Students' and Lecturers' Perceptions on The Implementation of Online Learning During Covid-19 Pandemic

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Abstrak

Penelitian ini bertujuan untuk menggali persepsi mahasiswa dan dosen terhadap pelaksanaan pembelajaran daring selama pandemi Covid-19 di program studi Pendidikan Bahasa Inggris Universitas Bandar Lampung. Penelitian ini merupakan penelitian kualitatif dengan menggunakan kuesioner dan wawancara sebagai instrumen pengumpulan data. Hasil penelitian menunjukkan bahwa persepsi mahasiswa dan dosen cukup puas dengan pelaksanaan pembelajaran daring pada masa pandemi Covid-19 di program studi Pendidikan Bahasa Inggris Universitas Bandar Lampung. Mahasiswa dan dosen memiliki kesamaan persepsi tentang indikator fleksibilitas, termasuk aksesibilitas dan manajemen waktu dalam pelaksanaan pembelajaran daring selama pandemi Covid-19, namun terdapat perbedaan persepsi antara mahasiswa dan dosen tentang efektivitas dan masalah yang terjadi selama pelaksanaan pembelajaran daring selama pandemi Covid-19. Mereka juga memberikan beberapa saran untuk mahasiswa, saran untuk dosen dan saran untuk universitas agar kualitas pembelajaran daring yang sudah cukup baik dapat ditingkatkan lagi agar dapat meminimalisir kendala yang akan terjadi di kemudian hari.

Kata kunci: pandemi Covid-19; pembelajaran daring; persepsi dosen; persepsi mahasiswa

Abstract

The objective of this research is to explore students' and lecturers' perceptions on the implementation of online learning during the Covid-19 pandemic at the English Department of Universitas Bandar Lampung. This research was qualitative research and used questionnaires and interviews as its instruments of data collection. The results of the research showed that the students' and lecturers' perceptions are quite satisfied with the implementation of online learning during the Covid-19 pandemic at the English Department of Universitas Bandar Lampung. Students and lecturers have similar perceptions on flexibility indicators, including accessibility and time management. Therefore, there are also differences between the student's and lecturers' perceptions of effectiveness and problems. They also give some suggestions for students, suggestions for lecturers, and suggestions for the university so that the quality of online learning that is already good enough can be improved again so that some of the shortcomings can be minimized in the future.

Keywords: covid-19 pandemic; lecturers' perception; online learning; students' perception

INTRODUCTION

Covid-19 is a dangerous disease caused by the coronavirus, SARS (Severe Acute Respiratory Syndrome) – CoV - 2, which is a respiratory pathogen (parasitic microorganism) that can be transmitted to humans and animals. Cases of this new virus were first discovered in Wuhan, the People's Republic of China on 31 December 2019 according to WHO (World Health Organization, 2020). The spread of Covid-19 has infected many people around the world and has succeeded in causing problems in various aspects of people's lives. Covid-19

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transmission began to be found and spread in Indonesia in March 2020, the first time it was noticed that there were 2 Indonesian citizens who had a history of interacting with Japanese citizens before being tested positive for Covid19. Based on the official website of the Indonesian Covid-19 task force (covid19.go.id) on 4 November 2020 that there have been 418.375 confirmed cases, 54.732 positive cases, 349.497 have recovered, and 14.146 confirmed deaths.

Redaputri et. al (2021) stated that the Covid-19 pandemic affects many sectors, especially the education sector. In line with this situation, in March 2020, the government of Indonesia through President Joko Widodo took a policy step that was conveyed at a press conference which stated that policies for studying, working, and doing a religious activity from home need to be intensified to reduce the spread of Covid-19. In the field of education which usually meets face to face, obviously, this is a new experience because the learning and teaching activities are done by online. It definitely affects teachers and students in Indonesia, along with the strategy of learning from home using online learning media during the Covid-19 pandemic. Teachers and students use information and communication technology (ICT) in the form of hardware, such as computer media, software, and, most importantly, the internet network, to perform online learning. If we look at the current state of Indonesia, we can see that the facilities needed to carry out online learning are still not evenly distributed across the province. The skills of teachers and students in using technology are also one of the problems with the implementation of online learning in Indonesia.

