

# Student and Lecturers Perspectives and Challenges on the Implementation of Online Learning in Higher Education Setting: A Survey Study

Andina Nur Oktavia<sup>1</sup>, Gusti Nur Hafifah<sup>2</sup>, Sulton Dedi Wijaya<sup>3</sup>

<sup>123</sup> English Department, Universitas Muhammadiyah Surabaya, Indonesia

## Article Info

### Artikel History

Received : 29 June 2024

Reviewed : 30 June 2024

Accepted : 12 July 2024

### Keywords:

Perspective

Challenges

Online Learning

Higher Education

## ABSTRACT

Nowadays, information and communication technology (ICT) has grown in revolutionizing education. Many innovations in ICT for solutions that can improve teaching and learning inputs, processes, and outcomes. One of ICT in the teaching and learning process is called online learning. Online learning has become a solution to learning mode during the pandemic years. This research is focused on higher education, especially in English language teaching exploring students' and lecturers' perspectives on the implementation of online learning modes. The subjects of this research were 49 students and 10 lecturers in the English Department of a private university in Surabaya. This research aims to investigate the perspectives of students and lecturers on the implementation of online learning and to find out the problems faced by students and lecturers during online teaching during the pandemic. This study used a survey design with a questionnaire and interview for the instrument. The findings show that students and lecturers hold negative perspectives on the implementation of online learning during the pandemic. Despite that, the students and lecturers have pros and cons on online learning.

### Please cite this article APA style as:

Oktavia, A. N., Hafifah, G. N., & Wijaya, S. D. (2024). Student and Lecturers Perspectives and Challenges on the Implementation of Online Learning in Higher Education Setting: A Survey Study. *JOELI: Journal of Educational and Learning Innovation*. 1(1), pp. 93-106.

This is an open access article under the CC BY-SA license



### Corresponding Author:

**Gusti Nur Hafifah**

English Department, Universitas Muhammadiyah Surabaya, Indonesia

\*Email Correspondence: [gustinurhafifah@um-surabaya.ac.id](mailto:gustinurhafifah@um-surabaya.ac.id)

## 1. Introduction

Information and communication technology (ICT) has grown in revolutionizing education. Innovations in ICT in teaching and learning always

make creativity innovative for the teaching and learning process. Especially, the development of English language Teaching has eternally involved innovation of technology. The use of ICT has displacement teachers from teaching using traditional methods towards the progress of technology and the internet (Elliot, 2009). Many innovations in ICT for solutions can improve teaching and learning inputs, processes, and outcomes. Therefore, especially in English language teaching, the teachers have many ways to teach English should always develop and raise anytime, so the teachers can make the best learning conditions and the students can do the best in learning results. As Riley (2000) says teaching and learning that employ technology efficiently brings out to best academic accomplishment and creates real difference in the teaching and learning process.

There are several teachers at many levels of education in Indonesia especially in English language teaching using ICT in the teaching and learning process. Technology is a system that can facilitate teachers and students to learn more extensively and varied. Therefore, the teachers must receive training to be more skilled in using ICT in their classes. The importance of improving the skills of teachers to use ICT must be supported by facilities and training from the institution. Hence, the teachers should have a high motivation to teach by integrating ICT. Hafifah (2020) says that teachers should have a strong willingness and consciousness of the need for ICT which is required in language teaching. Besides that, the new technique or creative method also supports the success of the teaching and learning process.

The implementation of ICT in the teaching and learning processes has many ways for new and innovative methods of teaching and learning. One of ICT in teaching and learning processes is called online learning. According to Hunt and Oyarzun (2019), online learning is one of the processes of education that is highly adaptive and improving in popularity in this era of technology in the educational system. Online learning is a teaching and learning process using technology computers and internet platforms. Online learning as we can see, already has become one of the quickly growing trends in educational environments using technologies (Bates, 2019 in Wei & Chou, 2020). Therefore, some teachers or lecturers in various countries in the world already using online learning for teaching and learning activities.

