Students’ perceptions of online learning in teacher training and education faculty

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Abstract. This research aimed at describing students’ perceptions of online courses. This present study used a survey approach. The data were collected using a questionnaire that distributes in online form. This research used a public opinion survey that classifies purpose-based classification. The researcher made five-stage model, according to the theory of Salmon. Stage 1 found that the most of respondents had access the Internet for study (44.6%) and capably using the keyboard (45.5%) or compose text on a computer/gadget (46.7%), but they lack motivation in online learning (93.4%). Stage 2 involved individual participants establishing online socialization, the respondents felt uncomfortable doing online communication (80.1%), but they were still active in the online classroom in interaction with lecturers (96.4%). After that, the data showed they preferred working in a group in offline (75.3%) rather than online class (47.3%). At stage 3 related to information exchange, the respondents needed to review the material (84.2%) due to remind the advanced material, made a priority to manage self-disciplined (65.2%) and time effectively (71.4%). At stage 4, course-related group discussions developed and the interaction becomes more collaborative (knowledge construction). In online learning, the respondents preferred to work independently (67.8%) rather than in groups (47.3%) or collaborate (52.7%) during learning activities. Stage 5, about the experience of offline and online learning showed that they had a benefit to studying. The similar results about students’ motivation, they lacked motivation and assumed that offline and online learning activity had different situations and goals.

1. Introduction
The effects of Coronavirus Disease 19 (COVID-19) on education are teaching is moving online with unpredictable teaching conditions, students’ assessments are also moving online with a lot of error and uncertainty for everyone. The global lockout of educational institutions would trigger a major (and potentially unequal) interruption in learning for students; disturbance in internal evaluations; and cancelation of public qualification tests or their replacement by an inferior alternative. Those effects also had been working in Borneo Tarakan University (UBT) as the most prominent University in North Borneo. It has six faculties and nineteen departments with almost 5.000 students. As higher education institutions, UBT had a curriculum for students following the era of digital technology advances or popularly known as the era of industrial 4.0. Based on the Vision of UBT, the technology in teaching and learning process had implemented by using Borneo e-Learning (BeL) and teaching media supported with modern technology. It is no big deal for lecturers and students in UBT to access some online platform every other day, but it has significant problems if the internet connection cannot support and other problems.
On March 16, 2020, Rector of UBT announced that campus was to be closed. The online classes and works were implemented at home. It was due to a lack of preparation from the lecturer, students, and staffs because most of the students lacked the devices and internet connection to be able to participate in the online class. The lecturers had to find an alternative way, especially some platforms that can be easy to access for all students from areas in North Borneo.

Nowadays, the new challenges of online learning are more accessible for everyone and no longer make excuses not to learn. Online learning may pose educators with challenges, as resources and opportunities to explore the preconceptions and cultural experiences of students are sometimes restricted by bandwidth restrictions, with limitation of the users' view of body language and paralinguistic clues [1]. The new option of online learning is e-learning; those are two categories: synchronous and asynchronous. A significant difference between both categories is instant messaging and immediate feedback. Synchronous means discussion between students and tutor online at the same time and more attractive and can be managed in a 'chat box’ window (where all contributions saw immediately they are submitted), rather than in a thread area where contributions are organized hierarchically under each thread [2]. Meanwhile, according to Alavi and Dufner, in an asynchronous online environment, nonverbal and vocal cues are lost. Thus, there has been some question as to whether such environments can foster the development of intimacy and the more significant issue of whether or not they can support what we know are essential social aspects of learning and the development of learning communities [3].

This section presented the respondents’ assumptions and may be helpful to get aggregate data to evaluate the teaching and learning process through online. In this research, the researcher intended to answer the question: What is the students’ perception of the online learning environment? Based on the research question, this research aims to describe students’ perceptions of online courses based on the questionnaire. The data can be useful for department, faculty, and university to evaluate and control studies at home during a global pandemic. It also can be contributed to know the quality of online learning. Online learning is the alternative due to all education atmosphere runs well. The components of the teaching and learning process must be controlled and evaluated. In systems of education, like quality controls in education, learning experience, and learning outcomes must be achieved. Evaluation should be concerned with assessing the process and getting a good quality of education. It is essential to get feedback from students because the data on students’ perception through a questionnaire can reach the goals and overcome the problems based on the Vision of UBT.

