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TEACHERS VS STUDENTS: PERCEPTIONS TOWARD THE SWITCH FROM OFFLINE TO ONLINE LEARNING AT THE PRIMARY SCHOOL LEVEL

by

Khilda Husnia Abidah

English Language Education, Universitas Negeri Malang, East Java, Indonesia

khildahusnia@gmail.com

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Abstract:

Online learning has been one of the best available options for coping with the teaching and learning process during the pandemic era. Understanding teachers' and students' perceptions of online learning has been an important and popular research topic. The focus of the current study is ascertaining whether the teachers and students can do the online teaching and learning process optimally. The subject of the study was 15 teachers and 52 primary students of SD Muhammadiyah 03 Tumpang who have faced online learning for almost two years. This study used a survey method with an online close-ended questionnaire to capture the perceptions of students and teachers on online learning implementation. The results indicated that the teachers and students perceived online learning negatively even though they agreed it was a suitable learning system during the pandemic. The study implies that online learning may positively or negatively impact students and teachers. However, it can be an alternative to learning over a long distance, and it is also one of the ways to define the technology to the teachers and students, especially in rural schools.

Keywords: teachers' perception, students' perception, online learning implementation

INTRODUCTION

The perception of online learning as one of the alternative education systems has become an interest for a significant number of researchers (Sajidan et al., 2021), in online science learning (Nashir & Laili, 2021), in senior high school (Rahayu & Wirza, 2020), and in junior high school (Dwiyanti et al., 2020). Their study revealed that some teachers positively perceived the usefulness and ease of online learning systems. However, others felt online learning was not optimal, and their workload was heavier than face-to-face learning. It means that the learning from the home policy during the Covid-19 pandemic had not been implemented correctly and according to the teacher's observations.

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On the other hand, some scholars have investigated the perceptions of students toward online learning (Puspaningtyas & Dewi, 2020) in Senior High School students (Anwar & Wahid, 2021) and the English Education study program (Rahmat, 2021). Those studies revealed that a portion of the students showed positive insight toward online learning since it is viewed as a successful and modest approach to getting information. Moreover, students apparent an expanded inspiration as online learning assisted them with seeing course materials effectively (Saifuddin, 2018). They additionally valued the chance to master involving computerized stages in understanding the course material, which they viewed as fascinating (Hamid, 2020). However, others do not understand the information and communication, how to use E-learning, and even there are still some students who do not have a laptop or good internet access, thus hindering the learning process. In addition, they faced difficulty in communication with the teacher and preferred to have a face-to-face discussion (Puspaningtyas & Dewi, 2020; Anwar & Wahid, 2021; Rahmat, 2021). In other words, online learning is the appropriate way during the midst of Covid 19 even though the implementation of it still does not run well and is optimal because of the problems encountered by both teachers and students.

The current study focused on investigating others' perceptions of online learning implementation at the different school levels, at the primary school level. Since most of the previous scholars only investigated at the high school level, the researcher had in mind to seek the perceptions of teachers and students toward the switch from offline to online learning at the primary school level. Many other scholars reported the perception of online learning, such as university students (Yusny, 2021), Senior high school (Nashir & Laili, 2021), and Indonesian students (Alhamuddin & Zebua, 2021). Even though their studies showed that offline learning was preferable to online learning, those were conducted in high school. Henceforth, this study's context is at the primary school level, which is located in a rural area.

This study is to harvest empirical evidence of the implementation of online learning at any school level. It also provides a more comprehensive picture of the underlying principles of online learning as one of the suitable systems during the pandemic era. The study also shares information not only on the English teachers who are doing the teaching and learning process but also on the school that implemented online learning or hybrid learning. By knowing the perceptions, the school or the teachers could prepare online learning requirements. They are school facilities, material, learning media, and so on, so the teaching and learning process can

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be optimized. However, the scope is limited to the teachers at the primary school level in a rural area, with the fifth and sixth-grade students to fill out the online questionnaire. It is clear that this study intend to contribute for body of knowledge under a framework of Industrial Revolution 4.0(Turmudi, 2020).

It is realized that online learning is a kind of far-off learning where students and teachers do not meet in a traditional homeroom setting, and the internet turns into its fundamental media (Stern, 2018; Jamil & Hamre, 2018). It is a bunch of learning exercises on a subject conveyed through an organization giving access to and trade information (Atmojo & Nugroho, 2020). Additionally, scholars (Ramadhan et al., 2018) claim that online learning enables someone to access certain content through technology without time and distance limitations and physical touch between the teachers and the students. It is likewise a sort of realization which is a minimal expense and advantageous for students to get to any place and whenever (Anwar & Wahid, 2021). Through online activities, students have the independence to find out about their requirements and needs (Hurlbut, 2018). Various merits from online learning not only can help both teachers and students during the learning process in this pandemic era but also make them increase many things. It increases the students' absorption of the material, increases students' active participation, improves students' independent learning abilities, and improves the quality of teaching materials as well as the technical information abilities (Rahmat, 2021). In other words, online learning fits with the government policy, which requires students and teachers to do their activities from home to minimize the spread of the virus Covid 19.

