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THE STUDENTS AND TEACHER'S PERCEPTION OF ONLINE LEARNING OF ENGLISH CLASSES AFTER COVID-19 PANDEMIC AT SENIOR HIGH SCHOOL SURABAYA

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Abstract

Improving the students' English by mode of online learning is crucial especially during and after the pandemic Covid-19. This study aims at find out to find out about the students' perception towards the online learning and teaching at SMA Maryam Surabaya. Secondly, it also tries to provide the strategy how to improve the students' perception toward online learning and teaching at SMA Maryam Surabaya. This study is a qualitative study in which the researcher took the data from the questionnaires distributed to the respondents consisting of 60 students' of Maryam Senior High School in Surabaya. The questionnaires with 10 question concerning the students' perception. These responses were analyzed descriptively and then inferred for the conclusion. It was found that the lack of preparation and infrastructure during the pandemic negatively impacted student motivation, resulting in a majority perceiving online learning as less enjoyable. However, it is important to acknowledge that research findings may vary in different contexts. The e teachers of English at Junior High Schools should enhance their students' English learning by making them get used to using online mode with some variation and also good equipment in the schools.

Keywords : Teaching strategy, students' perception, motivation, online learning strategy, students 'engagement

Introduction

Since the global outbreak of the Covid-19 pandemic, including in Indonesia, various social aspects have undergone significant changes, particularly in the field of education. The impact on teaching and learning methods in schools throughout the country has been profound. Consequently, many schools have faced the challenge of adapting to the conditions imposed by the pandemic, especially with the emergence of the Covid-19 Delta variant. The difficulty in containing the spread of the virus has prompted world leaders to develop new approaches.

As a result, governments have implemented strict regulations, including those recommended by the World Health Organization (2019), such as social and physical distancing. However, implementing these measures has posed difficulties for every country. In Indonesia, "social distancing" measures were adopted in March 2020 due to the increasing number of Covid-19 cases (Aldila *et al*., 2020). This was followed by additional regulations, such as working from home, praying from home, and homeschooling, which affected students from early childhood education to higher education levels, necessitating a shift to online learning.

Teaching and learning strategies have rapidly transformed, transitioning from traditional face-to-face methods to online platforms. This transition requires careful preparation and the use of various tools. However, not all schools and universities were initially prepared for this change (Harlianty *et al*., 2020). Consequently, online learning became the primary mode of instruction for many schools, adhering to restrictions on in-person interactions in the hope of mitigating the spread of Covid-19.

Numerous online models have been implemented, including distance education, e-learning, correspondence education, external studies, flexible learning, and massive open online courses (MOOCs). The United States has also adopted similar approaches. According to the Centers for Disease Control and Prevention (2020), e-learning plans, including digital and distance learning options, were implemented to ensure educational continuity during the Covid-19 pandemic.

To support e-learning, various measures have been implemented, such as creating an e-Content Repository that provides specialized pedagogical materials for online learning environments. The implementation of large-scale social restrictions by the Indonesian government has disrupted community and student routines within the education system. Distance learning, utilizing online platforms, has emerged as a solution for schools that have adopted the School from Home (SFH) system. SFH is a program that shifts the learning process from the school to the home environment. As per the Ministry of Education and Culture's instructions, schools organize online learning to provide meaningful educational experiences for students while also considering the demands of the curriculum.

Specifically, at a Senior High School in Surabaya, classes and the learning process were initially conducted online, although they are now gradually transitioning to in-person instruction. This study aims to provide evidence based

on the experiences of students and teachers during their online classes. It seeks to analyze their perceptions of the online learning strategy implemented at the Senior High School in Surabaya.

Based on the background above, this research attempts to explore how the students perceive an online learning strategy they have with their teacher in the English learning classes. Besides that, this research also tries to see how the teachers perceive the students during an online learning processes. Therefore, this research has significance such as it can provide both the teachers and schools with information for the policy making.

Review of Literatures

Learning Strategy

When examining learning strategies, various proponents have provided insights on the subject. For instance, O'Malley *et al*. (1985) classified learning into different types, including memory strategies, which pertain to how students manage their learning processes. Additionally, cognitive strategies focus on students determining the boundaries of their knowledge. Metacognitive strategies involve students managing their learning approaches, while compensation strategies relate to students recognizing the limitations of their knowledge. Affective strategies, on the other hand, concern students' emotional aspects, and social strategies involve collaborative learning with others.

However, with the recent emphasis on technology in learning, several strategies have emerged, such as online learning, offline learning, and hybrid approaches. Ibrahim and Younis (2022) distinguish between online and offline learning in their research and introduce the concept of hybrid learning. Online learning utilizes applications like Zoom, Google Meets, Microsoft Teams, and similar platforms, which can be freely downloaded from the internet. Teachers can employ these applications in their classrooms, including English classes, as part of their learning strategies. Offline learning, also known as face-to-face instruction, was the traditional approach used before the Covid-19 pandemic. Finally, hybrid classes combine online and offline components, allowing students to choose between attending in-person and participating online.

