

## THE STUDENTS' PERCEPTION OF THE APPLICATIONS USED IN ONLINE LEARNING DURING COVID-19 PANDEMIC AT BORNEO TARAKAN UNIVERSITY

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### ABSTRACT

*This research aimed to describe students' perception of efficient applications used in online learning at the English Education Department of Borneo Tarakan University. This research was quantitative research with 32 English Education respondents in the Borneo Tarakan University. The sampling method used was total sampling. The instrument used was a questionnaire. The results of the research indicated that the applications used in online learning amid the COVID-19 pandemic were very efficient because these applications provided a good way or alternative for supporting the learning activities from home. Students used various online learning applications. The applications used are considered efficient enough to help the learning process and can improve English skills, especially students' speaking skills. Applications used during online learning also facilitate learning because of easy access in the low network coverage setting, not using too much internet bundle, and economical and suitable enough features to support the learning process. Even though it supports the learning process, some students still find some difficulties with the applications used in online learning.*

**Keywords:** *Students' Perception, Applications, Online Learning*

### INTRODUCTION

Technology has a vital role in the implementation of learning, especially during the current Covid-19 pandemic. Learning at home is learning that is done at home by utilizing various existing media. Technology acts as a medium in the interaction between educators and students in the implementation of online learning. In the implementation of online learning, some obstacles become a challenge for education actors, which are related to academic culture, including values, attitudes, knowledge, skills, and the readiness of facilities and infrastructure related to technology. Meanwhile, according to Raja and Nagasubramani (2018), technology should be used because today's students prefer to use technology and how their learning impacts. If students use technology, it was revealed that with the use of modern equipment, technology, and tools, the learning and interactivity of students increases.

Apparently, in this condition, the application of learning-based applications has a vital role in supporting online learning. The use of educational technology for both teachers and students should be pursued as a valuable investment for educational attainment (Courville, 2011). The government recommends that educators teach online using technology so that education can still be done. Technology that continues to develop has resulted in the emergence of applications that can be used with Policy: Succinct, with no subheadings—smartphones such as the Ruang Guru, zoom, Google Meet, WhatsApp, and others. In line with Amal (2019), the COVID-19 pandemic highlights the need to use applications and online models to achieve learning objectives. In terms of learning strategies, teachers must be able to integrate the use of supporting technology, problem-based approaches, and higher-order thinking skills. Teachers should create a classroom atmosphere that will support the

educational process of the 21st century. Online platforms can be used as information and communication technologies to facilitate transactions between user groups (Chen et al., 2018).

Many researchers conduct the use of applications for online learning. One of which is the research by Purnawarman et al. (2016), who researched to determine students' perceptions of the use of Edmodo in teaching writing and how Edmodo can facilitate student involvement. The results showed that Edmodo can be integrated into the genre-based approach writing cycle. However, several problems arise in the research regarding bandwidth, confusion in using Edmodo, incompatibility of smartphone applications, and lack of student responsibility for learning. This is in line with the research results of Hikmat et al. (2020), which show that online learning with Zoom and WhatsApp is only effective for theoretical and practical subjects, while practical subjects and online subjects are less effective. The existence of these obstacles will undoubtedly lead to various perceptions from students, especially from the English Education Department at Borneo Tarakan University.

Based on the result of an interview conducted by the researcher on April 22nd, 2021, it was found that the English Education Department of Borneo Tarakan University uses some applications during online learning, such as Zoom, WhatsApp, Seesaw, Edmodo, Google Meet, Google Classroom, Telegram, Microsoft Teams, and Moodle/bel. There are some different constraints for each application, such as the use of more complicated applications and the server that sometimes goes down. The features in WhatsApp are still not optimal due to the fact that there are still several gadgets and WhatsApp versions that cannot video conference for more than four people, the amount of conference time in Zoom is limited, and Seesaw makes the interaction between students and lecturers very minimal because teaching materials are only sent via the assignment platform and are not explained in full by the lecturers directly. This is in line with research by Sutarto et al. (2020) that states there are two responses of students to learning during the Covid-19 pandemic. First, some students feel excited because they can learn while watching videos and can be creative in making video recordings related to schoolwork. Second, some students could be more enthusiastic because the situation is not familiar, such as being together with their friends both in learning and in play.