Students and teachers experienced the positive and negative effect of online learning since the online learning is not familiar for them. Previous studies represent the students' and teachers' perception toward online learning. Agarwal & Kaushik (2020) investigated the students' perception of online learning during COVID Pandemic at Department of Neurology and Department of Pediatrics, Pt BD Sharma Postgraduate Institute of Medical Sciences,

Rohtak, Haryana, India. They highlighted the positive response of students by using online learning. The total of respondent was 77 and participants said online sessions were a good use of time, and the content was easy to access in the open comments. Limits on the number of participants, time limits for classes, and technical mistakes during the course of the session are expressed as the factors most frequently inhibiting online learning. Wijayanengtyas & Claretta (2020) examine 10 best-selected students' perception in Surabaya regarding challenging online learning in the sense of the COVID-19 pandemic.

Surabaya students believe that online learning conducted during the pandemic is considered very effective in reducing the spread of the COVID-19 virus. Except for some students who were reluctant because there was still no explanation of what online learning would be like, this was illustrated by the excitement of students at the beginning to welcome the online learning policy from the university. This online learning is considered useful by the majority of students in Surabaya. Schlenz et. al (2020) investigated both Student's and lecturer's perspective on the implementation of online learning. In the spring of the 2020 term, the dental school of Justus-Liebig-Universität Giessen (Germany) was moved to the current dental school for online learning using "Face-to-face" learning. Within the limitations of this study, students and lecturers expressed a generally positive attitude toward the inclusion of online learning, indicating the possibility of including online learning in future curricula beyond COVID-19. In line with this, the conclusion on the students' perception of using e-learning shows positive responses to the assessment, learning outcomes, and evaluation. Those studies somehow generate positive responses in a well-established condition and way up into advanced implementation of online learning.

Based on those previous studies relating students' and lecturer's perceptions on the implementation of online learning during the Covid-19 pandemic, those studies have not integrated the student's and lecturer's

perceptions into one more comprehensive study. Students and lecturers have an important role in the success of online learning. Just like students who have to adapt and experience every positive and negative of online learning, lecturers are also required to be more capable. In reality, while the basis of teaching stays intact in an online setting, the lecturer is empowered to create more interesting and dynamic learning experiences for students. Since the students' and lecturers' perception are critical toward the success of the learning program, thus the researchers would like to find out the comprehensive perceptions of the students and lecturers of the English Department of Universitas Bandar Lampung

Hence, this study aims to explore the lecturers' and students' perceptions on the implementation of online learning during the Covid-19 pandemic at the English Department of Universitas Bandar Lampung, and also to compare the lecturers' and student's perceptions on its implementation. The result of this research can be used as the guideline to develop the quality of online learning in the future and to facilitate better implementation in Universitas Bandar Lampung and other universities across Indonesia.

METHOD

This study used qualitative research because it explores students' and lecturers' perceptions and compares the students' and lecturer's perceptions on the implementation of online learning during the Covid-19 pandemic at the English Department of Universitas Bandar Lampung. The researchers used a descriptive study because it described the phenomenon of online learning during the Covid-19 pandemic based on the students' and lecturers' perceptions. the reseachers used interview and questionnaire to gather the data. The researcher gave an open-ended questionnaire. Moreover, the researcher used the interview to get the students' and lecturer's perception in more detail information related to their perception of the implementation of online learning during the Covid-19 pandemic at the English Department of Universitas Bandar Lampung.

The population of this research was the students and lecturers at the English Department of Universitas Bandar Lampung. As this study focuses on the implementation of online learning during the Covid-19 pandemic, the researchers used purposive sampling in this research, because it can take the research samples with certain considerations that make the data more representatives (Sugiyono, 2010). There were 129 participants including 121 students and 8 lecturers.