In summary, various proponents have contributed insights into learning strategies, including memory, cognitive, metacognitive, compensation, affective, and social strategies. These strategies involve managing learning processes, determining knowledge boundaries, and recognizing limitations, as well as addressing emotional aspects and promoting collaborative learning. In recent times, the focus on technology in education has given rise to online, offline, and hybrid learning approaches. Online learning utilizes applications like Zoom, Google Meets, and Microsoft Teams, enabling teachers to incorporate them into their classrooms. Offline learning refers to face-to-face instruction, while hybrid classes offer a combination of online and in-person options for students

Online Mode Learning

It is widely recognized by teachers and students that the online learning strategy relies on software to distribute, track, and manage courses via the Internet. According to Mukhtar *et al*. (2020), this strategy harnesses modern technology to direct, design, and deliver learning content, facilitating communication between students and faculty.

The online learning strategy offers distinctive features such as whiteboards, chat rooms, polls, quizzes, discussion forums, and surveys, enabling instructors and students to communicate and share course materials online. These utilities provide a productive and convenient approach for students to achieve their learning goals. Microsoft Teams, Google Meet, Edmodo, and Moodle, as mentioned by previous proponents, are commonly used learning management systems, accompanied by applications for video conferencing. Akuratiya & Meddage (2020) indicate that students have mixed perceptions regarding the effectiveness of online learning in enhancing their engagement in learning English. However, video conferencing solutions like Zoom, Skype for Business, WebEx, and Adobe Connect are frequently utilized by teachers.

Despite the post-pandemic situation having minimal impact on human health so far, the online learning strategy continues to be implemented. With the increased usage of online modalities during COVID-19, it is crucial to assess their effectiveness in teaching and learning, taking into account perspectives from parents, teachers, students, and the government. In general, the online learning strategy remains applicable but requires careful attention.

Based on the above arguments, it can be stated that the online learning strategy, relying on software for course distribution and management, is widely recognized by teachers and students. It utilizes modern technology to deliver learning content and facilitate communication between students and faculty (Mukhtar *et al*., 2020). This strategy offers various features such as whiteboards, chat rooms, polls, quizzes, and discussion forums, enabling convenient collaboration and information sharing. Commonly used learning management systems like Microsoft Teams, Google Meet, Edmodo, and Moodle, along with video conferencing applications, support this approach.

Also for the students, they have mixed perceptions regarding the effectiveness of online learning for enhancing their engagement in learning English (Akuratiya & Meddage, 2020). Nonetheless, video conferencing tools like Zoom, Skype for Business, WebEx, and Adobe Connect are frequently employed by teachers (Budiana and Djuwari 2023). Despite minimal impact on human health post-pandemic, the online learning strategy persists. As online modalities continue to be utilized, it is crucial to evaluate their effectiveness and consider perspectives from parents, teachers, students, and the government. Overall, the online learning strategy remains applicable but requires careful attention.

Technological Application in English Classes

Colleges worldwide have become accustomed to employing technology for teaching and learning purposes, particularly due to the COVID-19 pandemic, which forced a shift from face-to-face to remote learning. Due to this condition, schools have been exploring various methods for English as a foreign language (EFL) learning, as traditional approaches and regular communication methods are no longer feasible (Esaeva *et al*., 2021). The prevailing trend is the use of online applications.

There are several technological applications available for teachers and students in English learning, including Zoom, Teams, Skype, Moodle, and others (Arifah *et al.*, 2022). In the absence of professional development courses, teachers have adapted by utilizing suitable methods to maintain interest and communication with their students.

The utilization of such technological tools offers several advantages. They are efficient, require minimal preparation time, and offer increased flexibility for interaction. When teachers make use of these tools and leverage the menus and features they provide, students can become more adaptable. Overall, employing online learning strategies with the aid of technological applications in English learning is expected to enhance the efficiency and engagement of the learning process (Ibrahim and Younis, 2022).

Colleges worldwide have embraced technology for teaching and learning, mainly due to the COVID-19 pandemic's impact on shifting from face-to-face to remote education. As a result, schools have been exploring diverse approaches for English as a foreign language (EFL) learning, necessitated by the limitations of traditional methods and communication channels (Esaeva *et al.*, 2021). Online applications, such as Zoom, Teams, Skype, and Moodle, have emerged as popular tools for English learning among teachers and students.

Despite the lack of professional development courses, teachers have adapted by employing effective methods to engage and communicate with their students. Utilizing these technological tools offers numerous advantages, including efficiency, minimal preparation time, and enhanced interaction flexibility. As argued by Ibrahim and Younis (2022), when teachers leverage the features and menus of these applications, students become more adaptable. Consequently, employing online learning strategies supported by technological applications in English learning is predicted to optimize the efficiency and engagement of the overall learning process.