Nevertheless, the policy change affects not only education but also the role of teachers. Even though it has many benefits for education in this pandemic era, the role of educators in education is changing from primary to higher education, particularly when moving from the traditional face-to-face classroom to online learning (John, 2020). In this case, teachers must be able to adapt themselves and their abilities to online learning. Both teachers and students have to change their teaching and learning activities from the classroom to home through some media such as mobile phones, laptops, the internet, and so forth. Also, suitable strategies so that the teaching and learning objectives can still be obtained optimally.

During online learning, the teachers need to make some changes starting from making more authentic materials, designing materials with new and fun things, using applications that make it easier for students to access them, delivering materials in more detail, and others. Not

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only that, but students are also required to learn more independently, students also have to understand how to use technology during online learning, and others. These changes are occurring continuously as new theories of teaching, and learning is being validated, and new technologies become available to support and transform teaching and learning in higher education (Ni Shé et al., 2019). These occur not only for students in higher education but also for students in their first education or at the primary level.

As it is known, in the learning process, both students and teachers prefer to interact directly since the goals of the education process will be more straightforward to accomplish, and the material will be handily conveyed and perceived by students. A scholar (Sulasmiati, 2021) expressed that teaching interactions assume a significant part in the instructing educational experience. Notwithstanding, the shift to internet learning has made an enormous difference. Moreover, suppose the teacher looked at the demerits of online learning, such as lack of interaction and the tendency to ignore academics. In that case, the teaching and learning process tends to train than education, limitation of the internet area, lack of human resource who masters the technology, feeling isolated, and sometimes create misinterpretation of information and material (Rahmat, 2021). Especially primary school teachers, based on my views, think that primary school children can easily absorb material when they are explained or get it directly. Not only language teachers such as English, Javanese, Indonesian, and Arabic, but also other subject teachers such as science, mathematics, sports, arts, culture, and crafts (SBDP), and others. They require hands-on practice or explanation so that students can understand the material or direct monitoring from the teacher so that they know if their students are having difficulties.

Meanwhile, primary school students also experienced confusion during online learning. Based on my direct observation, not even a few of their parents do not accompany online learning due to their busy lives. It is due to the absence of direct assistance from the teacher during learning. I found that not even a few whose tasks are done by their parents or looked on Google because they do not understand it. It makes teachers at school not know whether their students understand the material or not, whether they can do their job. Therefore, implementing online learning in primary schools creates various perceptions for almost all teachers and students.

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As it is known that perception is an understanding of a situation in the form of stimulus gained through sense, forwarded to the brain to be selected and organized to create an interpretation in the form of assessment reflected in the behavior (Irawan, V, W, 2018) (Maharani et al., 2017). In this case, students' perception is essential not only for evaluating the teaching effectiveness but also for teaching development purposes. In contrast, teachers' perception is truly needed since it influences how they see the students' ability and the teaching method to be implemented (Sulasmiasi, 2021). In other words, the perceptions of students and teachers in this learning system are also different.

Many researchers have researched teachers' perceptions of online teaching and learning at various school levels. Such as (Alhamuddin & Zebua 2021), their study used a survey method conducted in all provinces in Indonesia from Aceh to Papua. Their study showed that most students in Indonesia still preferred face-to-face learning in class. Inequality in the distribution of learning resources such as internet networks and teacher competence became a significant problem in online learning, especially for students who lived in rural and disadvantaged areas. Then, (Yusny, 2021) also investigated the same topic done in students of Universitas Islam Negeri Ar-Raniry Banda Aceh with qualitative study as the research design. Their study revealed that working in offline learning mode was still the common preference among the students; only a few preferred online learning.

Although many scholars have shown the perceptions of teachers and students toward online learning at different school levels, few researchers discuss their perceptions of online learning in primary schools. Therefore, the current researcher intended to research the question: **What are the teachers' and students' perceptions of online learning implementation at the primary school level?**

METHOD

Design

The focus of this study is to investigate teachers' and students' perspectives on the application of online learning at the primary school level during the COVID-19 pandemic. Then, regarding the aim of this study, the researcher used qualitative research with a survey research design. It is a kind of research by not make changes (no special treatment) to the variables studied. As expressed by (Latief, 2012), survey research is generally used to portray conclusions, perspectives, inclinations, and impressions of an individual's interests to the

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researcher. This study was conducted to generalize observations that are not in-depth. In this case, the researcher surveyed teachers' and students' perceptions of online learning that is currently being carried out. It means that the survey conducted by the researcher to obtain data could not directly meet the respondents due to conditions that did not allow it.