## **2. Method**

This research applies quantitative study. The researcher used a survey design for this research. According to Creswell (2012), "Survey design are procedures in quantitative research in which investigators administer a survey to a sample or the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population". The survey design is appropriate for this research to explore perspectives, and the problems faced by students and lecturers on the implementation of online learning during the pandemic era.

The population of the research is all the lecturers and students in the English education department at Muhammadiyah University of Surabaya. This research used purposive sampling. Meanwhile, the researcher did not need to determine the target of respondents from this research. The research sample is determined from the respondents who want to fill out the questionnaire. The samples of this research

were students of the English education department that consist of 49 respondents of first, second-, and third-year students as the subject of the research. Only 10 among 16 lecturers in the English education department majored in subjects that filled in the questionnaires.

The researcher used the questionnaire to study the perspectives of the students and lecturers on the implementation of online learning in the pandemic era. The questionnaire was created by adapting from Akkoyunlu & Soylu (2008) and Balci (2017) which studied the perception of blended learning and another article which studied the development of a scale on learners' views on blended learning. The items and statements in those articles were replicated with some changes and additions to suit the objectives of this research. In the next step, the researcher validates the questionnaire to an expert who is an English lecturer in the field of education which is by the recommendation from advisors. Furthermore, the researcher spread the questionnaires through an online platform (Google Form). The date of the validation questionnaire is shown in the following table.

There are two questionnaires a questionnaire for students and a questionnaire for the lecturers. All the questionnaires on the first page showed the cover letter which informed the respondents about the purpose of the research. The questionnaire included a four-point Likert scale type with four options, such as: 'strongly disagree', 'disagree', 'strongly agree', and 'agree'. The students' questionnaire was composed of 27 items of statements divided into 4 indicators a) students' views on online learning activity, (b) online platform, (c) the benefit, and (d) the problem. The lecturers' questionnaire included 23 items of statements composed of 22 rating scale questions, and 1 open-ended question to find out the problems faced by the lecturers during online teaching.

The researcher used interviews for interviewing 3 students' representatives from each year student to confirm the result of the questionnaires. The questions in the interview consists of four questions that reveal the student's experiences on online learning and problems. The interview was conducted by WhatsApp call. The interview was created to find out the problems faced by students during online classes ongoing in the pandemic era and to ensure and strengthen the statements in the students' questionnaire.

The data is analyzed quantitatively. First, the answers of the respondents in questionnaires were gathered. Next, the data from the questionnaire were calculated by using SPSS version 2.0. After that, the frequencies, and percentages for each item of the questionnaire were presented in tables, and the results were described and discussed. Furthermore, the researcher interviewed some students to find out the problems faced by online learning during the pandemic and to strengthen the results of the students' questionnaire. Next step, the researcher transcribes the result of the interview. After that, the results of the interview were also described as additional information in the discussion of the problems faced by the students during online teaching. The researcher interpreted the problems faced by lecturers during online teaching were obtained through an open-ended questionnaire. Finally, the researcher made conclusions based on the results of the analysis. The data analysis technique is illustrated in Figure 1.

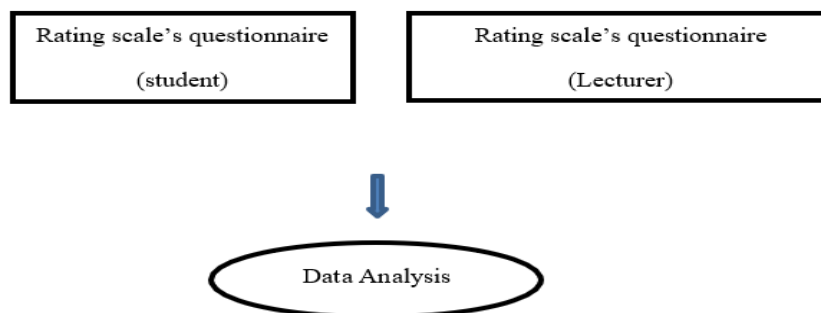


Figure 1. Data Analysis Technique

### 3. Results and Discussion

#### Results

The researcher used a questionnaire adapted from Akkoyunlu & Soylu (2008) and Balci (2017) articles. Before giving the questionnaire to the subject of the research. The questionnaire was validated by the lecturer of the English department. After that, the data were counted by using SPSS version 2.0. The samples of this research consist of 49 students in academic years 2017, 2018, and 2019 and 10 lecturers in the English education department major. The data of the students and lecturers were obtained from the questionnaires. Here, is the table of data from the students and lecturers who were willing to fill in the questionnaires.