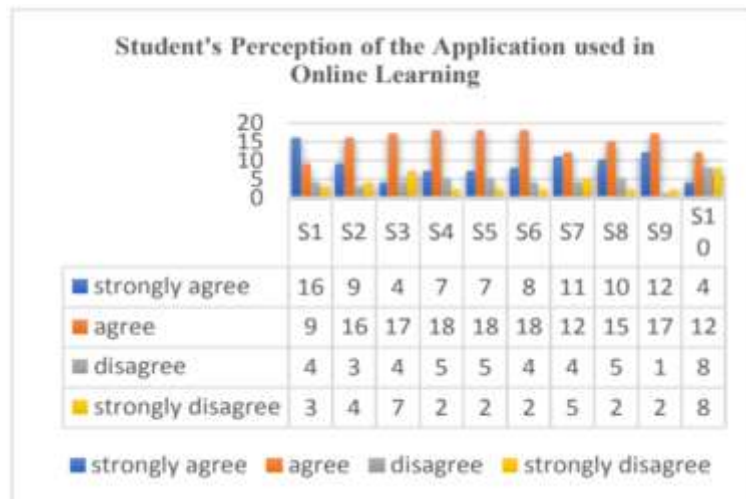
Many perceptions emerged when it came to the student's perception, such as the pros and cons of changing this system from face-to-face learning to online learning. However, in the context of EFL Indonesia, little research has been conducted to determine students' perceptions of the use of online learning platforms in English classrooms. Ermawati (2020) found that applications used in online learning in the midst of the COVID-19 pandemic are pretty efficient. Charoenwet and Christensen (2016) also revealed that the learning activities provided in Edmodo as an internet-based learning management system significantly improve students' learning behavior and achievement. However, their research is not focused on the applications that Borneo Tarakan University used when conducting online learning. At the same time, this research focused on students' perception of those applications used in the English Education Department of Borneo Tarakan University. It is expected that with this research, lecturers who teach English in terms of online learning can make decisions on the use of applications that are suitable to their learning needs. Therefore, this research attempts to investigate more profound students' perceptions of the efficient application used in online learning at Borneo Tarakan University.

## METHOD

The research design in this research was categorized as quantitative research. According to Creswell (2014), quantitative research is the process of collecting, analyzing, interpreting, and writing the results of the study. The researcher intended to study the perception of the students of the efficient application used in online learning. Statistical method was chosen for understanding the research data that leads to a proper conclusion. This research was conducted at the English Education Department, Faculty of Teacher Training and Education of Universitas Borneo Tarakan, with 32 respondents. The researcher used a closed-ended questionnaire to determine student's reactions to the perception and efficiency of applications used in online learning as an alternative to learning in the midst of the Covid-19 pandemic.

## RESULTS/FINDINGS

In this research, the researcher analyzed the students' perception of the application used in online learning at Borneo Tarakan University during the COVID-19 pandemic. The researcher distributed a questionnaire to 32 respondents.



The data that was found from the result of the questionnaire regarding students' perception of the application used in online learning during the COVID-19 pandemic at Borneo Tarakan University are listed in the following figure:

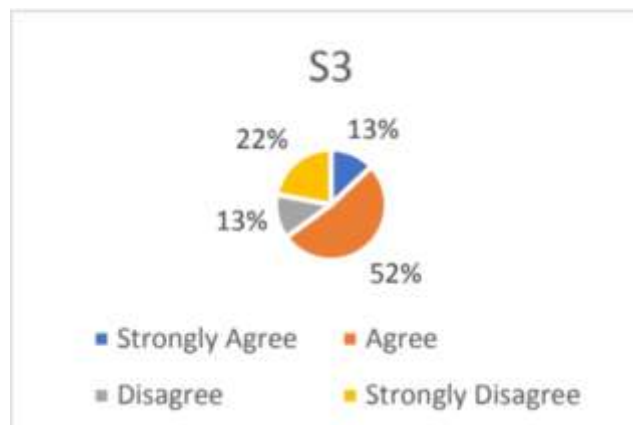


From the result of the questionnaire above, in the first statement, "I join and use the online learning applications for learning activities during the Covid-19 pandemic", there were 3 (9%) respondents chose to disagree strongly, 4 (13%) respondents chose to disagree, 9

