein (2020), that Lecturers and students are required to adapt to new ways of teaching and learning meetings and are also required to be wiser in using internet-based media in their commitment to online lecture meetings in order to achieve effective communication. This barrier can be overcome by suggesting lecturers take special training for educators to improve their technology skills.

The fifth issue students do not understand the material presented which is caused by the lack of explanation and response from the lecturer due to the limited interaction space. The discussion room and explanation from the lecturer were considered unsatisfactory. This barrier can be overcome by students looking for more self-references and students can also ask for help from those closest to them to teach them things they don't understand, for example using learning tools and platforms or learning materials.

Sixth, the limited internet package is also a barrier for students to run online lectures. The cause of the lack of internet packages from the findings mentioned is because there is no internet package subsidy from the government because students are too wasteful in using internet packages, and some students with low economic levels object to having to fill in packages continuously. The solution to this barrier is for students to save more on internet packages to prioritize studying first. Students can also set aside pocket money to fill out internet packages.

Furthermore, the findings show that there are internal barriers experienced by students when dealing with online learning systems. Among the internal barriers are: first, students find it difficult to manage time when learning online from home,

this is because students who study from home have a dual role as a child and also as a student. This barrier can be solved by students having to get used to managing their schedule by making to the list and priority scales.

The next barrier is that students find it difficult to adjust to this new learning system. This is because students who previously underwent education through face-to-face learning experienced culture shock. Students have difficulty adjusting to new learning styles. This can be overcome by students still trying to get used to this online learning in the hope that they will get used to it and be able to adapt well in the future. The ongoing barrier experienced by students is the lack of motivation to learn because students feel bored with the monotonous learning atmosphere and are bored with frequent miss understandings between students and lecturers when doing online learning because sometimes the information conveyed by lecturers does not reach students properly or vice versa.

Another finding from this study is students' perceptions of the role of online learning during the COVID-19 outbreak. According to the students, the role of online learning is very meaningful and very large as a medium for continuing online learning during the pandemic, but the application of the online learning system has not been effective in terms of student readiness. This idea is supported by Zhou (2020) stated that online teaching and learning activities have not been able to match the effectiveness of face-to-face teaching and learning activities. There is the unpreparedness of the participants to switch to the online learning system. High uncertainty occurs during the first week of online lectures. The infrastructure in online lectures is not evenly distributed in Indonesia. This is because students are

not only from areas that have an adequate internet network. The difference can be seen from the level of technology and support from the existing media for teaching and learning activities.



## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter is divided into two parts, conclusion and suggestion. The first part will explain about the summary of the finding. The second part, suggestion will describe the benefit of this research for the future research.

#### A. Conclusion

Based on the findings and discussion provided above, the study's findings indicate that students face multiple difficulties when engaging in online learning. These barriers are caused by both internal and external factors. Concerning the internal factors that influence the barriers, namely a lack of student motivation in online learning, students continue to struggle with time management and adjusting to this relatively new online learning system.

External barriers include: first, poor internet connection constraints; second, students do not have adequate devices to optimally access online learning platforms; third, barriers from educators, namely lecturers who do not master digital technology; fourth, students find it difficult to understand material due to lecturer's explanation limitations; and finally, limited internet packages.

From the barriers experienced by students, it becomes a challenge for students by applying the right solutions in overcoming the barriers experienced by students while carrying out online learning during the COVID-19 outbreak pandemic.

Students' perceptions of the role of online learning during the COVID-19 pandemic are very important as a medium for continuing education. However, the



implementation is still not optimal because there are many barriers experienced by students so that students do not absorb the knowledge conveyed by the lecturer optimally. So that special attention is needed from certain parties, both from students, lecturers, and the government to mutually enhance this online learning system.

## **B. Implications**

This research can be useful to add information about student barriers in carrying out online learning during the COVID-19 pandemic, and can enrich knowledge about solutions to overcome barriers experienced by students. The researcher makes recommendations to several parties based on the conclusions described above. Among them are the following: for students to remain enthusiastic and strive to maximize their online learning even though they face some barriers. Students can overcome some of these issues by determining the best approach for the students.

For educators and universities to improve a better learning system, such as providing university-approved online learning media. It needs to be firmer. Conversations that are synchronized should be done more frequently. Also, disciplined behavior from both teachers and students, so that there isn't much material left over at the end of the semester.

The researcher hopes that this research can help future researchers to conduct research on the same case regarding student barriers in online learning during the covid-19 outbreak or at least, this research can be a reference or source for further researchers to conduct their research. research on this case. There are many

limitations of this research, therefore the researcher hopes that this research can be continued by other researchers to examine more deeply about this research. Finally, the researcher recommends to do research about Lecture barriers in online learning during covid-19 outbreak.