2. Overview of Online Learning Activities

Online learning must build engaging activities that allow learners to integrate new information with old ones, develop substantive knowledge and use their metacognitive skills; therefore, it is the learning approach and not the technology that determines the quality of learning [4]. Besides, according to Alavi and Dufner, the conceptualization of the online learning process as follows:

1. Generating the idea. The first, idea-generating process includes divergent thought, brainstorming, verbalization and thus the exchange of ideas and positions. Participants get involved and contribute. Indicators include verbalization, divergent thinking activities such as brainstorming, input generation, information generation, and democratic board active participation.

2. Linking the idea. The second process, linking the idea, provides proof of conceptual development, intellectual growth, and the beginning of convergence as new or different concepts are explained, defined, and grouped into different positions (accord / disagreement; questioning / elaboration). It is a form of early convergence, a mutual contribution and a developing of shared knowledge and understanding. This process includes organizing and elaborating various ideas into intellectual positions or clusters, demonstrating intellectual development by considering numerous viewpoints and how these relate (or not) to each other.

3. Intellectual convergence is usually expressed in mutual understanding (including agreeing to disagree) and is especially evident in co-production, whether a group or subgroup authored theory, a book, an assignment, a work of art or a related performance.
The five-stage model offers an overview of how the participant will benefit from improved online work, networking and learning skills and relaxation and what e-moderators need to do at each level to help them achieve that success [5].

![Figure 1. Model of teaching and learning online through online networking by G. Salmon, 2002.](image)

Personal access and the integration of participants into online learning are important pre-requisites for the participation in online conferences (stage 1 at the base in phase flights). Stage 2 involves individual participants going to set up their online identities, and then finding others to interact with whom to interact. Participants shall participate in shared knowledge exchange. A process of cooperation exists up to and including stage 3, through which each individual shares the goals of the other participants. At stage 4, group discussions related to courses grow, and the relationship is more collective than individual. At stage 5, participants are searching for more program advantages to help them accomplish personal goals and focus on the learning process.

It can conclude that online learning activities must enjoyable rather than offline learning. All activities in online learning had a strategy to make good quality of the learning process. By using online learning, the students can gain three phases such as idea-generating with the modern platform, idea linking of shared knowledge and understanding, and intellectual convergence of the output.

2.1. Advantages and Disadvantages of Online Learning
There are 2 (two) points of view that can detect advantages and disadvantages [6]. It can be explained below:

Online resources facilitate collaboration between all students, between teacher and students. Different modalities are possible here: text, image, voice, and the combination of virtual and face-to-face communications based on video communication. Feedback from the entire group may be of considerable benefit; likewise, the prospect of rewinding to the discussion stage, evaluating comments from others, and pursuing specific argumentation techniques may further facilitate clarification of a specific issue.

Meanwhile, communication aids allow other participants to follow the process of education at a specific time allocation. In this way, students are being provided with the opportunity to connect with medias, materials, other students, experts and teachers from other institutions. Some activities may become a valuable part of both offline and online lessons. Conferences, interviews, and meetings may also be held online exclusively, using a range of electronic technologies (internet, webinar tools, and screen sharing). Meanwhile, various kinds of e-learning disadvantages may intensify if a considerable number of students with an inadequate number of teachers attend a particular course. In such cases, it may be virtually impossible to provide individual supporting and tutoring to every student. Communication within such a student community often becomes very difficult, and input practices are typically left to a considerably high degree outside of the instruction.