RESULTS
Students' Perception

Based on the data from the questionnaire and interview, the researcher analyzed that the students' perceptions were categorized into 3 categories, such as effectiveness, flexibility, and problems. These thematics came from the answers from an interview and questionnaire. The respondents of this interview are called students A, B, C, D, E, F, G, H, I, J, K, and L.

1. Effectiveness

From the result of the questionnaire and interview, most students feel that the implementation of online learning during the Covid-19 pandemic at the English Department of Universitas Bandar

Lampung is quite effective. Since they feel that the role of lecturers and students are giving their best to keep on learning activities during the Covid-19 pandemic as student C said,

"... online learning at FKIP UBL is good enough, the role of the lecturer and the role of the student is good enough,... for example if there is a class, usually the lecturers already prepare the materials for the students, and for the role of students, there are already have taken the initiative to contact the lecturer first to start what class will be studied on that day". (Student C)

The other student stated that the lecturers were responsible by saying,

"... online learning at FKIP UBL has been quite good until now, with the lecturers who teach the material well and with responsibility". (Student E)

The role of the university also became the perception of students that Universitas Bandar Lampung has provided platforms facilities in

the form of UBLApps to facilitate online learning activities like the students L said,

"... online learning is good because there are already UBLApps that can help students in online learning to distribute materials in the UBLApps..." (Student L)

The use of online learning was also considered as a solution because it was a reason for safety due to the Covid-19 pandemic like Students D said,

"..but at this time I prefer online learning, because it is safer too and also, for now, is the best solution". (Student D)

Based on the results of this interview, the answers given about effectiveness were related to students' satisfaction. On the questionnaire, the students felt that they are quite satisfied with online learning at the English Department of Universitas Bandar Lampung, as can be seen in the diagram.
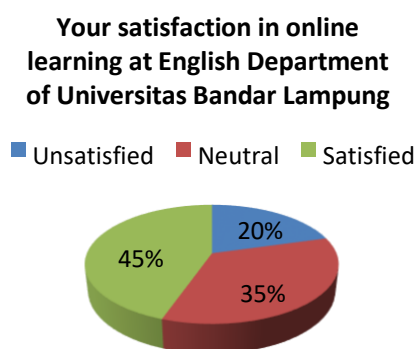
Your satisfaction in online learning at English Department of Universitas Bandar Lampung

■ Unsatisfied ■ Neutral ■ Satisfied

Diagram 1 Students' online learning satisfaction

From Diagram 1 the result of satisfaction in online learning in the English Department of Universitas Bandar Lampung showed that 20% are unsatisfied, 45% of respondents are satisfied, while the other respondents (35%) are neutral. Students felt that they needed practical learning and communicate directly to overcome miscommunication, as expressed by students in an open-ended questionnaire which stated, *"Online learning is quite helpful, but I am in a major that needs more practice, it becomes more difficult because learning has to be forced to be independent, and there is too much miscommunication…"*

On the other hand, there were students who felt that online learning was ineffective because they did not understand the learning materials but they had no other choice but to undergo the existing provisions. One of the students stated,

"Honestly, I don't like online learning because it is less effective in understanding the material, but because this is currently in a pandemic, I think this is the right step".

Some students who choose neutral (35%) simply shows high scores. One of the reasons was the understanding of the materials, but they felt that by online learning, they could access their own subject and repeated it, as stated *"Actually, I am neutral with the online learning at FKIP UBL. In my opinion, it is easier to understand the material offline because the class schedule is more structured too. But online learning is also convenient because students can access course materials. If they don't understand it, it can be repeated."*

2. Flexibility

From the result of the questionnaire and interview, most students feel that the implementation of online learning during the Covid-19 pandemic at the English Department of Universitas Bandar Lampung is flexible. Since the students felt that online learning is flexible, the student F said,