**Table 1. Students Gender and Academic Year**

Gender		Student's academic year		
M	F	First Year Students	Second Year Students	Third Year Students
9 (18.4%)	40 (81.6%)	15 (30.6%)	21 (42.9%)	13 (26.5%)

Based on the findings of the questionnaires, as can be seen in Table 1, less than half of the respondents (18.4%) were male students. Meanwhile, more than half of the respondents (81.6%) were female students. For the number of respondents, there are 49 students which are (30.6%) of the students in academic year 2017, (42.9%) of the students in the academic year 2018, and (26.5%) of the students in the academic year 2019 the English education department major.

**Table 2. Lecturer's Gender and Courses Taught**

Gender		Subject	
M	F	Reading Speaking for debate Listening Writing Prose appreciation	Essay writing Sociolinguistics Semantics Classroom action research (PTK)
3 (30%)	7 (70%)		

About the data of the lecturers, it can be seen in table 2, that a few of the respondents (30%) were male lecturers. Meanwhile, (70%) of respondents were female lecturers. Further, all of them not only teach English skills but in general subjects in English education departments.

### 3.1. The Students' Perspectives toward the Implementation of Online Learning

The researcher divides the questionnaire into four indicators (a) students' views on online learning activity, (b) online platform, (c) the benefit, and (d) the problem. The researcher analyzes the students' perspectives towards each indicator of the questionnaire.

**Table 3. Questionnaire of Students' Perspectives of Online Learning Activity**

Statements		Strongly Disagree		Disagree		Strongly Agree		Agree	
Students Views on Online Learning Activity	N	n	%	n	%	n	%	n	%
1. Online learning can make it easier for me to follow all courses in the English department major	49	8	16.3	30	61.2	3	6.1	8	16.3
2. The lecturers' instructions using the online platform are understandable enough for me	49	2	4.1	28	57.1	2	4.1	17	34.7
3. Through online learning forums can help me to master the lecturer materials that I have learned	49	4	8.2	30	61.2	-	-	15	30.6
4. I can more easily share my ideas and questions in the online learning forums	49	6	12.2	21	42.9	2	4.1	20	40.8
5. I can understand the feedback and questions given by the lecturer through online class forums	49	3	6.1	29	59.2	-	-	17	34.7
6. Communication and mentoring of lecturers in online learning are good	49	2	4.1	28	57.1	1	2	18	36.7
7. Online quizzes given by lecturers during learning help me understand what I have learned	49	2	4.1	22	44.9	-	-	25	51
8. In My opinion, learning online is a very new and different way than face-to-face class	49	-	-	13	26.5	7	14.3	29	59.2

The study reveals that students mostly disagree with the statements in questionnaire items 1 to 6 regarding their views on online learning activities. Over half of the students (61.2%) found difficulties in online learning, while over half (57.1%) found the instructions from lecturers through the online platform understandable. Over half (61.2%) believed that online learning forums could help them master the lecturer's materials. Additionally, over half (42.9%) found it difficult to share ideas and questions through online learning forums. Over half (57.2%) found it difficult to understand feedback and questions given by lecturers through online class forums. Communication and mentoring of lecturers in online learning were also not well-understood. Question items 7 and 8 showed positive results, with 51% agreeing that online quizzes help them understand what they have learned. Additionally, 59.2% of

students felt that online learning is a new and different way than face-to-face classes, which they rarely experienced during the pandemic era. Overall, the study highlights the challenges and misconceptions students face when using online learning.

