

# Cadets' Perception in English Online Learning during Covid - 19 Pandemic

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## Abstract

Indonesia has implemented online learning as part of its education reforms in an effort to contain the spread of the Covid – 19 virus. Study participants' perceptions of online learning during the Covid-19 pandemic are examined in this research. It was a descriptive quantitative study. Questionnaires (Google forms) and in-depth interviews were used to collect data. One hundred fifty-five cadets responded to the survey. Covid–19 pandemic showed that the cadets had an excellent view of online learning. Amid this pandemic, they discovered that online learning was helpful but not entirely efficient. Online learning by lecturers was effective, efficient, varied, helped cadets understand the material, independent learning, and increased students' involvement in learning activities. Additionally, this study gathered information from students in the form of constructive feedback on how to improve online learning. Covid – 19 pandemic cadets also discovered a number of obstacles related to online learning, such as barriers to students' accessing online learning platforms. In the context of the Covid-19 pandemic, the need for further research into the extent of the digital divide necessitated by this study.

## Abstrak

Sebagai upaya pencegahan penyebaran penularan Covid-19, telah dilakukan penyesuaian kebijakan pendidikan di Indonesia dengan menerapkan pembelajaran online. Penelitian ini bertujuan untuk mengkaji persepsi taruna/i dalam pembelajaran online di masa pandemi Covid-19. Penelitian ini menggunakan jenis penelitian deskriptif kuantitatif. Teknik pengumpulan data dilakukan dengan menyebarkan angket (*Google form*) dan wawancara mendalam. Jumlah responden/taruna sebanyak 155. Hasil penelitian menunjukkan bahwa taruna memiliki persepsi yang baik terhadap pembelajaran online di tengah pandemi Covid-19. Pembelajaran online sangat membantu, meski tidak sepenuhnya efisien, di tengah pandemi ini. Bahwa pembelajaran online yang dilakukan dosen efektif, efisien, variatif, membantu taruna memahami materi, belajar mandiri, dan meningkatkan keaktifan mahasiswa dalam kegiatan pembelajaran. Dalam penelitian ini juga diperoleh informasi berupa saran-saran konstruktif dari mahasiswa terkait pembelajaran online yang harus dilakukan. Taruna juga menemukan sejumlah kendala terkait pembelajaran online di masa pandemi Covid-19, yaitu kendala aksesibilitas siswa dalam mengakses platform pembelajaran online. Implikasi kajian terhadap perlunya penelitian yang berupaya memahami sejauh mana kesenjangan digital untuk lingkup penelitian yang berhubungan dengan penelitian pembelajaran online selama pandemic Covid-19.

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## INTRODUCTION

Concerning the impact of the spread of the Covid – 19 on the world of education, it requires educators and students to adapt to existing changes quickly. As if all levels the world of education is forced to transform to adapt suddenly by doing online learning from home media. The problem in education is that the learning process is not uniform, in terms of standards and the desired quality of learning outcomes. The learning system, which was originally based on face-to-face directly in the classroom, must be replaced with an integrated learning system through the virtual internet network (online learning). Online learning connects learners (students) with their learning resources (databases, experts/instructors, libraries) who are physically separated or even far apart, but it can communicate, interact or collaborate (directly/synchronously and indirectly/asynchronously). Online learning is a form of distance learning/training that utilizes telecommunications and information technology, such as the internet (Abidin et al., 2020).

Many educational institutions allow students to learn online rather than face-to-face. 21st Century education is defined as "online learning." New multimedia technologies and the internet are being used to improve the quality of education by facilitating access to resources and services and enabling distance exchange and collaboration. Twenty-first-century education and skills are now well-known terms. Teachers are encouraged to improve their instruction in order to meet the needs of students in the 21st century. Lifelong learning and creative innovation skills are expected of students as well as literacy, information, media, and technology. Because of the widespread use of technology as a form of media in everyday life (Limbong et al., 2020). Because of this, teaching with technology isn't one size fits all, as it depends on the technology being used at the time as well as the subject matter being taught (Orlando et al., 2016). Learning innovations in the form of online education are becoming more commonplace. Only an internet connection is needed for online learning. The ease with which computers, laptops, and mobile phones can be used to access information technology is one of the many reasons why online learning is successful in educational institutions.