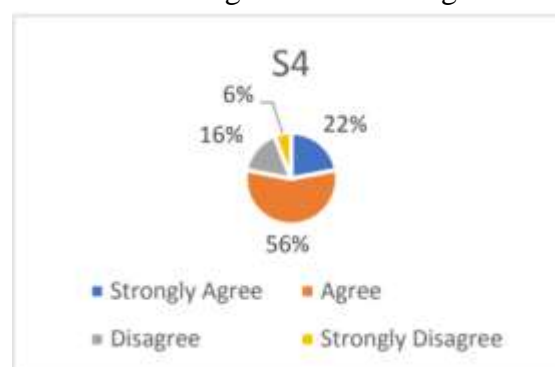
(28%) respondents chose to agree, and 16 (50%) respondents chose to agree strongly. This data shows that almost all respondents use online learning applications for learning activities.



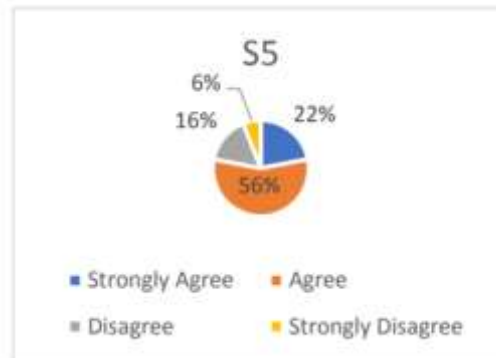
The second statement was, “I use a variety of online learning applications.” It showed that 4 (13%) respondents chose to disagree strongly, 3 (9%) respondents chose to disagree, 16 (50%) respondents chose to agree, and 9 (28%) respondents chose to agree strongly. This indicates that most students used a variety of online learning applications during the COVID-19 pandemic.



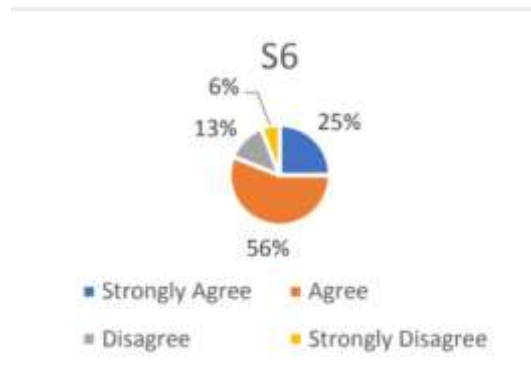
The third statement was, “I think the applications that I use are efficient in learning activities during the COVID-19 pandemic”. The applications used efficiently in the learning process during the COVID-19 pandemic were 7 (22%) respondents chose to disagree strongly, 4 (13%) respondents chose to disagree, 17 (52%) respondents chose to agree, 4 (13%) respondents chose to agree strongly. So, it can be concluded that the respondents chose to agree as the most answer for the statement results from the respondents think the applications used were efficient in learning activities during the COVID-19 pandemic.



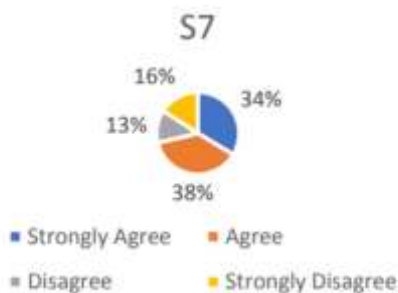
The fourth statement was, “The applications that I use are delightful.” It can be seen that the application used was enjoyable. As many as 2 (6%) respondents chose to disagree strongly, 5 (16%) respondents chose to disagree, 18 (56%) respondents chose to agree, and 7 (22%) respondents chose to agree strongly. So, it can be concluded that the respondents chose to agree as the most answer from the statement that the applications respondents used were very enjoyable.