**Table 4. Questionnaire of Students' Perspectives of Online Platform Used**

Statements Online Platform	N	Strongly Disagree		Disagree		Strongly Agree		Agree	
		n	%	n	%	n	%	n	%
1. I can easily do writing assignments and submit them to the lecturers through online platforms	49	3	6.1	12	24.5	1	2	33	67.3
2. Through online platform makes it easier for me to study and submit the exam given by the lecturers	49	2	4.1	11	22.4	4	8.2	32	65.3
3. Learning the contents through the online platform is much more interesting than the material used in class	49	11	22.4	32	65.3	-	-	6	12.2
4. I am more comfortable and in a quiet environment to study and do the assignment by myself through online platforms	49	2	4.1	29	59.2	6	12.2	12	24.5
5. I strongly agree with submitting assignments or exams through online platforms/ soft file (paperless)	49	-	-	7	14.3	14	28.6	28	57.1
6. I prefer when face-to-face learning in class with submitting assignments or exams using paper	49	2	4.1	18	36.7	13	26.5	16	32.7
7. Learning through online or face-to-face learning using technology and online platforms to study provides an experience for me as a student	49	1	2	1	2	13	26.5	34	69.4
8. I believe that I have improved my learning experience by using online platforms	49	5	10.2	24	49	2	4.1	18	36.7

The study reveals that over half of students (67.3%) find online platforms easier to complete writing assignments and submit to lecturers, indicating good access to online platforms. However, over half (65.3%) find online learning content less interesting than traditional class materials, and over half

(59.2%) prefer a quiet environment for studying and completing assignments. This suggests that students may prefer face-to-face classes for clearer explanations and more comfortable self-study.

Question 13 shows positive results, with over half (57.1%) agreeing with submitting assignments or exams through online platforms or paperless files. However, over a quarter (36.7%) disagree with submitting assignments or exams using paper. Question 15 suggests that learning through online or face-to-face learning using technology and online platforms provides an experience for students, emphasizing the need for technology in higher education. Additionally, over a quarter (49%) believe that using an online platform has improved their learning experience, with 49% disagreeing that they do not feel an increase in their learning experiences through online classes. Overall, the study highlights the importance of incorporating technology in the education system, particularly in higher education.

**Table 5. Questionnaire of Students' Perspectives of the Benefit of Online Learning**

Statements The Benefit	N	Strongly Disagree		Disagree		Strongly Agree		Agree	
		n	%	n	%	n	%	n	%
1. Online learning adds to my study time after face-to-face classes in terms of learning English	49	5	10.2	21	42.9	2	4.1	21	42.9
2. In my opinion, learning by discussing in online classes is good	49	8	16.3	28	57.1	2	4.1	11	22.4
3. Face-to-face learning interaction is quite useful for understanding the subject much better than online class	49	1	2	3	6.1	29	59.2	16	32.7
4. Online class makes me lucky to spend more time on my learning	49	3	6.1	30	61.2	1	2	15	30.6

Table 5 presents statements about the benefits of online learning. Half of the students believe online learning adds to their study time after face-to-face classes, while 42.9% disagree and 42.9% agree. A quarter of students feel online learning is effective or ineffective. Over half of the students (57.1%) disagree with discussing in online classes, preferring in-person discussions. 59.2% strongly agree that face-to-face learning interaction is better for understanding subjects than online classes. Over half of the students (61.2%) disagree that most students do not feel lucky to have online learning. Overall, the study highlights the importance of face-to-face interaction in enhancing understanding and promoting cooperative learning.

**Table 6. Questionnaire of Students' Perspectives of Problems on Online Learning**

Statements The Problems	N	Strongly Disagree		Disagree		Strongly Agree		Agree	
		n	%	n	%	n	%	n	%
1. Online learning is not as effective as face-to-face learning	49	1	2	3	6.1	32	65.3	13	26.5
2. I find obstacles and difficulties in online learning rather than in face-to-face learning	49	1	2	1	2	24	49	23	46.9
3. In my opinion, online class forums are more boring than face-to-face class	49	1	2	8	16.3	21	42.9	19	38.8
4. My motivation is very low while I am studying through an online class	49	-	-	6	12.2	23	46.9	20	40.8
5. I am very frustrated with doing tasks or exams through online platforms that given by the lecturers	49	1	2	10	20.4	22	44.9	16	32.7

Table 6 presents the problems faced by students in online learning. Over half of the students (65.3%) believe online learning is not as effective as face-to-face learning. Over half find obstacles and difficulties in online learning more challenging than face-to-face learning. Over half find online class forums more boring than face-to-face classes. Over half of the students (46.9%) feel low in motivation while studying online. Additionally, a quarter of the students (44.9%) find it frustrating to complete assignments or exams through online platforms. These findings indicate that students generally feel bored, frustrated, and lacking motivation in online learning.