Previous Studies

Several prior studies have examined the approaches employed by schools in conducting online learning amidst the Covid-19 pandemic. One such study conducted by Aliyyah *et al.* (2020) investigated how primary school teachers perceived online learning in a program called School from Home, implemented in Indonesia during the pandemic. The researchers gathered data through surveys and semi-structured interviews involving 67 class teachers from primary schools. Qualitative data analysis was conducted using thematic analysis, revealing four main themes: instructional strategies, challenges, support, and teacher motivation. The study highlighted the significance of technology readiness aligned with the national humanist curriculum, as well as support and collaboration from various stakeholders, including the government, schools, teachers, parents, and the community, in determining the success of online learning in Indonesia during the pandemic.

In another study conducted by Harlianty *et al.* (2020), the objective was to investigate the association between awareness of COVID-19 and anxiety, as well as community compliance with social distancing rules. The researchers also aimed to identify differences in awareness of COVID-19, anxiety levels, and community compliance with social distancing rules. A survey utilizing Google Form was administered to 404 respondents aged 18 to 63 years. The data were analyzed using Spearman correlation, Kruskal Wallis, and Mann-Whitney U tests with Bonferroni correction. The findings emphasized the crucial role of COVID-19 awareness in fostering community adherence to social distancing regulations. Additionally, the study highlighted the impact of COVID-19 and the discourse surrounding the "new normal" concept, which called for people to resume activities amid the ongoing pandemic.

The third preceding study, conducted by Sutarto *et al.* (2020), focused on exploring the strategies employed by teachers in Curup to enhance student interest in online learning during the Covid-19 pandemic. Data were collected through semi-structured interviews conducted with students. The study revealed that the strategies employed by teachers successfully increased students' engagement in the learning process, making it an enjoyable experience.

In summary, it can be restated that online learning strategies during the Covid-19 pandemic. Aliyyah *et al.* (2022)' study, they found that technology readiness, support, and collaboration among stakeholders determined the success of online learning. Harlianty *et al.* (2020) evidenced that there was an interrelated connection between Covid-19 awareness, anxiety, and compliance with social distancing rules. Therefore, they had explored the importance of awareness in promoting adherence to regulations and highlighted the impact of the "new normal" concept. Sutarto *et al.* (2020) focused on strategies used by teachers in Curup to enhance student interest in online learning, finding that these strategies increased student engagement and enjoyment.

Methodology

This study is a qualitative research investigation that examines the perceptions of students and teachers regarding the learning and teaching strategies employed by teachers after the Covid-19 pandemic. It builds upon previous studies conducted by Aliyyah *et al.* (2020), Harlianty *et al.* (2020), and Sutarto *et al.* (2020), and Djuwari (2013) that also explored the strategies of online learning and teaching during the Covid-19 pandemic.

The data for this study were collected through questionnaires with ten statements, distributed to 60 students, selected purposively, to gather their perceptions of online learning strategies which covers the agreement such as (1) strongly disagree, (2) Disagree, (3) abstain, and (4) Agree, and (5) strongly disagree. Besides that, the researchers also interviewed the teacher with four questions.

Table 1 : Statements in the Questionnaires

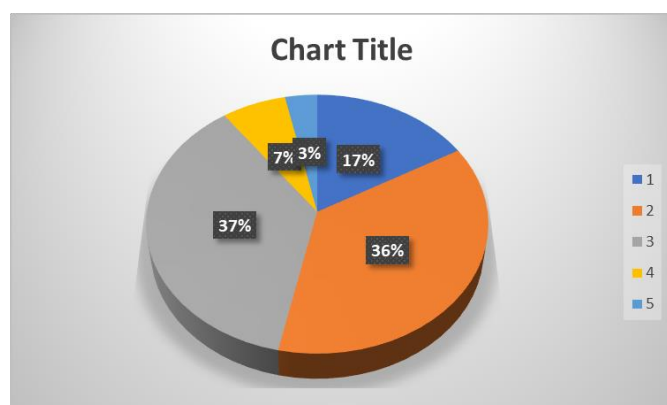| S. No.	STATEMENT
1.	Online learning makes me active in learning English
2.	With online learning in English classes, all of my friends are very enthusiastic about learning English
3.	Online learning in English class, I can improve my English skills
4.	All my friends are very excited about learning English with online classes
5.	With online English classes, the learning atmosphere is increasing

6.	With online learning English classes, I feel excited to continue learning English
7.	I will continue to study English if the lessons are online
8.	With online English lessons, I will be able to improve my performance after school
9.	English teachers who teach English online can liven up the classroom atmosphere
10.	By learning English online, I like English lessons more

Table 2 : Open Questions for Interview to the Teacher

| S. No.	QUESTION
1.	During classes with the online learning method, in your opinion, how enthusiastic are students in taking lessons?
2.	During online learning English, what are the results of the English language achievements?
3.	Do you find it difficult to teach using online learning methods?
4.	What difficulties do you think occurred in online learning first?