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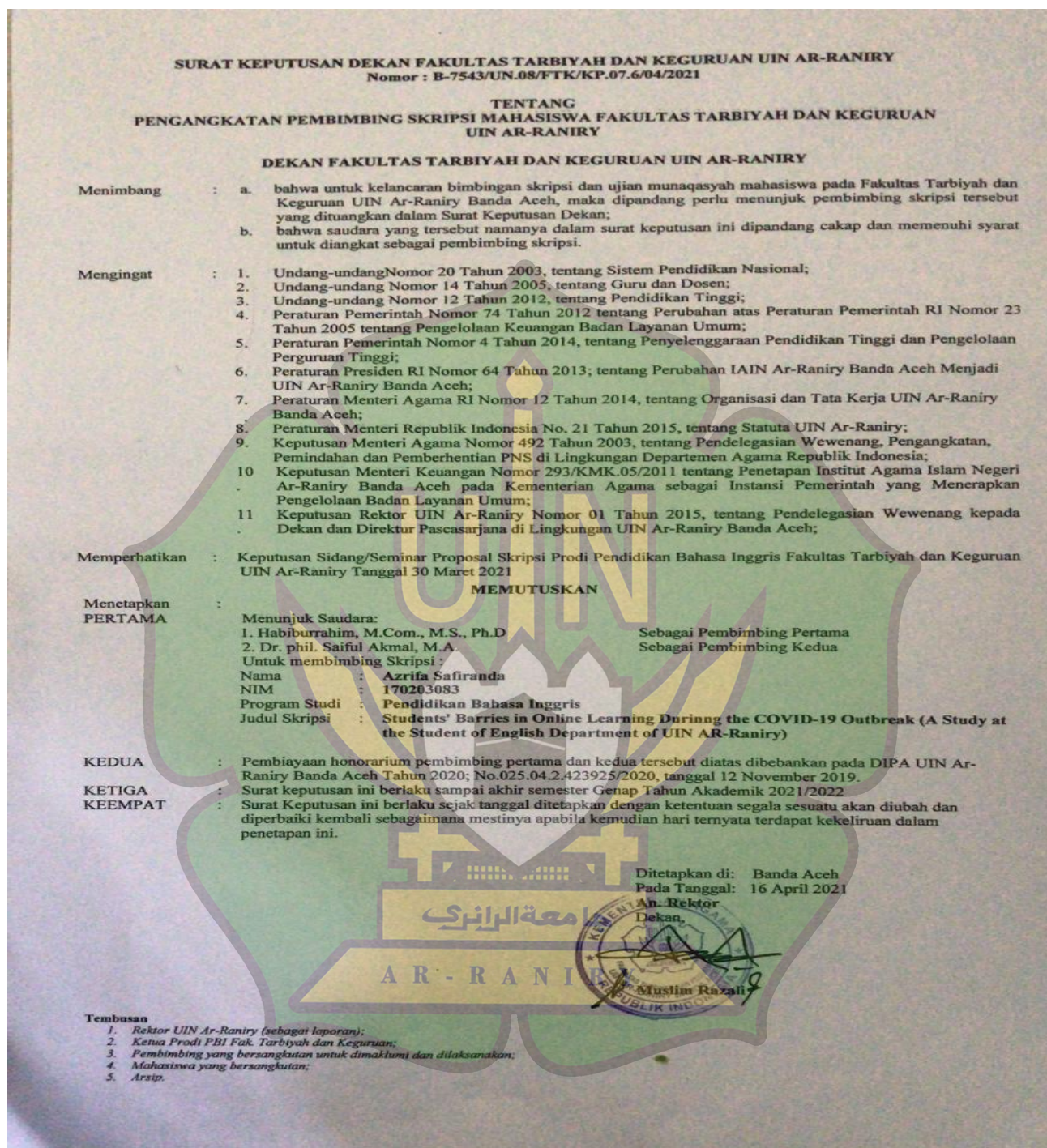


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## Appendix 1





## APPENDIX 2

13/7/2021

Document



**KEMENTERIAN AGAMA**  
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Hal : *Penelitian Ilmiah Mahasiswa*

## APPENDIX 3

### Interview Protocol

Project : **Students Barriers in Online Learning During Covid-19 Out Break.**

Place : Banda Aceh and Aceh Besar

Interviewer : Azrifa Safiranda

Interviewee : AM, DN, UZ, RJ, NM, JH

This study aims to determine the barriers of students in online learning during the pandemic, what are the causes of these barriers, and how students think about the role of online learning. Data collection is carried out in-depth interviews to be recorded and used only for research purposes to protect the confidentiality of participants based on informed consent. During the interview, you will be asked several questions about what barriers you face when learning online during the COVID-19 pandemic, what causes these barriers, and what do you think about the role of online learning during the pandemic. The interview process will take some time approximately 20 minutes.

The point discussed in this study are:

1. Student barriers
2. The cause of barriers
3. student perception about online learning role



## INTERVIEW QUESTION LIST

The questions consist of 10 questions that discuss students' experiences facing barriers in online learning. Each participant will be interviewed within 10-15 minutes through face-to-face encounter or by mobile phone. The questions are as follows:

1. How long have you been using the online learning system? (for research question no. 1)
2. What do you think about the use online learning system? Does it help the learning process? (for research question no. 3)
3. What are barriers do you face when doing online learning? (for research question no. 1)
4. What causes barrier when doing online learning? (for research question no. 2)
5. How do you deal with the causes of these barrier? (for research question no. 2)
6. Would you like to share strategies with the public to overcome barriers in online learning (for research question no.1).
7. What do you think about the role of online learning during the Covid-19 pandemic? (for research question no. 3).
8. How do you think about the role of educators in online learning during the pandemic? (for research question no. 3).
9. In your opinion, what aspects will most determine the online learning process during the pandemic period? (for research question no. 3).
10. If you think the role of online learning has been lacking during the pandemic, what would you suggest? (for research question no. 3)