"... our hours are more flexible and I don't need to go to campus because my house is quite far from campus". (Student F)

Table 1 Flexibility factors

Flexibility Factors	Percentage	
Time Management	Unmanageable	20.6%
	Neutral	33.9%
	Manageable	38%
Accessibility	Not Accessible	5.8%
	Neutral	45.4%
	Accessible	48.8%
Interaction Models and Platforms	Asynchronous	25.6%
	Synchronous	29.8%
	Mix	44.6%

From the result of the questionnaire and interview, the finding showed that there are

several factors that shown flexibility, such as time management, accessibility, and interaction models platforms. From several students' statements, it can be concluded that they feel time management in online learning is manageable. This can also be seen from the respondents on the questionnaire who felt that time management in online learning is manageable, as can be seen in the table below. From the data above, it shows that 20,6% of respondents agreed that time management in online learning is unmanageable, 38% of respondents agreed that time management is manageable, and 33.9% of respondents are neutral. They feel that they can not choose whether the time manageable is unmanageable or manageable.

Another factor showed that flexibility in online learning was related to accessibility. The students felt that online learning was flexible because it could be accessed anywhere like Student I said,

> "With online learning, we can carry out the learning process anywhere, especially in this pandemic. We can't interact too much or we have to do physical distancing, so in my opinion, this online learning can be accessed anywhere and during this pandemic, it is safe for us". (Student I)

The result of students' perceptions of accessibility in doing online learning shows that 5,8% of respondents agreed that online learning is not accessible, and 48,8% agreed that online learning is accessible. While the other respondents agreed that access to online learning is enough because they can not decide whether it is accessible or not accessible.

Another flexibility factor was related to the interaction models and platforms used in online learning. Since the students felt that the interaction models and platforms were familiar so that they could easily use them, Student D said,

> "... the online learning at UBL is already very good because there is coordination between the lecturers and they use the platforms that are familiar, such as Zoom Meeting, GoogleMeet, UBLApps". (Student D)

The types of interaction models used by the lecturer are Synchronous with interactive interaction, Asynchronous without interactive interactions, and MIX (Synchronous & Asynchronous) interaction. From the data in Table 1, it can be seen that 25,6% of respondents prefer Asynchronous online learning without a face-to-face model, 29,8% prefer Synchronous or online learning with a face-to-face model, and the other respondents about 44,6% prefer to use Mix (Synchronous & Asynchronous).

3. Problems

From the result of the questionnaire and interview, most students feel that the implementation of online learning during the Covid-19 pandemic at the English Department of Universitas Bandar Lampung also has some problems, including internet connection, cost of online learning, and learning materials understanding.

Table 2 Problems Factors

Problems Factors	Percentage	
Internet Connection	Unsatisfied	17%
	Neutral	45%
	Satisfied	38%
Costs	Low	4.9%
	High	57.8%
	Neutral	37.2%
Material Understanding	Easy	33.1%
	Neutral	39.7%
	Hard	27.3%

The result showed that internet connection was a problem that always occured and affected students' motivation, as student B said,

> "... Sometimes the intention is high to learn online and the signal suddenly breaks like connecting, so if, for example, the connection is blocked, the motivation to learn decreases". (Student B)

The result from the questionnaire about the internet connection shows that 38% of respondents are satisfied with the internet connection, 17% of respondents are unsatisfied

with the internet connection, and the other respondents are neutral or could not decide whether they are satisfied or unsatisfied with the internet connection quality.

Costs are also a problem in online learning for students. Students felt the costs incurred for online learning were high, as stated by the respondent,

"because of zoom/Google meet, I've used a lot of quotas and, of course, used high costs. Lately, I used my own money to buy quotas and did online classes.."

Based on Table 2, the result of the questionnaire shows that 4,9% of respondents agreed that the cost of online learning is low, 57,8% of respondents agreed that the cost of online learning is high. While the other respondents (37,2%) agreed that the cost of online learning is not really low or high.