Students used online resources to leverage the ability to easily exchange information and collaborate on a variety of topics and projects. Students can engage in peer-based assessment by using very specific
methods and can provide direct input on their thoughts and solutions. A certain degree of anonymity and independence that is often found in a virtual learning setting can be better suited to a number of students than the conventional educational, while their performance is improved and better results obtained. Text-based online networking (chats, blogs, etc.) can aid in resolving the exchange shyness and initial awkwardness. In addition, students seem to respond better to circumstances where they have more time to think about, and probably post-edit the relevant questions, thoughts, and other inputs. In addition, technology-enhanced learning can generate negative resentments with students lacking sufficient motivation and the ability to handle workload and learn independently; however, teachers typically anticipate a higher degree of engagement, self-organization and flexibility on the part of learners when introducing e-learning solutions. Unmotivated students with poor learning habits; in addition, students may often feel alienated and abandoned in the virtual world (i.e. "lost in cyberspace"), especially when there is a prolonged period with no face-to-face instruction or any other form of offline interaction (e.g. in programs for distance learning).

3. Methodology
This present study used survey approach. According to Sapsford, survey research involves the collection of information from a sample of individual through their responses to questions [7]. In additional, a survey research is a method of collecting data from people about who they are (education, finance, etc.), how they think (motivations, beliefs, etc.) and what they do (behaviors) [8]. The research aimed to collect the data from students about what they think and perceptions and cross-sectional survey as the type of the survey. A questionnaire was used to collect the data, and distributed in an online form. This research used a public opinion survey that classifies of purpose-based classification. A population refers to the values of the variables rather than to people or other organisms. A sample is a subset of those values [9]. The population of this research was as follows:

| No | Departments                     | Number of Students |
|----|---------------------------------|--------------------|
| 1  | English Education               | 353                |
| 2  | Indonesia Education             | 349                |
| 3  | Biology Education               | 350                |
| 4  | Mathematics Education           | 330                |
| 5  | Primary School Teacher Education| 389                |
| 6  | Counseling Guidance             | 350                |
|    | Total of the Students           | 2121               |

Source: Academic’s Document.

The population may be small enough to warrant the inclusion of all of them in the research, but research may entail a large population that cannot all be studied. That portion of the population is called a sample of the population [10]. A sample in this study was, therefore, a smaller group of elements drawn through a specific procedure from an accessible population. The technique of sampling was a stratified random sampling that procedure will use for selecting the participants in this research. This technique will decide to ensure a relatively equal representation of the variables for the research. The stratification was based on departments, semesters, and ages. Within each section, the selection of students was used by simple random sampling. The sample of the research was decided by using Slovin’s Formula. The total sample of the population of this research was 336 students from all departments in FKIP.

3.1. Research Instrument
The instrument of this type of research was the questionnaire. The questionnaire was adopted from Concordia University. The questionnaire had two sections; they were: section I was on personal
information about the respondents, and section II was about the statement of online learning. The instrument was structured in the Likert scale on a 4-point scale, ranging from “Strongly Agree” (SA), through “Agree”, “Disagree” to Strongly Disagree”. To get the valid questionnaire, the researcher had given a questionnaire as a pre-test (pilot) for 15 students. They filled out the form then give feedback for bias questions, options, multi-interpretation, etc.

It can be concluded that there was not any ambiguity, and the research would be carried out. After the pilot testing for 15 students, the questionnaire was administered directly to get a permission letter from Institution (FKIP and UBT) then distribute to the chosen sample of the research. The form of questionnaire was online from google form because it was hard to give the copies/hard file for respondents in Covid-19 situation. The data obtained by questionnaire was tabulated and measured by using the simple frequent percentage.

3.2. Research Instrument

Before the researcher gave the instrument, it was validated for correctness such as validity and reliability of the research. Reliability was adopted by ensuring that no question is answered twice by the same respondent, and all respondents have answered all the questions in the questionnaire.

Table 2. Reliability Statistics.

| Cronbach’s Alpha Based on Standardized Items | N of Items |
|---------------------------------------------|------------|
| 0.859                                       | 21         |

Cronbach’s alpha had been run to check its reliability. The above table displays some of the results obtained. The overall alpha for all items (21 questions) was 0.859, which was very reliable and indicates durable internal consistency among the given items. Meanwhile, validity was adopted by ensuring that the questions in the questionnaires were relevant to that of the proposed research objectives and literature review.