As the world grapples with the Covid – 19 pandemic, many adjustments are being made, including those in educational settings (Ni Kadek Sriwati., 2021). Circular Letter Number 3 of 2020 on the Prevention of Covid – 19 in Educational Units was issued by the Ministry of Education and Culture as a response to the rise in Indonesians testing positive for Covid – 19. Regulation and control of community activities to ensure that they adhere to health protocols have been established in light of the government's statement about the new normal in an age of Covid - 19. Campuses are places where people congregate, and they need to be less crowded while still allowing students to learn (Nuere et al., 2020). As a result, the problem of limited offline learning activities can be solved by quickly switching from an offline to an online learning system. Online learning, on the other hand, was required to be implemented quickly and unexpectedly. Teachers/lecturers are now expected to learn both pedagogical methods and technology in a short period of time as a result of this shift (Sukmawati & Nensia, 2019). As a result of the Covid - 19 outbreak, implementing an online education system has proven to be the most difficult. Because online education has grown in popularity among educational institutions, it has been utilized during this process. Faculty and students must continue to re-examine student readiness and re-develop more comprehensive measures of student readiness. Teachers who complete this task will be able to create more effective online learning environments and help their students achieve their educational goals (Hung et al., 2010). In Indonesia, online learning is a relatively new phenomenon. Students and teachers aren't ready for online education yet. Students and professors alike were subjected to the same fate.

Several previous research results showed that students found synchronous activities more interesting overall. Students experience both positive and negative outcomes related to classroom engagement when switching rapidly to online learning during the global pandemic (Walker et al.,

2021). The results showed that most respondents (70%) were ready to choose online classes to manage the curriculum during this pandemic. The majority of students prefer to use smartphones for online learning. Using content analysis, we found that students prefer recorded classes with quizzes at the end of each class to increase learning effectiveness. The students found that the flexibility and convenience of online classes made it an attractive option. In contrast, the problems of broadband connectivity in rural areas made it a challenge for students to take advantage of online learning initiatives (Muthuprasad et al., 2021). Also, the pandemic has opened opportunities for innovation and resilience in education, which could bolster post-pandemic recovery. On the other hand, it shows that the multifaceted socioeconomic impact of Covid-19 disproportionately affects the poor and vulnerable, as seen in the Nigerian case (Azubuike et al., 2021).

Online classes have been offered since March 2020 as a result of student observations at a university in Makassar. They complain about online learning because they have difficulty comprehending the material, particularly English. Furthermore, the researcher wants to know the cadets thought about the Covid-19 Pandemic. Sensing, the act of receiving a stimulus through a receptor, such as the senses, is the first step in the perception process. Student perception is an important factor in student behaviour, and it could serve as the basis for developing teaching models that improve training outcomes. How, why, and what students learn are all reflected in what they think about it as a student (Sujarwo, 2020). There is a pressing need to investigate cadets' perceptions of online learning during the Covid - 19 Pandemic. According to the statement, By using digital technology and internet media, the findings of this study can be used to develop and improve learning quality. In order to better understand students' perceptions of online learning during the Covid-19 pandemic, this study was conducted.

## **METHOD**

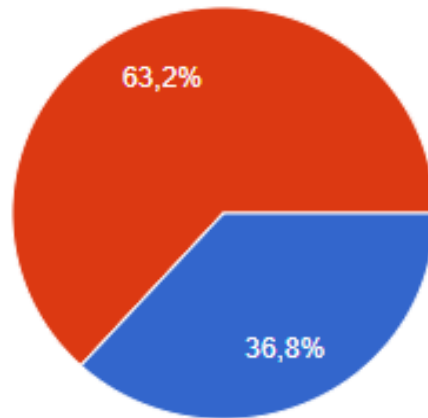
This study used a mixed-method (qualitative and quantitative) which means combining qualitative and quantitative approaches with a specific design to answer the research objectives (Creswell 2012; Creswell 2014; Cohen, Manion, and Morrison 2017; Kumar, 2011; Leavy 2017; Sugiyono 2010). This research relied on surveys to provide valuable analytical studies on a relevant subject or issue from a number of individuals. The population in this study were 2018 cadets in Politeknik Ilmu Pelayaran (PIP) Makassar. Researchers used purposive sampling involving a number of cadets. They are 155 cadets with a strong network to access online learning during the Covid – 19 pandemic. The main purpose of purposive sampling is to produce a sample that can logically be considered representative of the population. In probability sampling, each element in the population has a known non-zero probability of being selected through the use of a random selection procedure. The purposive sampling method may prove effective when only a limited number of people can serve as the primary data source due to the nature of the research design, aims and objectives of the study.