Lecturer Perception

To explore the lecturers' perceptions, the researcher conducted a questionnaire and interview. The data was collected from the questionnaire from 8 respondents. The questionnaire section is conducted in 2 days. Meanwhile, the data from the interview came from 8 respondents of lecturers at the English Department of Universitas Bandar Lampung.

The interview section was conducted in five days. Based on the data from the questionnaire and interview, the researcher analyzed that the lecturers' perceptions are categorized into 3 categories, such as effectiveness, flexibility, and problems. These thematics came from the answers from an interview and questionnaire. The respondents of this interview will be called lecturer L – 01, L – 02, L – 03, L – 04, L – 05, L – 06, L – 07, L – 08.

1. Effectiveness

From the result of the questionnaire and interview, mostly the lecturers feel that the implementation of online learning was not really effective because it requires practical learning activities. This ineffectiveness can also be seen from the lecturer questionnaire data, which shows that neutral data is higher than satisfying data, as can be seen in Table 3 below.

Table 3 Lecturers' Satisfaction

Question Number	Statements	Responses	
1	Your satisfaction in online teaching at the English Department of Universitas Bandar Lampung	Satisfied	3
		Neutral	5
		Unsatisfied	6

"well, most of the time it is not really effective, but if it is talking about material delivering we can still do that, but sometimes some courses like let say we take an example of the simple one something like speaking, micro-teaching, or something like listening you need direct interactions and it is quite difficult to conduct online class when you are having those classes for your lesson." (L-03)

"it's not that effective. The signal, the platform, the students, they all have their own difficulties (L-08)

One of the lecturers argued,

"Online learning is contemporary learning that must be done by today's generation for me. Yeah, it's a really great yah to do this kind of new model. And it is one of the other creativity for teachers or lecturers doing this and then we should prepare this because this is the time for our generation to do this".
(L-01)

For lecturers who chose to be neutral towards satisfaction, they felt that even though there were many obstacles to carrying out the learning process, the choice to do online learning was the best way to do it during the COVID-19 pandemic.

"It is necessary because to avoid spreading the Covid-19 virus". (L-04)

It can be concluded that the ffectiveness of online learning during the Covid-19 pandemic is not really effective since there are some

negative responses from interviews and questionnaires.

2. Flexibility

Based on the data from the interview, some lecturers feel that online learning during the Covid-19 pandemic is flexible,

"... it is easier and flexible access to the material which breaks the time and place limitation." (L-07)

In terms of flexibility, the lecturer mentioned in the interview was related to accessibility and time management. The data on the questionnaire supported the results of the interviews which shows that accessibility in online learning is accessible and the time management is manageable. The lecturers thought that flexibility in time management was very useful so that they could do other activities at the same time, as stated,

"It is flexible like then you can do it in the class, but now you can do it anywhere, even ya. I will not blame students doing online classes while having other activities. It is okay as long as they can manage it. That's OK because I can say that one of the advantages is it is flexible and you can do it while doing something else. In fact, I also sometimes do teaching sessions while am checking some assignments for other classes or doing other things that are related to my job, so that's the benefit". (L-03)

Online learning interactions conducted by lecturers were also very flexible. Lecturers could interact face-to-face (Synchronous), without face-to-face (Asynchronous), and MIX (Synchronous & Asynchronous). What is most favored by the lecturers was synchronous learning. This is supported by the opinion of the lecturer who said,

"... still face to face, at least you can see even though the screen looks small, but we can still meet face to face and see the expressions of these children. I think we understand what we are conveying, right? We are not only sending material, then we expect them to understand as soon as possible. It's not possible". (L-04)

Most of the lecturers used zoom meeting and Google meet for Synchronous learning and UBLApps for Asynchronous, as lecturer said,

"online learning platform, so for the synchronous part, I normally use zoom and some Google meet, it depends. If I need to show

them some audio recordings or videos, I prefer to use zoom, but if it is just like lecturing or explanation or I just want to show them some books or something related to non-video material, I will use UBLApps". (L-03)

It can be concluded that online learning at the English Department of Universitas Bandar Lampung is flexible due to positive responses from the respondents related to accessibility, time management, online learning interaction models, and online learning platforms.