The fifth statement was, “These applications that I use to support the improvement of my English language skills.” It can be seen that the application used supports and develops skills in English skills as many as 2 (6%) respondents chose to disagree strongly, 5 (16%) respondents chose to disagree, 18 (56%) respondents chose to agree, 7 (22%) respondents chose to agree strongly. From this, it can be concluded that the applications that respondents used support the improvement of their English language skills.



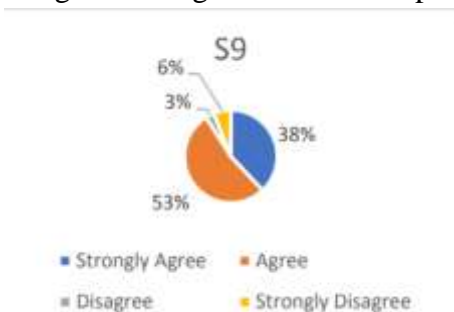
The sixth statement was, “The applications that I use are practical to use in online learning activities during the COVID-19 pandemic”. It can be seen that the applications used are practically used in online learning during the Covid-19 pandemic. As many as 2 (6%) respondents chose to disagree strongly, 4 (13%) chose to disagree, 18 (56%) respondents chose to agree, and 8 (25%) respondents chose to agree strongly. So, it can be concluded that respondents chose to agree as the most preferred answer from the statement that the applications respondents used were practical to use in online learning activities during the COVID-19 pandemic.



The seventh statement was, “The applications that I use are very economical and affordable in internet consumption to use during the online learning process.” It can be seen that the application is very economical and affordable for online learning. As many as 5 (16%) respondents chose to disagree strongly, 4 (13%) respondents chose to disagree, 12 (38%) respondents chose to agree, and 11 (34%) respondents chose to agree strongly. So, it can be concluded that the respondents chose to agree as the most preferred answer to the statement that the applications that the respondents used were very economical and affordable internet consumption to use during the online learning process.



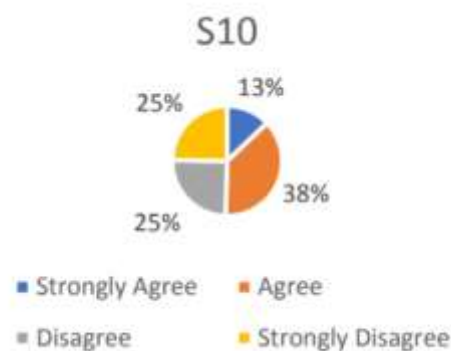
The eighth statement was, “The applications that I use are easy to use during the learning process of English during the Covid-19 pandemic”. It can be seen that the applications used were accessible for economical use in online learning during the Covid-19 pandemic. As many as 2 (6%) respondents chose to disagree strongly, 5 (16%) respondents chose to disagree, 15 (47%) respondents chose to agree, and 10 (31%) respondents chose to agree strongly. So, it can be concluded that respondents chose to agree as the most preferred answer from the statement that the applications that the respondents used were easy to use during the learning process of English during the COVID-19 pandemic.



The ninth statement was, “I could use my smartphone or gadget to operate the applications to learn English during the COVID-19 pandemic”. It can be seen that the respondents used smartphones or gadgets in operating applications for learning English during the Covid-19 pandemic. As many as 2 (6%) respondents chose to disagree strongly, 1 (3%) respondent chose to disagree, 17 (53%) respondents chose to agree, and 12 (38%)



respondents chose to agree strongly. So, it can be concluded that respondents chose to agree as the most preferred answer from the statement that respondents could use a smartphone or gadget to operate the applications to learn English during the COVID-19 pandemic.