**Table 7. Questionnaire of Students' Preference of Online Learning**

Statements Preference of Online Learning	N	Strongly Disagree		Disagree		Strongly Agree		Agree	
		n	%	n	%	n	%	n	%
1. Overall, I believe that face-to-face learning rather than online learning is the best way for teaching and learning at a higher education	49	2	4.1	5	10.2	20	40.8	22	44.9
2. Overall, I believe that only online learning is the best way for teaching and learning in higher education	49	19	38.8	26	53.1	1	2	3	6.1

The study reveals that over half of the students (85.7%) believe face-to-face learning is the best way for teaching and learning in higher education. On the other hand, nearly half (91.9%) disagree with the idea that online learning is effective, citing a lack of explanation of materials in online classes. This indicates that students still believe in face-to-face learning, indicating that the overall points of all items in the questionnaire are in favor of face-to-face learning. The results suggest that face-to-face learning is the best way for the learning process in higher education.



### 3.2. The Lecturer's Perspectives Toward the Implementation of Online Learning

This research involved both students and lecturers as respondents, focusing on their perspectives on the implementation of online learning during the pandemic era, like the findings from questionnaires.

**Table 8. Questionnaire of Lecturer's Perspective of Online Learning.**

Statements	N	Strongly Disagree		Disagree		Strongly Agree		Agree	
		n	%	n	%	n	%	n	%
1. Online learning has a positive impact to students	10	-	-	1	10	1	10	8	80
2. In my opinion, learning through online classes motivates students	10	-	-	4	40	-	-	6	60
3. I believe that online classes can be done effectively to provide assessments to students	10	-	-	3	30	1	10	6	60
4. I think teaching through online class activities is more efficient for adding students' learning time after face-to-face class.	10	-	-	1	10	2	20	7	70
5. I believe that students can learn languages effectively by integrating material through online platform	10	-	-	4	40	2	20	4	40
6. The students be able more study autonomously through online platforms rather than face-to-face class	10	-	-	4	40	1	10	5	50
7. I believe that students can learn more broadly through online material or online book	10	-	-	1	10	2	20	7	70
8. Online learning helps students to develop all English subjects both receptive and productive skills	10	-	-	5	50	2	20	3	30
9. I can interact with students well and cooperatively in online class forums	10	-	-	4	40	-	-	6	60
10. I think that online class forums make students uncooperative in teaching and learning process	10	-	-	5	50	-	-	5	50
11. Organizing online class activities is very difficult	10	1	10	6	60	-	-	3	30
12. Learning through online classes can help me prepare more material for teaching	10	-	-	2	20	2	20	6	60
13. I believe that online the class can enhance my teaching skills	10	-	-	2	20	2	20	6	60
14. I agree that giving assignments or exams through online platforms is more efficient	10	-	-	4	40	2	20	4	40
15. I prefer students to submit exams or assignments by using online platforms and soft file (paperless)	10	-	-	3	30	3	30	4	40
16. It is very difficult for me to use technology for teaching	10	3	30	6	60	-	-	1	10
17. I am familiar with the use of online learning platforms for teaching purposes	10	-	-	-	-	2	20	8	80
18. My teaching style or method is suitable for online learning	10	-	-	2	20	1	10	7	70
19. I believe that I could improve the ability of students by using online class	10	-	-	1	10	1	10	8	80