Participants

This research was held at SD Muhammadiyah 03 Tumpang. It was one of the private primary schools in Malang that implemented online learning for about two years. The researcher also chose that school since she was one of the teachers and had already faced online learning. Moreover, as (Latief, 2012) stated that survey research usually uses random sampling because it provides a representation of the whole population. The participants in this study cover the teachers and students 11 years of age or more in that school. The segment of members should be visible in Table 1 and Table 2.

Table 1. Teachers' demographic details

Teachers' Demographic Profiles (n=15)		N (%)
Gender	Male	4 (26.7%)
	Female	11 (73.3%)
Working years as a teacher	1-5 years	9 (60%)
	5-10 years	2 (13.3%)
	10-15 years	4 (26.7%)
	Above 15 years	-
Level of education	Bachelor's	15 (100%)
	Master's	-
Linearity of majors	Linear	10 (66.7%)
	Others	5 (33.3%)

Table 2. Students' demographic details

Students' Demographic Profiles (n=50)		N (%)
Gender	Male	18 (36%)
	Female	32 (64%)
Age	11 years old	28 (56%)
	12 years old	19 (38%)
	13 years old	3 (6%)

Instrument

In collecting the data about teachers' and students' perceptions in this study, the researcher used a close-ended questionnaire that presented yes-no questions. A scholar (Latief, 2012) expresses that in doing a survey study, the researcher can use some instruments such as questionnaires, interviews, and observation. Hence, this questionnaire was utilized to establish

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the rate from each item estimated that will later be deciphered descriptively. In this case, the researcher used two kinds of the close-ended questionnaire in which, one to know the teachers' perceptions of online learning adopted from scholars (Amalia et al., 2020) while the other to look for the students' perceptions of online learning adopted scholars (Purniawan & Sumarni, 2020). Both questionnaires consisted of 15 questions for teachers and students to answer yes or no based on their perceptions of online learning implementation.

Data Collection Technique

In this study, the survey conducted by the researcher to obtain data could not directly meet the respondents due to conditions that did not allow it. Therefore, the researchers used a questionnaire that could be filled out via a Google Form as a tool to obtain data. Moreover, since the participants are at the primary school level, the researcher used Bahasa for each question stated in the questionnaire to make the questionnaire understandable for both participants.

Data Analysis

After collecting the data, the researcher tried to analyze the data based on the aim of the study. First, the researcher analyzed the data obtained from the teachers' questionnaire and looked for the percentages of each question. They were then followed by analyzing the data of students' questionnaires. Since the questionnaire was in the form of Google Forms, the researcher could directly know the results as soon as the teachers and students filled it out.

FINDINGS AND DISCUSSION

Findings

The purpose of this study was to provide information about teachers' and students' perceptions of online learning implementation at the primary school level. Furthermore, this study used a survey design to obtain data from teachers and students. After completing the survey, the researcher analyzed the data and separated the results into two sections: teachers' perceptions and students' perceptions. Then, the researcher presented the data descriptively.

a. Teachers' perception of online learning implementation at the primary school level

Based on a questionnaire administered to the teachers, the researcher found that they had a negative perception of implementing online learning at the primary school level. It was

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because even though they had prepared the learning material well, the learning objective could not be obtained optimally. It can be seen in the following Table 3.

Table 3. Teachers' perception of online learning implementation

No	Questions	Response			
		N	Yes	N	No
1.	Have you ever done online learning before the Covid-19 pandemic?	2	13%	13	87%
2.	Does online learning make it easier for students to master learning materials?	3	20%	12	80%
3.	Does online learning make students' learning motivation decrease?	14	93%	1	7%
4.	Has the teacher explained the material before giving assignments/tasks to students during online learning?	13	87%	2	13%
5.	Do teachers experience problems in mastering technology during online learning?	2	13%	13	87%
6.	Are students given more homework during online learning than usual?	5	33%	10	67%
7.	Can the learning objectives be achieved during online learning?	6	40%	9	60%
8.	Do teachers use teaching materials such as modules, worksheets, textbooks, and others during online learning?	15	100%	0	0%
9.	During online learning, is the teacher more intense in communicating with parents of students to find out the progress of students?	15	100%	0	0%
10.	Does online learning make students' grades decrease from the previous one?	8	53%	7	47%
11.	During online learning, do teachers use learning models in teaching?	14	93%	1	7%
12.	Is online learning an appropriate alternative to use in the current situation?	14	93%	1	7%
13.	Do the students' assignments have to be done within the time limit?	13	87%	2	13%
14.	Are students required to continue to be achievers during online learning?	15	100%	0	0%
15.	Do you use learning applications? (Zoom, Group Chat, Google Classroom, and so on).	15	100%	0	0%
Total mean score			10 (68%)	5 (32%)	