Findings

The findings pertain the surveys administered to students regarding their views on online learning following the Covid-19 pandemic. The questions and corresponding responses are outlined below. To begin with, there is a statement regarding the impact of online learning on students' engagement in learning English. This statement aligns with the data illustrated from Chart 1 to Chart 10, and ended with Chart 11 for general remarks.

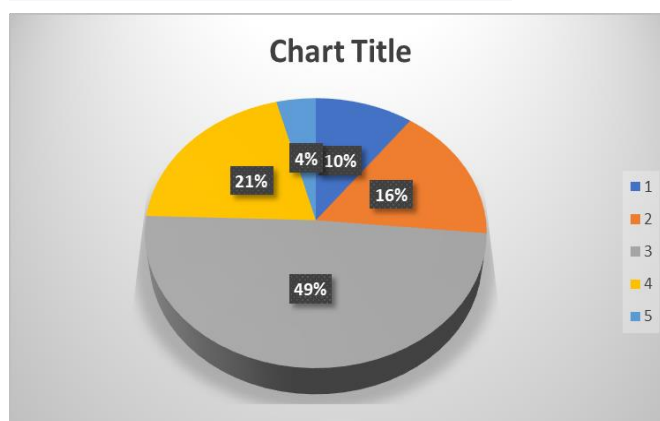**Chart 1:** Online learning makes me active in learning English

Out of the total of 60 students surveyed, 10 students (17%) expressed their strongly disagreed with the statement that online learning helps them become actively engaged in learning English. Furthermore, 22 students (36%) disagreed, 23 students (37%) neutral, and 4 students (7%) agreed with the statement. Then a majority of 2 students (3%) strongly disagreed that online learning can enhance their level of engagement in learning English at their school.

Secondly, it is the statement "With online learning English classes, I feel excited to continue learning English." Based on the result presented on Chart 2
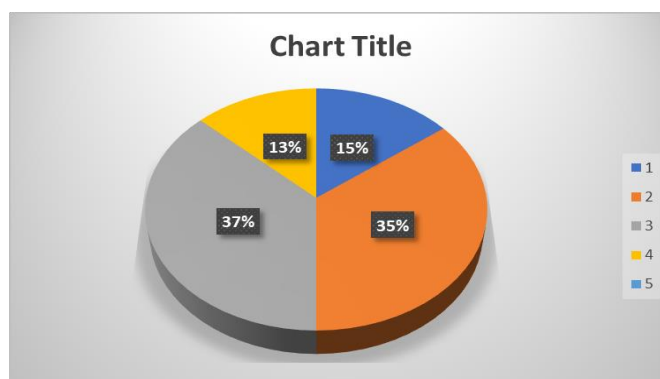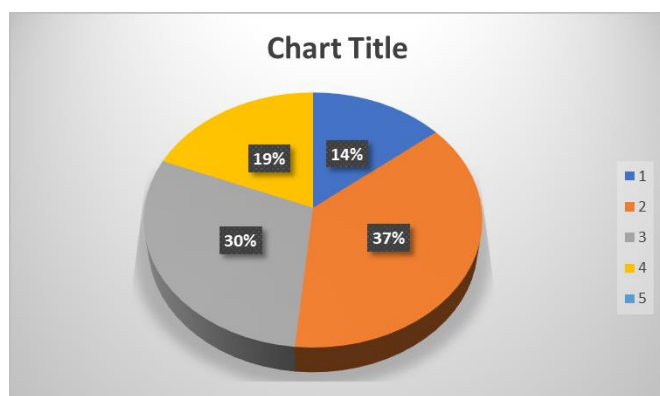

Chart 2: With online learning in English classes, all of my friends are very enthusiastic about learning English

Out of the total of 60 students surveyed, 9 students (15%) expressed their strongly disagree with the statement that online learning helps them become actively engaged in learning English. Furthermore, 22 students (35%) disagreed, 23 students (37%) neutral, and 8 students (13%) agreed with the statement. Overall, a majority of 0 students (0%) strongly agreed that online learning can enhance their level of engagement in learning English at their school.