3. Problems

In the implementation of online learning at UBL, several problems arise and hinder in the learning outcomes of lecturers and students, some of which, according to the lecturers, are about internet connection, assessment, and student's motivation. As expressed by lecturers L-06 who argued that disruption of internet connection for students living in rural areas was a problem in online learning.

"The problem is about the connection. Sometimes, some students in remote areas can't have an internet connection. Well, so that they can't participate in Face-to-face interaction online. It is one of the basic problems for having online learning". (L-06)

Table 4 Lecturers' Internet Connection

Question Number	Statements	Responses	
1.	Internet Connection	Satisfactory	4
		Neutral	4
		Unsatisfactory	0

The assessment conducted by the lecturer was also slightly disturbing because there were several indicators that could not be maximally assessed online.

"I can't fully score students based on what they do, what have they done based on what they have read for instance, based on what

they have learned from the material that should be learned so uncontrollably.". (L-02)
"... in my point of view because our major is teaching and then I teach skills so actually, I need a face I need the physic from our students so that knew how to what we call to evaluate them directly." (L-01)

The lecturer also began to develop strategies to avoid student cheating in online assessments like L – 03 said,

"so you need to create some evaluation or assessment that will minimalize the student's possibility to cheat or to browse the internet while doing that exam". (L-03)

Student motivation was also a problem because lecturers considered it less serious in carrying out online learning like lecturer L – 05 said

"There are still many students who think that online is not the same as offline. So their level of seriousness is not optimal, low motivation". (L-05)

Students' and Lecturers' Comparative Perceptions

Based on the data on students' perceptions and lecturers' perceptions, there are similarities and differences in some factors, as we can see in the Table 5 below.

Table 5 Students' and Lecturers' Comparative Perceptions

	Effectiveness	Flexibility	Problems
Students	The students felt that online learning at the English Department during the Covid-19 pandemic was **quite effective.**	The students felt that online learning at English Department during the Covid19 pandemic was **flexible** due to : - **accessibility,** - **time management,** - **online learning interaction models,** - **and online learning platforms.**	The students are having problems related to : - **internet connection,** - **cost of online learning,** - **learning materials understanding.**
Lecturers	The lecturers felt that online learning at the English Department during the Covid-19 pandemic was **less effective.**	The students felt that online learning at English Department during the Covid19 pandemic was **flexible** due to : - **accessibility,** - **time management,** - **online learning interaction models,** - **and online learning platforms.**	The lecturers are having problems related to : - **internet connection,** - **assessment,** - **students' motivation**

Based on the table above, it can be concluded that the similarities of students' and lecturers' perceptions are about the flexibility in online learning. They feel that online learning at the English Department of Universitas Bandar Lampung during the Covid-19 pandemic is flexible due to the accessibility, time management, online learning interaction models, and online learning platforms. The next similarity lies in one of the problems, which is an

internet connection. Students and lecturers are very disturbed by the signal that is often cut off in the middle of online learning so that the delivery of the material is unclear and the students' understanding of the material is not optimal.

On the other hand, it is about the differences between student's and lecturer's perceptions. Based on the data, the differences are about the effectiveness and problems. Based on the students' perceptions, the students feel that online learning is quite effective, but the lecturers feel that online learning is less effective. The other differences are about the problems. The problems in students are related to the facilities, the cost of online learning, and learning materials understanding. While the lecturers' problems are related to assessment and students' motivation

DISCUSSION

The research resulted that students' and lecturers' perceptions on the implementation of online learning during the Covid-19 pandemic at the English Department of Universitas Bandar Lampung was quite good based on the positive response to the questionnaire and interview session. However, there were several differences in perceptions between students and lecturers on the detail side of the effectiveness and problems they experienced in online learning during the Covid-19 pandemic.