Regarding the teachers' perceptions in Table 3 above, it could be seen that only 13% of the teachers had experience in online learning before the pandemic situation, while 87% of them did not. It means that most of the teachers did offline learning habitually. Although 100% of the teachers had already prepared the material well (Item 8) and used the learning application (Item 15), they kept in touch with students' parents to learn about the students' learning development (Item 9). However, online learning did not guarantee the students' learning improvement. Since 80% of the teachers believe that the students cannot master the material well through online learning, 20% of them think that online learning makes it easier for students to access and understand the material because it can be done anywhere and anytime.

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Consequently, 93% of the teachers assumed that online learning also decreased the students' motivation to learn since they had to learn independently without teachers' guidance. Besides, mastery of technology was an obstacle for teachers since 87% of them were not familiar with online learning, making them unfamiliar with the technology used during online learning implementation. Thus, 60% of the teachers agreed that by having online learning, the objective of the teaching and learning process was not obtained optimally, while 40% of them disagreed with that.

b. Students' perception of online learning implementation at the primary school level

The students' survey was also analyzed to know their perceptions of online learning implementation in their school. Regarding the questionnaires, the result showed that most students had a negative perception of online learning implementation since they preferred offline learning. Hence, the result can be seen in the following Table 4.

Table 4. Students' perception of online learning implementation

No	Questions	Response			
		N	Yes	N	No
1.	Do you agree to apply online learning to school during a pandemic?	19	38%	31	62%
2.	Can you understand the material through online learning?	15	30%	35	70%
3.	Can you operate the application and access the online learning form?	34	68%	16	32%
4.	Are you using online learning more effectively?	9	18%	41	82%
5.	Is online learning fun?	8	16%	42	84%
6.	Are you having serious problems with signal and the internet during online learning?	21	42%	29	58%
7.	Do parents provide good support and facilities during online learning?	40	80%	10	20%
8.	Do your parents motivate you to study actively?	39	78%	11	22%
9.	Do you often not read the teaching materials that teachers have provided during online learning?	18	36%	32	64%
10.	Do you interact well with teachers and others during the online learning process?	12	24%	38	76%
Total mean score			21 (43%)	29 (57%)	

Based on the questionnaire administered to fifty students about online learning implementation, it could be found that they had a negative perception of it. It means that most students cannot study well during pandemic situations through online learning even though few understand and can use it. It can be seen from Table 4 that 57% of them said no to each question, while 43% of them said yes. Concerning the first question, 62% of the students did not agree with the implementation of online learning in their school, while 38% agreed. Even though their parents gave good facilities and motivation during online learning, and the students could

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operate the application and access the learning online, they still could not understand the material the teachers gave. It happened because they got trouble with the internet connection, which caused them not to read the lesson provided by the teachers frequently. Additionally, the students claimed that online learning was not as fun as offline learning since they cannot interact with the teacher and their friends directly during the teaching and learning process. Therefore, it could be concluded that the students negatively perceived online learning implementation at the primary school level.

Discussion

Concerning the findings above, the researcher concluded that teachers are more accustomed to offline learning than online learning. Although online learning is convenient, it can be taken from the comfort of their homes, saving travel time, etc. So, teachers have difficulty in using online learning because teachers lack technology, inadequate infrastructure, and age factors are obstacles. Hence, the researchers found several obstacles presented by the teacher. The challenges cover (1) students have difficulty understanding the material presented by the teacher, and conversely, the teacher has difficulty knowing the extent to which students understand the learning material. (2) Students' learning motivation tends to decrease. According to the teacher's perception, this is because students are getting bored and bored at home. They need to interact with teachers and peers, and the learning presented by the teacher is less attractive (3). Learning objectives have not been optimally achieved because of the limited time for online learning compared to offline learning. (4) Inadequate facilities and infrastructure are obstacles to conducting online learning. Hence, online learning is not easy for teachers and students to do. It requires the readiness of devices and internet data packages that are still prepared independently. In addition, the teacher does not understand the applications and makes teaching materials through videos.