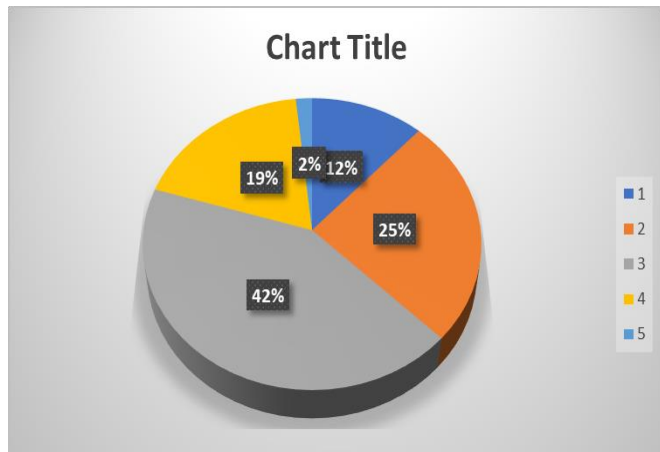**Charts 3:** Online learning in English class, I can improve my English skills

Out of the total of 60 students surveyed, 5 students (10%) expressed their strongly disagree with the statement that online learning helps them become actively engaged in learning English. Furthermore, 8 students (16%) disagreed, 24 students (49%) neutral, and 10 students (21%) agreed with the statement. Overall, unfortunately only of 2 students (4%) strongly agreed that online learning can enhance their level of engagement in learning English at their school.

Charts 4: All my friends are very excited about learning English with online classes
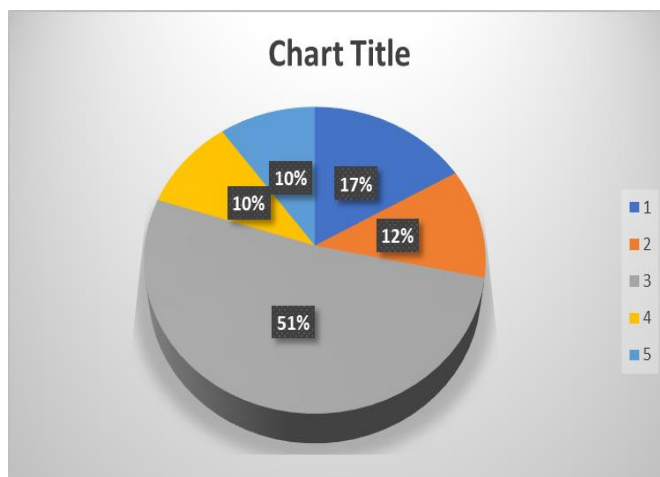
Out of the total of 60 students surveyed, 9 students (14%) expressed their strongly disagreed with the statement that online learning helps them become actively engaged in learning English. Furthermore, 24 students (37%) disagreed, 19 students (30%) neutral, and 12 students (19%) agreed with the statement. Unfortunately, none of the students strongly agreed that online learning can enhance their level of engagement in learning English at their school.
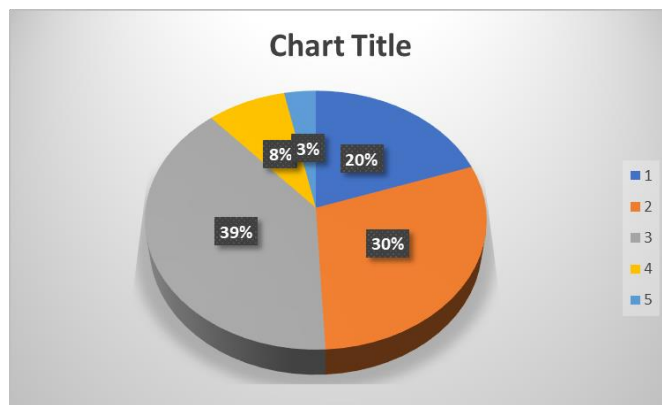

Charts 5: With online English classes, the learning atmosphere is increasing

Out of the total of 60 students surveyed, 7 students (12%) expressed their strongly disagreed with the statement that online learning helps them become actively engaged in learning English. Furthermore, 15 students (25%) disagreed, 25 students (42%) neutral, and 11 students (19%) agreed with the statement. However, only 1 students (2%) strongly agreed that online learning can enhance their level of engagement in learning English at their school.
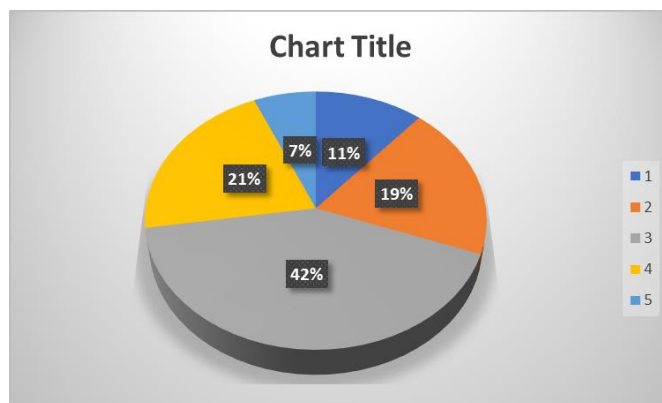