The research method is a questionnaire obtained through Google Form and in-depth interviews. Questionnaires were used to collect sample data to describe the perception of using online learning. Research data was obtained using Google form by analyzing respondents' responses to understand their perceptions using online learning to obtain the necessary information. Then the data were analyzed and described to obtain answers to questions.

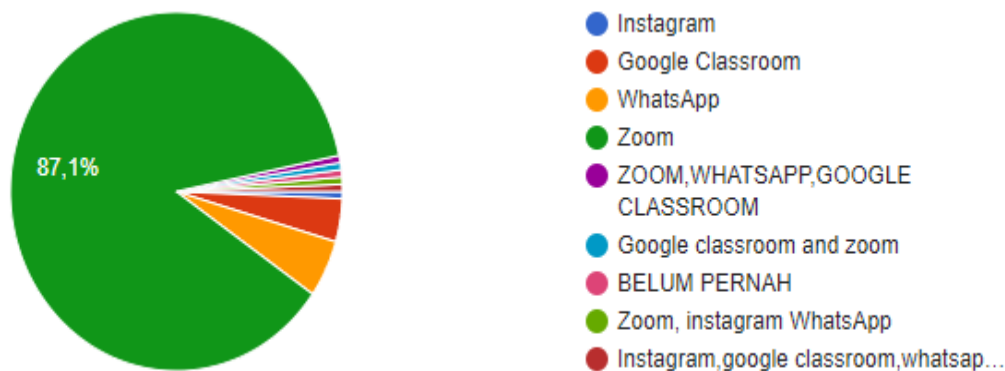
## **FINDINGS AND DISCUSSION**

Online lectures at PIP Makassar started in March 2020 because of the covid-19 pandemic, which requires students to study at home. Lecturers and cadets were not ready to implement online learning because they were not used to online lectures. Due to the emergency conditions, the lecturers seek online learning with minimal media they control, such as portals, Whatsapp, Google classroom, zoom, Google meet and others. On the other hand, cadets also need to adapt to the media. Not all cadets have laptops. And the campus had not finished providing good e-learning at that time.

Based on the results of surveys and in-depth interviews from a sample of 155 respondents. They answered that before the Covid – 19 Pandemic, they did not use Online Learning before. They had used online learning but did not understand what it was like, but during the Covid - 19pandemic, students' perceptions changed to better understand. Online learning was indeed carried out before the Covid - 19pandemic through WhatsApp Groups, ZOOM, Edmodo, Google Classroom etc. This can be proven based on the survey data below

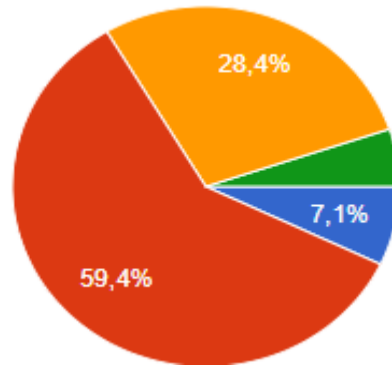


**Figure 1. Cadets’ responses for online learning before the Covid – 19 Pandemic**



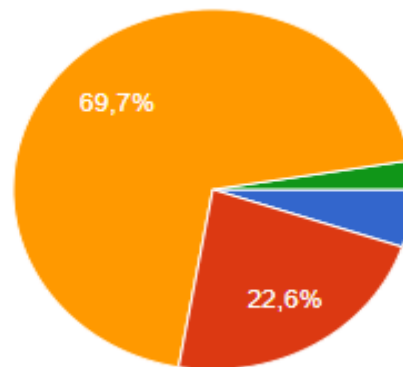
**Figure 2. Types of online learning that cadets used during Covid -19**

According to cadets, there are several online learning platforms for their home study, including Google Classroom, WhatsApp, Zoom, Telegram and Instagram. However, not all of them match the situation and needs of students. Students' recommendation about using the e-learning platform of 87.1% is Zoom application.