4. Result and Analysis

In this research, the researcher found some findings. The online questionnaire results that already filled out by 336 students in Teacher Training and Education Faculty were collected. In this section, the result of students’ characteristics consisting of gender, age, and semester will be presented and described.

Table 3. Students’ Characteristics.

| Students’ Responses | Gender | Age | Semester |
|---------------------|--------|-----|----------|
|                     | M      | F   | 18-22    | 23-27   | 2    | 4    | 6    | 8    |
| Frequency           | 64     | 272 | 194      | 42      | 116  | 73   | 83   | 64   |
| Percentage (%)      | 19.05  | 80.95| 87.50    | 12.50   | 34.52| 21.73| 24.70| 19.05|

The total sample was 336 respondents of 6 departments, whereas every department had 56 students who filled out the questionnaire. Based on table 3, 272 female respondents (80.95%) were dominant than male respondents 64 (19.05%), it also had related the most students in FKIP were female. Among 336 respondents with complete survey 294 (87.50%) were 18 to 22-years old, 42 (12.50%) were 23-27-years old. The students consisted of 116 freshmen (34.52%), 73 sophomores (21.73%), 83 juniors (24.70%), and 64 seniors 64 (19.05%). It indicated that first and second-year student was generally 18 to 22 years old and actively doing online learning. It can be assumed that most respondents were female at the age between 18-22 of the second semester, who gave the response to the questionnaire.
4.1. The Result of Estimate using Gadget

The result in this section that the students were asked to the estimated number of hours spent per week using gadget for educational purposes and exploring the internet such as Instagram, Facebook, Twitter, WhatsApp, Online Games, etc. as follows:

| Students’ Responses | Educational Purposes | Exploring the Internet |
|---------------------|----------------------|------------------------|
|                     | <1 | 1-5 | 6-10 | >10 | <1 | 1-5 | 6-10 | >10 |
| Frequency           | 7  | 154 | 115  | 60  | 6  | 84  | 134  | 112 |
| Percentage (%)      | 2.08 | 45.83 | 34.23 | 17.86 | 1.79 | 25.00 | 39.88 | 33.33 |

Based on table 4, the most estimated number of hours using gadget by students were 1 to 5 hours for educational purposes, whereas 154 students (45.83%) had a long duration using a gadget. On the other hand, 134 students (39.88%) were mostly exploring the internet with a duration 6 to 10 hours. The data also showed that the extended hours were 10 hours that students optimize gadget usage for exploring the internet 112 (33.33%) rather than for educational purposes only 60 (17.86%). Those reflect on duration using gadget for exploring the internet by the majority of respondents. It can be implied that students used gadget for a long duration to explore the internet rather than for educational purposes.

4.2. The Result of Access and Motivation

The students reported giving prior experience with online learning related to the internet connection, satisfaction with online courses, motivation, etc. There were five items in the questionnaire to get data about students’ prior experience with online learning. It can be seen in the table below:

| Statements                                      | Students’ Responses |
|------------------------------------------------|---------------------|
| 1. Easily access the Internet for study        | Strongly Agree (4)  |
|                                                | Agree (3)           |
|                                                | Disagree (2)        |
|                                                | Strongly Disagree (1)|
| 2. Computer/gadget keyboarding skills          | 64 (19%)            |
|                                                | 150 (44.6%)         |
|                                                | 100 (29.8%)         |
|                                                | 22 (6.5%)           |
| 3. Comfortable composing text                  | 69 (20.5%)          |
|                                                | 153 (45.5%)         |
|                                                | 103 (30.7%)         |
|                                                | 11 (3.3%)           |
| 4. Motivation in Online Learning               | 47 (14%)            |
|                                                | 157 (46.7%)         |
|                                                | 115 (34.2%)         |
|                                                | 17 (5.1%)           |
| 5. More motivate in Online Learning than a     | 16 (4.8%)           |
| regular learning                               | 118 (35.1%)         |
|                                                | 161 (47.9%)         |
|                                                | 41 (12.2%)          |