Charts 6: With online learning English classes, I feel excited to continue learning English

Out of the total of 60 students surveyed, 10 students (17%) expressed their strongly disagreed with the statement that online learning helps them become actively engaged in learning English. Furthermore, 7 students (12%) disagreed, 31 students (51%) neutral, and 6 students (10%) agreed with the statement. Overall, there are 6 students (10%) strongly agreed that online learning can enhance their level of engagement in learning English at their school.
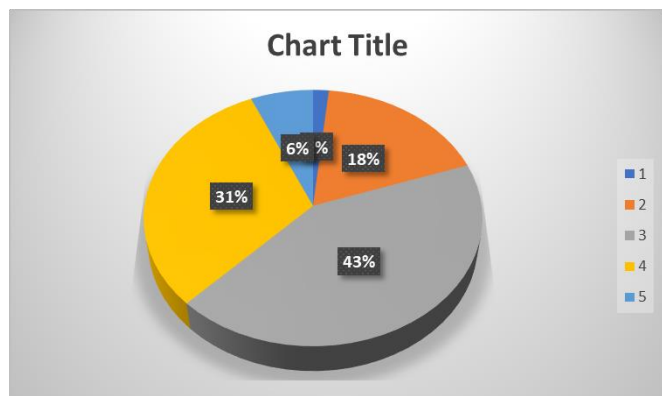

Charts 7: I will continue to study English if the lessons are online

Out of the total of 60 students surveyed, 12 students (20%) expressed their strongly disagree with the statement that online learning helps them become actively engaged in learning English. Furthermore, 18 students (30%) disagreed, 24 students (39%) neutral, and 5 students (8%) agreed with the statement. Overall, only 2 students (3%) strongly agreed that online learning can enhance their level of engagement in learning English at their school.


Charts 8: With online English lessons, I will be able to improve my performance after school

Out of the total of 60 students surveyed, 7 students (11%) expressed their strongly disagree with the statement that online learning helps them become actively engaged in learning English. Furthermore, 12 students (19%) disagreed, 26 students (42%) neutral, and 13 students (21%) agreed with the statement. Overall, there rae only 4 students (7%) strongly agreed that online learning can enhance their level of engagement in learning English at their school.


Charts 9: English teachers who teach English online can liven up the classroom atmosphere

Out of the total of 60 students surveyed, 1 students (2%) expressed their strongly disagree with the statement that online learning helps them become actively engaged in learning English. Furthermore, 11 students (18%) disagreed, 26 students (43%) neutral, and 19 students (31%) agreed with the statement. Overall, there are only 4 students (6%) strongly agreed that online learning can enhance their level of engagement in learning English at their school.
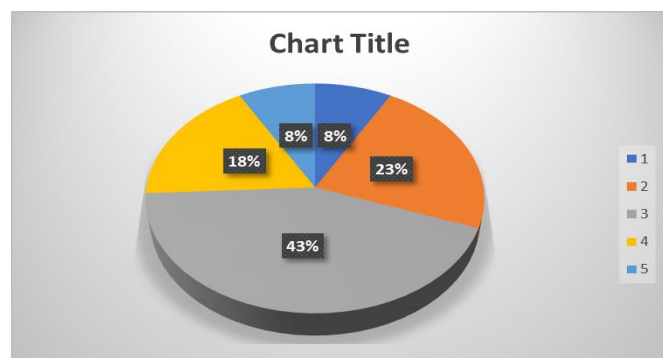
Charts 10: By learning English online, I like English lessons more

Out of the total of 60 students surveyed, 5 students (8%) expressed their strongly disagreed with the statement that online learning helps them become actively engaged in learning English. Furthermore, 14 students (23%) disagreed, 27 students (43%) neutral, and 11 students (18%) agreed with the statement. Overall, there are only 5 students (8%) strongly agreed that online learning can enhance their level of engagement in learning English at their school.
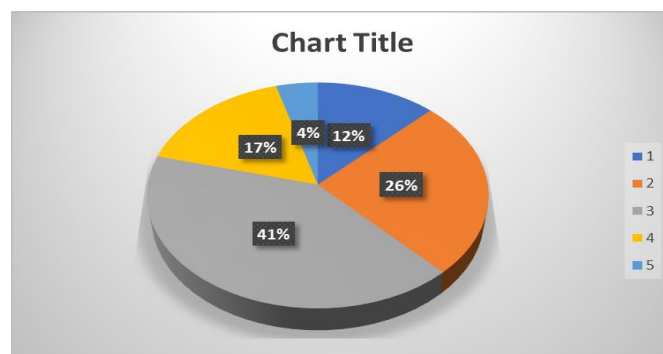
From Chart 1 to Chart 10, it can be generally remarked as follows. Among 60 students, with ten items of statements that is the total of 600 responses, about the students' perception towards on the strategy of online learning is found to be like this. There are 75 responses strongly disagree (12%), 153 responses disagree (26%), 247 responses neutral (41%), 99 responses agree (17%), 26 responses strongly agree (4%). Therefore, the responses give by the students totally there are 228 (38%0 and those who disagree about 125 responses (28%) agree that online learning is good strategy in their English classes.