Statements	N	Strongly Disagree		Disagree		Strongly Agree		Agree	
		n	%	n	%	n	%	n	%
20. Teaching through face-to-face in the classroom helps me explain the subject rather than online class	10	-	-	-	-	5	50	5	50
21. Overall, I believe that teaching and learning through face-to-face classes motivates me rather than online class	10	-	-	2	20	1	10	7	70
22. Overall, I believe that teaching and learning through online classes motivates me rather than face-to-face class	10	1	10	8	80	-	-	1	10
23. Overall, I believe that teaching and learning through face-to-face classes motivates me rather than online class	10	-	-	2	20	1	10	7	70
24. Overall, I believe that teaching and learning through online classes motivates me rather than face-to-face class	10	1	10	8	80	-	-	1	10

The questionnaire aimed to assess the opinions of lecturers on the effectiveness of online learning in teaching and learning. Over half of the lecturers (80%) agreed that online learning has a positive impact on students, with 60% believing that it motivates their achievement. Additionally, 60% agreed that online classes can effectively provide assessments to students and increase study time after face-to-face classes. Some lecturers believe that students can learn languages effectively by integrating materials through online platforms, while others believe that online learning is not effective for language learning. Students can also learn more autonomously through online platforms, with 50% agreeing that they can learn more broadly through online material or books.

Online learning helps students develop both receptive and productive skills in English subjects, with 50% agreeing that online learning can help them develop these skills. However, other lecturers disagree, indicating that online learning cannot fully develop students' English skills. Interaction with students in online class forums was found to be cooperative, with 60% agreeing that they could interact well and cooperatively with students. However, 50% disagreed, suggesting that online class forums may make students uncooperative in the teaching and learning process.

Organizing online class activities was found to be difficult, with 70% disagreeing that they do not find it difficult. Learning through online classes can help prepare more teaching material, with 60% agreeing that they can prepare more materials for teaching. Teaching abilities were also enhanced, with 60% of students stating that their teaching abilities improved using online classes. Assignments or exams were found to be more efficient through online platforms, with a quarter of lecturers agreeing that this method is more efficient than online platforms. A quarter of lecturers prefer students to submit exams or assignments using online platforms and soft files (paperless), while 40% disagree that it is difficult for lecturers to use technology for teaching.

Language styles were considered suitable for online learning, with 70% agreeing that their teaching methods are appropriate for students' needs. More

than half of the lecturers believed that they could improve students' learning abilities through online classes. Teaching face-to-face in the classroom helped lecturers explain the subject more effectively, with 50% strongly agreeing and 50% agreeing. Overall, 70% of lecturers believe that teaching and learning through face-to-face classes more motivates them than online classes. However, 80% disagree, stating that online classes may cause a lack of motivation to teach. In conclusion, most lecturers are not motivated to teach through online classes during the pandemic, but they mostly still prefer the face-to-face way of teaching and learning process.

### **3.3. The Problem Faced by Students and Lecturers During Online Teaching**

In this research, the researcher finds the main problems faced by the lecturers and the students through open-ended questionnaires and interviews. First, the problems faced by lecturers' points of view are mostly all the lecturers mentioned the internet connection, the student's commitment during joining the online class, and the authenticity or original score of the students while doing their assignments. The lecturers said that the internet connection just like a bad signal, sometimes, can interfere with the process of the online class using online meeting applications. Furthermore, the lecturers did not know the activity of the students during meeting online class such students' involvement was less active, and the lecturers could not see whether the student's paid attention to the materials being explained or not and the lecturers could not be able to control the students they do by themselves or not. In addition, the lecturers think that they have limited lecture time.

Furthermore, as the students answered the questionnaires, the researcher strengthened the statements by interviewing several students about problems faced during online teaching. The results of the interview show that the main problems faced by the students are a lack of understanding of lecture materials and that they find it difficult to follow all courses in the English department major through online learning during the pandemic. The students stated that some lecturers only give assignments and present the materials through e-learning platforms on campus. They feel the difficulties, because of the lack of understanding and explanation of the materials provided by the lecturers. The students cannot ask questions like they do in face-to-face learning in the classroom, they raise their hands and ask questions. Differently on online learning, they must ask first through the course coordinator and after that, he or she conveys to the lecturers. Sometimes, the students join within one chatting application group with the lecturers, but the lecturers do not respond immediately and sometimes the response given by the lecturers takes very long. So, the students feel free to do the assignments self-regulated as they search on the internet with themselves and as they understand it.