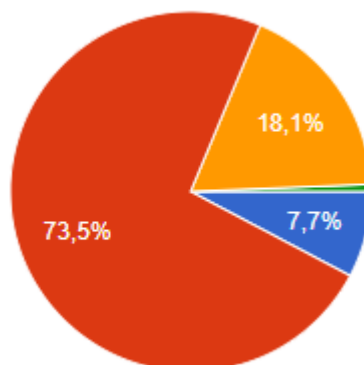
**Figure 3. Cadets' interest through online learning**

According to data of cadets' interest through online learning, they stated that there were 59,4% agree with online learning, 28,4% did not agree with online learning



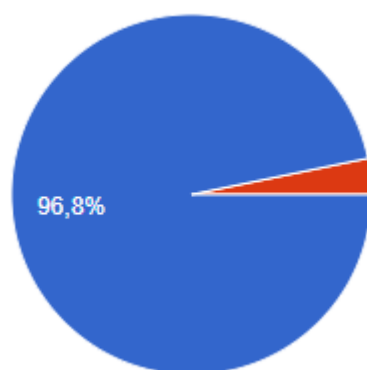
**Figure 4: online learning is too time-consuming for cadets**

Based on data that online learning is too time-consuming for cadets of PIP Makassar, 69.7% disagree, 22.6% agree with online learning being too time-consuming.



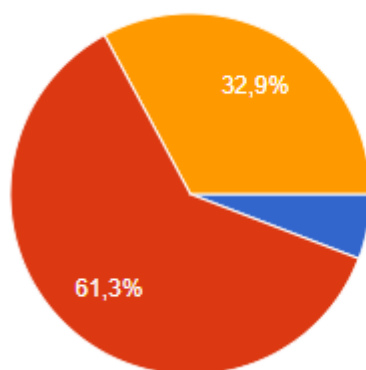
**Figure 5: Online learning makes independent learning for cadets**

Based on data that Online learning makes independent learning for cadets of PIP Makassar, there are 73.5% agree, 18.1% disagree and 7.7% strongly agree.



**Figure 6: Cadets responses of lecturers who have the competence to teach through online learning**

From data of cadets responses of lecturers who are competent to teach through online learning, as many as 96.8% of lecturers at PIP Makassar have online teaching competencies.



**Figure 7: After the Covid – 19 pandemic ended, Cadets still chose the online learning process**

After the Covid – 19 pandemic ended, cadets still chose the online learning process in the classroom (61.3%), while they wanted a combination of online and offline as many as 32.9%. They argued that interactions in the classroom made it easier for them to understand the material being studied more clearly. The abilities possessed by students in one class were not the same. They needed direct guidance. Then based on the results of in-depth interviews, online learning can be carried out somewhere and anywhere. Online learning seems to be the best choice to carry out the teaching and learning process in the Covid – 19 pandemic, especially for students who have good networks to access online learning. However, online learning has a negative impact. Students have difficulty accessing online learning because of the adequate network and always use mobile phones. Then the review results said that the material could be absorbed based on teaching methods through online and network learning. Students understood the material when the previous lecture was explained, then discussed and gave assignments. They were also in different areas, which were not all well networked to access online learning. This became an obstacle to understanding the material because their cellphones did not have an adequate network. And they hope that Covid - 19 will pass quickly so that they can return to a normal situation where they can carry out learning activities in the classroom. However, online learning can be used when the lecturer s other activities and the meeting.