The tenth statement was, “I do not face any difficulties and obstacles in using the applications in the process of learning English during the Covid-19 pandemic”. It can be seen that there were many difficulties and obstacles respondents faced in using the online learning applications. As many as 8 (25%) respondents chose to disagree strongly, 8 (25%) respondents chose to disagree, 12 (38%) respondents chose to agree, and 4 (13%) respondents chose to agree strongly. It showed that 50% of respondents stated that there were no difficulties or obstacles in using the applications in the process of online learning. However, there are also 50% of respondents stated that there were difficulties or obstacles in using the applications in the process of learning English during the Covid-19 pandemic.

From the data above, it can be concluded that almost all students stated that the applications used during online learning are efficient, enjoyable, practical, easy to use, and support the improvement of students’ English skills. The applications are also suitable for students to use because they are economical in terms of internet quota consumption. Even though the applications were efficient, half of the respondents stated that the students faced difficulties and obstacles when using the applications in the process of learning English during online learning.

## DISCUSSION

According to the research findings, students gave a positive response to using applications as learning media during the pandemic. These findings are supported by Ermawati (2020), who has similar findings that the applications used in online learning in the midst of the COVID-19 pandemic are efficient for learning. It is an alternative way to conduct learning activities from home because of the pandemic. The efficiency of the application used in online learning found in the findings are similar to Solihatin (2012), who said that the efficiency of learning media should cover learning objectives, students’ targets, characteristics of the media concerned, time, cost, availability, the context of use, and technical quality.

Various colleges and schools have started implementing online learning systems. Such as E-Learning, Google Classroom, Edmodo, and so on (Novita et al., 2020). The students of Universitas Borneo Tarkan also used a variety of online learning applications to support the online learning process, such as WhatsApp, Telegram, Google Classroom, Zoom, Borneo E-Learning, Google Meet, Spada, Seesaw, Edmodo, Cake, Webex, Quizizz, Elsa Speak, and

Memrise. The students stated that these applications were quite efficient, enjoyable, and practical when used in online learning activities. Some applications can improve their English Skill, especially Speaking skills, Speaking Skills. Some students stated that their English skills improved because they could explore the material in video form, and sometimes, the lecturers gave them tasks to explain the material through video.

The most common applications used during online learning were Google Classroom, Zoom, WhatsApp, and Google Meet. These applications were practical and used in online learning classes. The students find these applications enjoyable and helpful. Adawiyah and Darwis (2021) stated that the Whatsapp message-based application is considered helpful because the application has photo and video features that make it easier for teachers and students to exchange messages to carry out the online learning process. Other applications such as Google Classroom, Google Meet, and Zoom also have a feature video call to allow the students to discuss with other students or the lecturers. The students can also learn anytime and anywhere, and the students can explore their way of learning. These applications can be efficient if there is excellent cooperation between the lecturers and students. It is similar to Asyhar (2012), who stated that the criteria for the right learning media point to practicality, flexibility, and resistance.

The students also stated that the applications used during online learning are economical. This is similar to Bahasoan et al. (2020), who stated that the use of online applications such as WhatsApp, Google Classroom, and Google Meet is economical. Those applications save more quota, are simple, and are more commonly used. The applications consumed a small amount of data to access the learning material given by the lecturers. The learning process was going well; half of the respondents chose that there were no difficulties and obstacles when using online learning applications, but there were still some students who stated that there were difficulties, whether because of the wrong signals or it made the students feel lazy and lack of motivation. It did not improve their English skill.

## CONCLUSION

The students have a positive perception of efficient applications used in online learning during the COVID-19 pandemic. The respondents stated that the application used in online learning during the COVID-19 pandemic was efficient because the application was an alternative way to do learning activities from home. The students used a variety of online learning applications. The applications are practical to use and suitable for smartphones because they can operate the applications used in online learning. Besides the accessibility, the applications are also easy to use, and the students can re-read the material provided by the lecturers. It is pretty efficient in helping the learning process and can improve students' English skills. The efficiency of the applications used in online learning gives students the benefit of exploring their skills. The students did not have to attend the class in university. So, the students can learn from anywhere and anytime with unlimited material that can be accessed. The students can access the e-book and material given by the teacher through applications and explore any applications that can improve their English skills. Even though there are many positive impacts of using applications in online learning, but some students still find difficulties in using applications during online learning.



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