## **Discussion**

The results were obtained from 49 students and 10 lecturers as respondents and were analyzed using an SPSS version 2.0. Each respondent filled out the questionnaire through Google form due to the pandemic which requires all the activity done online. The data were analyzed using survey design analysis. The results of the research have shown that the perspectives of the students and

lecturers towards online learning during the pandemic era are not effective for them. In addition, online learning in this situation still has pros and cons in the education field.

The common problem faced by students in online learning during the pandemic is the internet connection. Sometimes a bad connection between the students and from lecturers. The need for internet data during online learning in this pandemic also has increased. They felt that the need for money has also increased due to the increasing need to buy internet data. It can be seen the impact of the pandemic has caused the economy and everyone's income to decrease. Moreover, eye health is also a worry for them.

Similarly, the lecturers were also involved in this online learning experience. The common problem faced by lecturers is internet connection. A bad connection can interfere the online teaching through meeting applications. The most answered of the lecturers is the authenticity of the answers or scores from the students. They did not know whether the student's paid attention to the materials and the students whether do the assignment by themselves or cheated. Furthermore, some lecturers think that they have limited lecture time which is not like face-to-face learning

The results of this research show that the perspectives of the students and lecturers towards the implementation of online learning during the pandemic are not effective, therefore they have pros and cons towards online learning. The students and lecturers still believed that face-to-face is the best way for teaching and learning process. Referring to the previous studies that were written in Chapter 2, the researcher connects them with the findings of the research. First, the finding of the research by Aljaraideh & Al Bataineh (2019) that the online learning infrastructure was a greater barrier to the utilization of online learning at Jerash University. In his journal, he stated that academic institutions should be enhanced and make great efforts to train teachers and provide support for improving the online learning process. Online learning has many promises, but it takes commitment and resources, and it should be done right (Rosset, 2002). In the researcher's research, the lecturers preferred to just present the materials through e-learning because they thought of the students' internet data if they used online meetings such as the Zoom application. However, the impact on students is a lack of explanation and less understanding of the materials. According to the journal of Sun (2014), the use of online learning has difficulties for students such as looking for classmates and finding the right time to work together, following a schedule, pairing in working collaboratively, ensuring involvement with online classes, and keeping motivated and being self-directed on online learning. The previous studies do strengthen this result on the students' and lecturers' perspectives on the implementation of online learning during the pandemic era in higher education.

Further, on the other hand, this research compares with another article related to the teachers' perspectives on the integration of ICT in English language teaching in the Indonesian context (Hafifah, 2020), as the researcher written in chapter one showed the positive perspectives. The research findings showed that most teachers have positive attitudes and perspectives on ICT use in terms of beliefs, understanding, problems and challenges, teaching strategies, facilities from institutions, and teachers' practice using ICT such as online platforms, E-learning, social media, and the other digital media learning. Her research also says that

teachers should get training on integration ICT because had been proven to be effective in teachers' ability to apply ICT and generate a positive attitude toward using ICT in language teaching.

#### **4. Conclusions**

According to the students and lecturers of the English Education Department at the Muhammadiyah University of Surabaya, there are some negative perspectives on online learning during the pandemic. In detail, they still believed face-to-face teaching is the best way than online studies for the teaching and learning process. However, the students and lecturers have pros and cons for online learning. The students said that online learning is a new and different way than face-to-face class; they got experiences from using the technology through online learning; they prefer submitting exams or assignments using a platform online which is paperless; but they are frustrated and have low motivation to do assignments or exam on online learning; they did not understand and lack of explanation on online learning. The lecturers said that online learning is an innovative method for students to be more self-regulated learners by integrating lecture subjects; they got experiences from online teaching; they believed could improve their teaching abilities through online teaching; and, besides that, they are not motivated to teach through online teaching.

#### **5. Acknowledgment**

A great deal of appreciation to Majelis Dikti Litbang PP for facilitating this opportunity as the efforts to improve our academic skills in writing and publishing the valuable manuscript. It will encourage us to be more active in producing academic contributions to our university.