Data revealed that most PIP Makassar cadets were actively involved in online learning based on cadets' involvement. However, that does not mean that they are enthusiastic. Many cadets

indicated that the task burdened them. Meanwhile, the students believed the meeting was fun but could not cope with the marathon. Online learning is considered fun to teach in this pandemic and pays to learn. However, cadets have a lot of tasks because all lecturers give cadets assignments (Khusniyah et al., 2019). Apart from the challenges, several previous studies showed that 155 respondents used research instruments in questionnaires obtained through Google forms with participant response analysis to find out their perceptions of using online learning and in-depth interviews during the Covid - 19 pandemic. Previously, students did not use online learning before pandemic because learning is done in the classroom. Amid the Covid - 19 pandemic, students are interested in using online learning that can be accessed flexibly, anywhere and anytime. The best application used by lecturers and students is the WhatsApp application. This is supported by the research results that reveals that students' perceptions of verbal interactions provide positive feedback on WhatsApp chat groups. This proves that usually, the selected students agree to use WhatsApp chat groups in conducting verbal interactions. Therefore, WhatsApp chat groups can be recommended as an efficient technique in verbal exchange for the teaching-learning process (Sujarwo, S., Sukmawati, S., Asdar, A., Siradjuddin, S., & Ariani, 2020). Also supported by other research results which state that in a pandemic situation like this, the most favourite online learning application among students is WhatsApp Group because it takes up little internet quota. Therefore, students can save their internet quota in this condition (Famularsih, 2020). Furthermore, WhatsApp is highly recommended to be used before Zoom and other platforms because users more commonly used WhatsApp (lecturers and students) and are more accessible (Rakhmanina et al., 2020).

Thus, online learning positively impacts the Covid – 19 pandemic (Sujarwo et al., 2020). Students reported overall positive responses regarding the acceptance and usefulness of online learning. Students see online learning as useful as a supplement to their learning rather than a substitute for traditional teaching methods. Further research is recommended to evaluate both subjective and objective outcome measures of online learning, considering other factors that must be recognized to implement a successful online learning model (Asiry, 2017). Then the results of another study stated that online learning is a fairly good learning medium used to overcome learning problems during the Covid – 19 Pandemic. However, it is still ineffective in its implementation because online learning still has many weaknesses that inhibit its implementation (Ni Kadek Sriwati1, 2021). This finding also provides an overview of the condition of fully online learning during the Covid - 19 outbreak in the EFL setting in Indonesia. The main challenges for EFL students in participating in online learning are unstable networks and a lack of interaction (Novrika Nartiningrum, 2020). Another study showed that most students showed positive attitudes towards online classes after Covid – 19. Online learning turns out to be profitable because it provides flexibility and convenience for students (Muthuprasad et al., 2021).

This is contrary to the results of other studies, which state that students prefer offline learning rather than online learning. Online learning is difficult for students because of the lack of learning materials and less internet access. The cadets' participation was very helpful in participating in online learning. Also, parents become motivators and encourage students to keep learning online (Hadi, 2020). On the other hand, the implementation of online learning is more relaxed, and students are more active in learning performance. Online learning is more effective as long as the material is given in the right proportions and does not give excessive assignments because too much online learning has the potential to cause stress to students. Learning will be effective if viewed from the right learning model using learning media, communication models, and learning styles. The use of appropriate learning media to send the material delivered in the form of text, documents, and videos, audio because not all learning materials can be understood in one type of learning method. This is related to different student learning styles for each individual, but visual learning styles can make it easier for students to understand the material being taught. As well as the use of a semi-two-way communication model makes learning such as discussions livelier because students and lecturers can interact to provide feedback.

## CONCLUSION

On the basis of the research results above, the Indonesian education system is experiencing a major paradigm shift from offline to online classes as a result of the Covid – 19 pandemic. A digital classroom appears to be the best option for the well-being of humanity. PIP Makassar's cadets have a positive view of online learning in the midst of the Covid – 19 pandemic. They find online learning very useful during a pandemic but not entirely efficient. Future evaluations of online learning are expected to take into account the fact that there are a number of challenges that need to be overcome. In the event of an emergency, it is always ready to go. The government maintains the teaching and learning process without physically forcing the cadets and teachers to participate. Online learning has the advantage of fitting it around your schedule. The drawback of online learning is that cadets' challenges serve as signals for the rest of us. In addition, some cadets are disinterested in class and have difficulty comprehending the lessons. There is still room for more research into this area by employing more rigorous data analysis methods and by including and comparing more subjects and variables.

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