Table 5 revealed that 64 (19%) and 150 (44.6%) of the respondents had to access the internet for study; they strongly agree with this statement. Meanwhile, 100 (29.8%) and 22 (6.5%) of the respondents had no access to the internet. It came from disagree and strongly disagree choices that they had chosen. In terms of their ability using computer/gadget keyboarding skills for doing online work, 69 (20.5%) strongly agreed, 153 (45.5%) of respondents chose to agree and indicated that they were able to use keyboarding then contradict with 103 (30.7%) of respondents chose to disagree and 11 (3.3%) strongly disagreed. 47 (14%) strongly agreed, 157 (46.7%) of respondents chose to agree and indicated that they felt comfortable composing text on a computer/gadget in online learning environment then contradict with 115 (34.2%) of respondents chose to disagree, 17 (5.1%) strongly disagreed. In addition
to that, from respondents who have access to internet and experience composing text, most of respondents disagreed and strongly disagreed with the statement motivation in an online learning whereas 161 (47.9%) and 41 (12.2%) strongly agree and agree with this statement. Similar result with the statement about being more motivated in online learning than regular learning most of the students’ response strongly disagree and agree whereas 153 (45.5%) and 121 (36%). This data indicated that most of the respondents had access the internet for study and capably using the keyboard or compose text on a computer/gadget, but they lack motivation in online learning.

4.3. The Result of Online Socialization

The respondents were asked about individual participants establishing their online identities and then finding others with whom to interact. The responses have been as follows:

| No | Statements                        | Students’ Responses |
|----|-----------------------------------|---------------------|
| 1  | Comfortable communicating using electronically | Strongly Agree (4) 126 127 45 (11.3%) Agree (3) 36 149 (37.5%) Disagree (2) 115 (37.8%) | Strongly Disagree (1) (13.4%) |
| 2  | Actively communicate              | Strongly Agree (4) 36 147 103 (10.7%) Agree (3) 149 (44.3%) Disagree (2) 115 (34.2%) | Strongly Disagree (1) (10.7%) |
| 3  | Comfortable with written communication | Strongly Agree (4) 68 147 103 (20.2%) Agree (3) 147 (43.8%) Disagree (2) 103 (30.7%) | Strongly Disagree (1) 18 (5.4%) |
| 4  | Enjoy working in groups           | Strongly Agree (4) 98 155 72 (29.2%) Agree (3) 155 (46.1%) Disagree (2) 103 (21.4%) | Strongly Disagree (1) 11 (3.3%) |
| 5  | Interaction with Lecturers        | Strongly Agree (4) 75 175 81 (22.3%) Agree (3) 175 (52.1%) Disagree (2) 103 (24.1%) | Strongly Disagree (1) 5 (1.5%) |
| 6  | Comfortable communicating online  | Strongly Agree (4) 25 (7.4%) Agree (3) 122 (36.3%) Disagree (2) 142 (42.3%) | Strongly Disagree (1) 47 (14%) |
| 7  | Ask and receive a quick response  | Strongly Agree (4) 46 133 123 (13.7%) Agree (3) 133 (39.6%) Disagree (2) 103 (36.6%) | Strongly Disagree (1) 34 (10.1%) |
| 8  | Work in groups during online learning | Strongly Agree (4) 44 115 139 (13.1%) Agree (3) 115 (34.2%) Disagree (2) 103 (41.4%) | Strongly Disagree (1) 38 (11.3%) |