In summary, of the wholes evidence and i\analysis in this study, the results are as follows: Based on the given data, we can analyze the students' perception towards the strategy of online learning. Out of the 600 total responses from 60 students, the distribution of responses is as follows:

1. Strongly disagree : 75 responses (12%)
2. Disagree : 153 responses (26%)
3. Neutral : 247 responses (41%)
4. Agree : 99 responses (17%)
5. Strongly agree : 26 responses (4%).

From these responses, we can observe that the majority of students fall into the neutral category (41%) when it comes to their perception of online learning. This indicates that a significant portion of students neither strongly agrees nor disagrees with the strategy of online learning. However, when we consider the combined responses of those who agree and strongly agree (17% + 4% = 21%), we find that a relatively smaller percentage of students are in favor of online learning as a strategy in their English classes.

On the other hand, those who disagree or strongly disagree with online learning comprise a larger percentage of students (12% + 26% = 38%). This suggests that a significant portion of students hold negative perceptions about online learning in the context of their English classes. Specifically, out of the total 228 responses (38%) that express agreement, there are 125 responses (28%) that come from students who actually disagree with the strategy of online learning. This indicates that a considerable number of students who personally disagree with online learning still acknowledge its effectiveness as a strategy in their English classes. In summary, the data shows that online learning is met with mixed perceptions among the 60 students surveyed. While a significant portion of students remain neutral, a larger percentage expresses disagreement or strong disagreement. Nonetheless, a notable number of students who personally disagree still recognize the benefits of online learning as a strategy in their English classes.

Findings of Teachers Open Questions

An English teacher who happened to be the teacher who was teaching and interviewed for getting the confirmation about what the students react toward the online learning system

Table 3 : Teacher's Response towards Open Questions

S. No.	QUESTION	RESPOSNSES
1.	During classes with the online learning method, in your opinion, how enthusiastic are students in taking lessons?	First, it was so difficult to let the students get in touch with the online learning system. They have not yet known several types of online modes such as zoom, Microsofteams, Google meet and so on. They got engaged but a few minutes they could not focus on the lesson.
2.	During online learning English, what are the results of the English language achievements?	They did the exercises and the test but they could not do the test maximum. It tends to be similar responses among the students.
3.	Do you find it difficult to teach using online learning methods?	Firstly, yes. But, later on, I could get used to using the online system. No problem.
4.	What difficulties do you think occurred in online learning first?	The students tend to close their cameras, or having their cameras off. I didn't know exactly if they focused on learning process.

It was found that the teacher found it difficult to teach using online system at the beginning. She thought that not all the students have known several times of oblige system mode such as Zoom, Goolgmeets, Microsoft teams and a so on. This indicates that the difficulty is due to the IT literate. The students as she thought only focused on the learning process for few minutes. Therefore, the class was not so engaging.

The second response related to the students' performance when there is exercise or test. The students did not do the exercise maximally and their responses tend to be similar among the students in the class. This is due also to the first factor that is lack of the knowledge of online learning modes.

The third is related to the difficulty in using online system. The teacher said that she herself didn't find it difficult and she could operate the system easily. It is no problem. Thus, in terms of the teacher and her skill, there is no problem at al.

The fourth is related to the process of learning and the difficulty. She explained that the students tend to have their cameras off. Therefore, it is difficult for her to control the class whether they are focusing on the lesson or not.

Discussion

Students' Perception

The findings of this study bear resemblance to prior research. For instance, Aliyyah *et al.* (2020) described similar perceptions among primary school teachers regarding online learning during the COVID-19 pandemic in Indonesia's School from Home program. The teachers expressed feeling burdened, and their study, which involved 67 class teachers, employed thematic analysis of qualitative data to identify four main themes: challenges in instructional strategies, teacher support and motivation. They emphasized the importance of technological readiness aligned with the national humanist curriculum, as well as support and collaboration from various stakeholders, including the government, schools, teachers, parents, and the community.

The sudden transition to online learning during the pandemic resulted in schools implementing it without adequate preparation, including the necessary technological tools such as Android devices, laptops, and internet access (Harlianty *et al.*, 2020). Consequently, the lack of motivation can be attributed to both the insufficient infrastructure in schools and students' homes. In line with the present study, the majority of students did not find online learning particularly enjoyable, with only a small number strongly agreeing or agreeing. Conversely, a larger number of students disagreed with the online learning strategy.