The first theme was effectiveness. The researchers found that there were differences in perceptions between students and lecturers on the effectiveness of online learning during the Covid-19 pandemic at the English Department of Universitas Bandar Lampung. Students felt that online learning was quite effective because there was good cooperation between lecturers who were responsible for preparing the materials. The university has also provided adequate Learning Management System (LMS) facilities, namely UBLApps. Learning Management System (LMS) is a general term used for a wide variety of systems that coordinate and provide students, instructors, and administrators with access to online learning services (Aldiab et.al, 2019).

UBLApps helped students to conduct online learning. The same opinion among students and lecturers on effectiveness was that they felt that online learning was effective for security reasons in order to reduce and avoid the spread of Covid-19. This statement is in line with the results of the previous study from Schlenz et. all (2020) entitled "Student's and lecturer's perspective on the implementation of online learning in dental education due to SARS-CoV-2 (COVID-19): a cross-sectional study". In this research, both students and lecturers felt that online learning was a good alternative during the Covid-19 pandemic. The difference in the perceptions of lecturers was that almost all participants said that online learning was not effective, was caused by lessons that had to be done practically as the lecturer said,

The second theme was flexibility. Online learning offers flexibility that allows a learner to learn from anywhere in the world (Dhull & Sakshi, 2017). Similar opinions emerged from students and lecturers who stated that online learning was flexible. This is closely related to accessibility, time management, online learning interaction models, and online learning platforms. The same results of a study by Agarwal & Kaushik (2020) entitled "Student's Perception of Online Learning during COVID Pandemic". The participants in that study responded that these online sessions broke monotonous routines, were a good utilization of time and the material was easy to access. It can be concluded that the flexibility in online learning has become a benefit of online learning.

The third theme was problems. Both students and lecturers were having problems with the internet connection. A study from Wijayanengtyas & Claretta (2020) entitled "Student Perceptions of Online Learning during the Covid-19 Pandemic" shows some student problems even though the online learning that is carried out is considered good enough, these problems such as networks, task intensity, and in terms of theory scope. In this research, the students felt frustrating. Disruption of internet connection for students living in rural areas became a problem in

online learning. The differences in problems were that students felt problems with the cost of online learning, and learning materials understanding as stated by a student in the open-ended questionnaire. On the other hand, lecturers had problems with assessment and students' motivation. The lecturer felt that they could not be optimal in assessing the students and students' motivation also became a problem for lecturers because they had low motivation.

CONCLUSION

Based on the results of the research that has been explained regarding the perception of students and lecturers on the implementation of online learning at Universitas Bandar Lampung, it has been going well as seen from the respondents which mostly give positive feedback. The students give positive feedback toward effectiveness and flexibility. The students felt that the implementation of online learning was effective and flexible. It is related to flexibility inaccessibility and time management. The students also have the enthusiasm to continue learning even though there are obstacles to the internet connection, cost of online learning, and learning materials understanding. The result of interview also support the questionnaire responses that show the positive feedback from respondents.

On the other hand, the lecturers have little difference in perceptions regarding effectiveness and problems. The data of questionnaire responses show the positive effect while in the interview session, the lecturers revealed several reasons that were not in the questionnaire question such as the need of practice for English department. The problems arising from the perceptions of lecturers are about assessment and students' motivation. The lecturer finds it difficult to maximize the students' understanding of the learning material. The low motivation of students to learn online learning could also be one of the reasons.

The study also demonstrated that while online learning will play a larger role in the future, it will not be able to replace traditional face-to-face classroom learning. It is difficult to make the whole switch to online learning. However, we cannot deny the advantages of online learning. As a result, there is a need to recognize the barriers to accepting online learning and take remedial efforts to overcome the problem. Students and lecturers also must work together to minimize the shortcomings that exist in a pandemic situation and remain enthusiastic in online learning.

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