From table 6, it appeared that 38 (11.3%) selected strongly agree and 126 (37.5%) selected agree, they felt comfortable communication using electronic then 127 (37.8%) selected disagree, and 45 (13.4%) of respondents felt opposite of it. Although most of the respondents felt uncomfortable communicating using electronic. There are 36 (10.7%), and 149 (44.3%) selected strongly agree and agree for actively communicate with classmates and lecturers using electronic. Most respondents also reported that they felt comfortable with written communication 147 (43.8%) rather than they did not feel it 103 (30.7%). However, the learning activity shows that the respondents were enjoyed working in groups with 155 (46.1%) response agreed and 98 (29.2%) response strongly agreed. Besides, from the respondents, who were comfortable, active in communication, and enjoy working in groups, 175 (52.1%) of them like much interaction with the lecturers but it contradicted with comfortable communicating online whereas 142 (42.3%) of respondents felt uncomfortable communicating by online, 122 (36.3%) felt opposite of it. Hence, the respondents felt uncomfortable. The lecturers would like to give the opportunity in questions and answers during online learning. For this statement, 133 (39.6%) of the respondents agreed that they got to receive a quick response and 46 (13.7%) chose strongly agree. Statement number 4, as well as number 8, indicated that 139 (41.4%) of the respondents did not enjoy working in the group during online learning, they preferred work in groups in a regular class (offline class). It can be concluded that the respondents felt uncomfortable doing communication
online but they were still active in the online classroom in interaction with lecturers. Thereafter the data showed they like working in a group of offline rather than online class.

4.4. The Result of Information Exchange

The respondents were asked to engage in individual or mutual exchange of information. Table 5 depicts the respondents’ responses.

### Table 7. Information Exchange.

| No | Statements                        | Strongly Agree (4) | Agree (3) | Disagree (2) | Strongly Disagree (1) |
|----|-----------------------------------|--------------------|-----------|--------------|-----------------------|
| 1. | Review the course will help to remember | 162 (48.2%)        | 121 (36%) | 49 (14.6%)   | 4 (1.2%)              |
| 2. | Self-disciplined                  | 56 (16.7%)        | 163 (48.5%) | 108 (32.1%) | 9 (2.7%)              |
| 3. | Time effectively                  | 69 (20.5%)        | 171 (50.9%) | 87 (25.9%) | 9 (2.7%)              |

According to table 7, the statement of the questionnaire about review the course will help to remember that had been learned before, 162 (48.2%) of the respondents reported that they chose strongly agree, 121 (36%) agreed, 49 (14.6%) disagreed and 4 (1.2%) strongly disagreed. The majority of respondents chose to agree and disagree, 163 (48.5%) had self-disciplined to set aside reading and homework time. On the other hand, 108 (32.1%) of the respondents had no self-disciplined. It also similar result with the next statement that they can manage study time effectively and efficiently complete assignments on time. A 171 (50.9%) of respondents chose to agree and 87 (25.9%) chose to disagree with this statement. The result implied that the respondents need to review the material due to remind the advanced material, make it a priority to manage self-disciplined and time effectively.

4.5. The Result of Knowledge Construction

The respondents were asked whether they used course-related group discussions (see table 6).

### Table 8. Knowledge Construction.

| No | Statements                        | Strongly Agree (4) | Agree (3) | Disagree (2) | Strongly Disagree (1) |
|----|-----------------------------------|--------------------|-----------|--------------|-----------------------|
| 1. | Working independently             | 76 (22.6%)        | 152 (45.2%) | 98 (29.2)   | 10 (3%)              |
| 2. | Work in groups during online learning | 44 (13.1%)        | 115 (34.2%) | 139 (41.4%) | 38 (11.3%)           |
| 3. | Collaborate during online learning | 36 (10.7%)        | 141 (42%)  | 126 (37.5%) | 33 (9.8%)            |

Table 8 indicated that 76 (22.6%) strongly agreed, 152 (45.2%) of the respondents were enjoy working independently, 98 (29.2%) the students did not enjoy working independently and 10 (3%) strongly disagreed. 44 (13.1%) of the respondents strongly agreed that they worked in groups during online learning, 115 (34.2%) agreed to the same items, while 139 (41.4%) did not enjoy working in groups and 38 (11.3%) strongly disagree of it. From the above findings, it was evident that the majority of respondents (42% out of 141 respondents) preferred to collaborate with other students during online learning. 36 (10.7%) of the respondents strongly agreed that they liked it. 126 (37.5%) strongly
disagreed and 33 (9.8%) they did not want to collaborate with other students. It might be suggestions for lecturers when implementing learning activities online.