In line with the previous study by scholars (Rosalina & Soraya, 2021; Rahayu & Wirza, 2020), the teachers' perceptions were categorized into positive perceptions. The perceptions deal with the usefulness and ease of online learning systems during the pandemic, like the increase in teachers' technology insight, flexible teaching time, and the ability to use various teaching applications. So online learning makes teachers more innovative, creative, and able to take advantage of cell phones, computers, and the internet in learning activities (Sajidan et al., 2021).

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In contrast, the negative perception because of their investigations deals with an internet connection, uncooperative the parents of students, inadequate facilities, students' apathy, and their comprehension of the lesson. However, even though the teachers deal with numerous issues in online learning, they could show the proper disposition toward utilizing technology for teaching in the online form.

Meanwhile, some scholars (Nashir & Laili, 2021; Sajidan et al., 2021) argue that most teachers feel the workload is heavier than face-to-face learning because they need additional time to package exciting learning. Besides, they thought learning in the network was not optimal since they did not apply basic process skills. Moreover, the most common problems during online learning are inadequate facilities, the burden of purchasing an internet quota, poor internet connection, and the process of delivering material that is not optimal. There are also more challenges to giving assessments and feedback and a lack of freedom in controlling the students learning activities. Hence, the teachers also thought that learning from home had not been appropriately implemented since only a few students were severely active in online learning.

On the other hand, this finding contradicted the study by (Anwar & Wahid, 2021) in which the English Education Study Program students had a positive attitude toward the online learning experience. Even though most students felt frustrated due to inadequate internet access, they thought it was an effective and cheap way of accessing knowledge. Similarly, (Puspaningtyas & Dewi, 2020) also argue that students in senior high school get good support in implementing online learning. However, most of them faced problems in some cases, such as lousy internet connection, cannot master the learning application, lack of communication with teachers, and difficulty in understanding materials. All soon made them prefer to have face-to-face learning.

To sum up, the SD Muhammadiyah 03 Tumpang teacher negatively perceived online learning implementation since they do not have previous experience, so they should prepare and study that. Moreover, the primary school level required the teachers' help and guidance directly to understand the lesson. Therefore, even though implementing online learning is suitable for this pandemic situation, teachers still hope for offline teaching and learning. Additionally, the students at SD Muhammadiyah 03 Tumpang showed negative perceptions of online learning implementation. Because they prefer to interact directly with teachers and other students, they think offline learning is more fun than online learning. They also never got online

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learning, so they faced some difficulties in online learning, like understanding the material, the internet connection, and socialization.

CONCLUSION AND IMPLICATION

Conclusion

It can be concluded that the teachers and primary students perceived the implementation of online learning negatively. Even though the teachers claimed that online learning was an appropriate learning system during the pandemic for its flexibility, it has created many challenges for the learning process. It caused some problems, such as decreased motivation to learn, the internet connection being terrible, the students being difficulty understanding the material, and inadequate facilities and infrastructure. Furthermore, primary students are languid to study since they cannot interact directly with their teachers. Lastly, accessibility to a web association as the fundamental medium for online learning is critical to connecting students and teachers. Since most of them lived in the village with limited or even low internet connection, it made the students lazy to open the material provided by the teachers, and they could not understand the lesson because there was not enough explanation from the teachers. Those problems made the teaching and learning process not run well, and the purpose of learning could not be achieved optimally. Therefore, it can be concluded that the learning from the home policy during the Covid-19 pandemic had not been appropriately implemented.

Implication

The finding of this study implies that online learning may positively or negatively impact students and teachers. However, it can be an alternative to learning long distances and is also one way to define the technology to teachers and students, especially in a rural school. They have to choose the appropriate teaching method and teaching facilitates, which should be in an online form. Besides, it is advisable for the school should provide the students with the support facilities to access the teaching and learning material.

Limitation

Last but not least, this study is far from the perfectness. This study was limited to only using a questionnaire to collect the data. Besides, the questionnaire was administered online,

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which might have a bias because of the presence of teachers and students in different locations. Additionally, since this study is conducted only in a primary school that is in a relatively small scale of population, all the data obtained still cannot represent to answer the researcher's question. Therefore, it is suggested that further research is interested in conducting the same issues for investigating different level school as the subject or using different research studies to know the deep perception of online learning implementation.

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BIO-PROFILE

Khilda Husnia Abidah is an English teacher at SMP Ar Rohmah IIBS Malang. She got a bachelor's degree from the University of Islam Malang (UNISMA) in 2019. Then, she continued her master's degree in ELE at the State University of Malang. Her research interests are English language teaching, writing, and literature. Corresponding email: **khildahusnia@gmail.com**

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