Contrary to these findings, Sutarto *et al.* (2020) discovered different outcomes in their research conducted in Curup, where teachers aimed to enhance student interest in online learning during the pandemic. Through semi-structured interviews with students, they found that the strategies employed by teachers successfully increased students' interest, with students perceiving online learning as fun.

To summarize, this study's findings align with previous research on the challenges faced during online learning, such as difficulties in instructional strategies, teacher support, and motivation. The lack of preparation and infrastructure during the pandemic negatively affected student motivation, resulting in the majority of students perceiving online learning as less enjoyable. However, it is important to note that research findings may vary in different contexts, as demonstrated by Sutarto *et al.*'s study, where effective strategies led to increased student interest and perception of online learning as fun.

Teachers' Open Questions

The open questions response by the teachers provide some evidence that highlights several challenges faced by a teacher when using an online system for teaching. Let's discuss each point in detail:

First of all, it is related to T Literacy: The teacher initially found it difficult to teach using online systems like Zoom, Google Meets, and Microsoft Teams because she believed that not all students were familiar with these platforms. This indicates that the difficulty stemmed from the students' lack of IT literacy. Tis is in line with the study by Aliyyah *et al.* (2020). If students are not accustomed to using online tools, it can hinder their engagement and participation in the class.

Secondly, it concerns the student Performance: The passage mentions that students did not perform well during exercises or tests, and their responses tended to be similar. This issue is attributed to the students' lack of knowledge about online learning modes. See also the previous study by Harlianty *et al.* (2020). If students are not comfortable with the online format, it may affect their ability to actively participate and fully demonstrate their understanding of the subject matter.

Thirdly, it indicates the teacher's Skill: The teacher herself did not find it difficult to use the online system and could operate it easily. This indicates that the teacher possesses the necessary skills to navigate the online platforms effectively. Therefore, the problem lies primarily with the students' adaptation to the new learning environment rather than the teacher's ability to use the system.

Finally, the evidence deals with being lack of Classroom Control: The teacher mentioned that students tended to keep their cameras off during online classes, making it challenging for her to gauge their level of engagement. This lack of visual feedback can create difficulties in monitoring and managing the class effectively. This is also in line with the study by (Arifah *et al.*, 2022). When students' cameras are off, it becomes harder for the teacher to ensure they are actively participating and paying attention to the lesson.

To address these challenges, it is important for both teachers and students to adapt and improve their IT literacy. The school or educational institution can provide training sessions or resources to enhance the students' familiarity with online learning platforms. Teachers can also employ interactive teaching methods, encourage student participation through various means (such as chat features or raising virtual hands), and find ways to maintain students' engagement throughout the class.

Overall, the transition to online learning can present several obstacles, including IT literacy, student performance,

teacher-student engagement, and classroom control (Ibrahim and Younis, 2022). However, with time, experience, and appropriate support, these challenges can be overcome to create a more effective and engaging online learning environment.

Conclusion

The present study supports previous research on online learning during the COVID-19 pandemic, specifically focusing on primary school teachers' perceptions in Indonesia. The challenges identified include instructional strategies, support, and motivation, emphasizing the need for technology readiness, collaboration among stakeholders, and alignment with the national curriculum. The study also highlights the impact of inadequate preparation and infrastructure, leading to a lack of student motivation and enjoyment of online learning. However, it is important to note that effective strategies can increase student interest and perception of online learning as fun, as demonstrated in a different study. Overall, the findings underline the importance of addressing challenges and improving the online learning experience for student.

The challenges faced in online learning include lack of IT literacy among students, resulting in decreased engagement and participation. Students' performance suffers due to limited knowledge of online learning modes, impacting their ability to actively participate and demonstrate understanding. However, the teacher's skill in using online systems is not a problem. Lack of classroom control arises from students keeping their cameras off, making it difficult for the teacher to manage the class effectively. To address these challenges, both teachers and students should enhance their IT literacy through training sessions and resources. Teachers can utilize interactive methods, encourage student participation, and maintain engagement. With time, experience, and support, these challenges can be overcome to create an effective and engaging online learning environment.

Limitation

The findings mentioned in the text may be specific to the context of Indonesia during the COVID-19 pandemic. It is important to consider that different countries, educational systems, and cultural contexts may have distinct challenges and perceptions of online learning. Therefore, caution should be exercised when generalizing these findings to other settings.

It is essential to consider these limitations when interpreting and applying the findings to ensure a comprehensive understanding of the topic and its implications.

Suggestion

For further research, the researchers are recommended to to conduct more extensive research that includes a larger and more diverse sample of participants from different regions. This will provide a more comprehensive understanding of the challenges and perceptions of online learning in various contexts. The researchers try to obtain a more nuanced understanding of the impact of online learning on different aspects, including academic performance, student well-being, and the overall educational experience.

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