#### **6. References**

- Akkonyulu, B., & Soylu, Y. M. (2008). Development of a scale on learners' views on blended learning and its implementation process. *Internet and Higher Education Journal*, 11(26), 1-7.
- Aljaraideh, Y., & Al Bataineh, K. (2019). Jordanian Students' Barriers of Utilizing Online Learning: A Survey Study. *International Education Studies*, 12(5), 1-10.
- Ally, M. (2004). Foundations of Educational Theory for Online Learning. In *Theory and Practice of Online Learning* (pp. 3-31). Athabasca: Athabasca University.
- Anderson, T., & Elloumi, F. (2004). *Theory and Practice of Online Learning*. Canada: Athabasca University.
- Aydin, I. (2013). The Effect of Microteaching Technique On Turkish Teacher Candidates' Perceptions Of Efficacy In Lesson Planning, Implementation, And Evaluation. *Electrical Journal of Social Sciences*, 12(43), 67-81.
- Balci, E. (2017). *Perceptions of Blended Learning in an EFL Setting*. Cambridge University Press.
- Bates, A. W. (2019). *Teaching in a digital age: Guidelines for designing teaching and learning* (2nd ed.). Tony Bates Associates.
- Cook-Sather, A. (2003). Listening To Students About Learning. In *Teaching Exceptional Children* (pp. 22-26).
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating*

- Quantitative and Qualitative Research (4th ed.). USA: Pearson.
- Dudeney, G., & N, H. (2016). Blended Learning in A Mobile Context: New Tools, New Learning Experiences. In *The Cambridge Guide to Blended Learning for Language Teaching* (pp. 219-233). Cambridge University Press.
- Elliot, D. (2009). Internet Technologies and Language Teacher Education.
- Entwistle, N., & Tait, H. (1990). Approaches To Learning, Evaluations of Teaching, And Preferences for Contrasting Academic Environments. *Higher Education*, 19.
- Gabbilon, Z. (2014). A Synopsis of L2 Teacher Belief Research. Belgrade International Conference on Education, 14-16.
- Graham, C. R., & Bonk, C. J. (2006). Blended Learning Systems: Definition, Current Trends, and Future Directions. In *The Handbook of Blended Learning: Global Perspectives*. San Francisco: CA: Pfeiffer Publishing.
- Hafifah, G. N. (2020). Teachers Perspectives of ICT Integration in English Language Teaching: A Review of Literature. *Journal of English Educators Society*, 5(1), 1-7.
- Hunt, B. D., & Oyarzun, B. (2019). Online Learning Perspectives of Native American Students. *Journal of Educational Technology Systems*, 1-14.
- Khan, B. (1997). Web-based instruction: What is it and why is it? *Educational Technology Publications*, 5-18.
- Konings, K. (2007). Student and Teacher Perspectives on Education.
- Riley, R. (2000). Teach to the Future Brings Together Microsoft and Other Industry Leaders in Half-Billion Dollar Commitment to Improve Student Learning. *Journal of Technology Teaching*, 1-14.
- Roelofs, C., & Terwel, J. (1999). Constructivism and Authentic Pedagogy: State Of the Art and Recent Developments In The Dutch National Curriculum In Secondary Education. *Journal Of Curriculum Studies*, 201-207.
- Rosset, A. (2002). Waking in the Night and Thinking about E-Learning. In A. Rosset, *The ASTD e-learning handbook* (pp. 3-18). New York, McGraw-Hill.
- Stickler, U., Beaven, T., Emke, M. E., Germain-Rutherford, A., Hampel, R., Hopkins, J., & Stanojevic, M. (2010). Steppingstones To Teaching Languages With Technologies. *Developing Online Teaching Skills Special Issue*, 10(2).
- Sun, S. Y. (2014). Learner Perspectives on Fully Online Language Learning. *Distance Education*, 35(1).
- Wei, C. W., & Chou, C. (2020). Online Learning Performance and Satisfaction: Do Perceptions and Readiness Matter? *Distance Education*.
- Zounek, J. (2013). Pros and Cons of Online Learning. International Conference New Technologies and Media Literacy Education. Prague.