4.6. The Result of Development

The respondents were asked about experience in offline and online had benefit to study. The following table 4.7 showed the result.

Table 9. Development.

| No | Statements                                      | Students’ Responses |
|----|-------------------------------------------------|---------------------|
|    |                                                 | Strongly Agree (4)  | Agree (3)      | Disagree (2) | Strongly Disagree (1) |
| 1. | The experience will be beneficial to study      | 88                  | 157            | 86           | 5              |
|    |                                                 | (26.2%)             | (46.7%)        | (25.6%)      | (1.5%)         |
| 2. | Learning is the same in class and at home on the internet | 12                  | 53             | 116          | 155            |
|    |                                                 | (3.6%)              | (15.8%)        | (34.5%)      | (46.1%)        |

The findings in this Table 9 can be showed that there were 88 (26.2%) and 157 (46.7%) assumed strongly agree and agree with the benefit of their background and experience to study. 86 (25.6%) and 5 (1.5%) of the respondents assumed disagree and strongly disagree with that statement. The next statement of the questionnaire about learning is the same in class and at home on the internet, 12 (3.6%) of the respondents that they thought it was same and 53 (15.8%) agreed of that statement. Whereas 116 (34.5%) disagreed and almost 155 (46.1%) strongly disagreed, they thought it was different learning in class and at home on the internet. Table 5 as same as a result which respondents’ responses that they lack motivation and thought the situation different while teaching and learning process by offline and online.

5. Discussions

The overall findings of the questionnaire, it can be concluded that 336 respondents fill out 21 of items with the students’ characteristics. The most respondents were female at the age between 18-22 of the second semester, who gave the response of questionnaire and duration using gadget for exploring the internet by the majority of respondents. Moreover, to know students’ perceptions, the researcher made the five-stage model. According to the theory of G. Salmon (2002), Five-stage model provides an example of how participants can benefit from increasing skill and comfort in working, networking and learning online, and what e-moderators need to do at each stage to help them to achieve this success. There was stage 1 about individual access and motivation. The data indicated that the most of respondents had access the internet for study (44.6%) and capably using the keyboard (45.5%) or compose text on a computer/gadget (46.7%), but they lack motivation in online learning (93.4%). Stage 2 involved individual participants establishing online socialization, the respondents felt uncomfortable doing communication by online (80.1%), but they were still active in the online classroom in interaction with lecturers (96.4%). Thereafter the data showed they preferred working in a group in offline (75.3%) rather than online class (47.3%). At stage 3 related to information exchange, the respondents needed to review the material (84.2%) due to remind the advanced material, made a priority to manage self-disciplined (65.2%) and time effectively (71.4%). At stage 4, course-related group discussions develop, and the interaction became more collaborative (knowledge construction). In online learning, the respondents preferred to work independently (67.8%) rather than in groups (47.3%) or collaborate (52.7%) during learning activities. Stage 5, about the experience in offline and online, had a benefit to studying. The similar results about students’ motivation, they lack motivation and assumed that offline and online learning activity were different situations and goals.
6. Conclusion

Since campus is announced to be closed, the lecturers have to find an alternative way, such as online learning platforms that can be easy to access for all students from area in North Borneo. Based on the result of the questionnaire, most of respondents had to access the internet for study and capably using the keyboard or compose text on a computer/gadget. However, students lacked motivation in online learning, the respondents felt uncomfortable doing communication online, working in a group online, need to review the materials during online learning. In the end, the alternative way such as an interactive learning process was needed in pandemic, specifically in education in order the students had the motivation and improved their ability. The recommendation for the future researcher is students’ cognition during online learning need to be attention.

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