

Students' Readiness and Perception on the Effectiveness of Online Education Post Covid-19 Pandemic

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Abstract

This research reveals students' readiness and perceptions of online learning post the COVID-19 pandemic. Online learning has gained significant popularity during the COVID-19 pandemic. This learning method offers flexibility and convenience for students, however now that learning in higher education institutions has returned to normal, how students' perceptions of online learning are fully debated in this study. Three hundred and eight students from local universities in Indonesia took part in a quantitative study to explore the satisfaction and effectiveness of online learning. This research is a cross sectional study completed by making an association between various parameters using an independent t-test and one-way ANOVA. The findings report that most of the students are dissatisfied with online learning and only the facts find that it is effective for their learning. It is based on the facts that both genders are equally ready for online learning after the post Covid-19 pandemic. It is proved by Welch test indicating that there was no significant difference in readiness for online teaching between gender ($t = 0.089$, $p = 0.935$). There is no significant difference in gender in their perception on the effectiveness of online learning. A negative t-value indicates ($t = -0.45$, $p = 0.653$). And there is no significant difference among the students from different faculties in their readiness for online learning based on one-way ANOVA test showing that $p < 0.05$ level on the effectiveness of online learning post-covid [$F(5, 127) = 3.714$, $p = 0.004$] and the readiness for online learning was not statistically different between faculties [$F(5, 127) = 0.827$, $p = 0.533$]. Refer to online learning. The study concluded that a fully online mode may not be suitable for all types of learners. Instructors and institutions need to recognize these issues and provide appropriate supports and solutions to improve the effectiveness of online education.

Keywords: online learning, readiness, perception, post covid - 19

1. Introduction

Many perspectives on the use of remote teaching methods are negative. It is supported by previous researches stating that teachers and learners are lacking of learning engagement due to technical issues; therefore, teachers have difficulties in running their materials through online session (Shlowiy 2023). Then, it is also emphasized by research finding stating that "There were several challenges that language instructors faced in terms of online teaching and online assessment. The findings demonstrate that the main challenges in online teaching include technological issues, creativity, interactions, class duration, inaccessibility issues and student emotional support, whereas the challenges in conducting online assessments are in terms of the different evaluation platforms, the issue of plagiarism and authenticity, marking or grading online assessments and assessing non-verbal cues" (Nordin N, Omar W & Ridzuan I. 2022). The technological issues associated with e-learning also lead to dissatisfaction and ineffectiveness of online learning. The tendency toward computer anxiety will make it challenging for users to use computers and will further deter users from benefiting from e-learning's advantages (Nuryatin, A., Mukhibad, H., & Tusyanah, T. 2022). For instance, in most traditional classrooms, exchanges between teachers and students that are full of social and emotional cues are missed while teaching remotely. An online course, which is viewed as self-paced learning that enables students to learn independently, is likely to exacerbate the distance between teachers and students and may leave students feeling extremely alienated. Regrettably, many teachers frequently leave the students perplexed by simply sending them the lesson materials without any more explanation or comments. Due to the lack of oversight and evaluation of the quality of learning in online classrooms, educators might be highly pessimistic about this form of education. Furthermore, many educators believe that online courses fall short of all requirements for a high-quality learning experience, including the inability to closely monitor students' progress and the failure to develop certain skills that call for supervision and engagement. It is in line with a research which concludes that the main challenges in online teaching consist of issues of technology, interaction, creativity, class duration, student emotional support and inaccessibility issues, while the challenges in conducting online assessments are related to various evaluation platforms, assessing or marking online assessment and assessing non-verbal cues and issues of authenticity and plagiarism. (Mohd Nordin, N., Omar, W., & Mohd Ridzuan, I. 2022): 1. Experiences of the students were also exposed in research findings stating that several recurring themes were emerging about the online

class experience. “Under the key topic (A) effects of online class – (1) difficulty in the learning process and (2) affordability and accessibility of time and place. Under the key topic (B) issues and problems experienced in online classes, three themes emerged– (1) issues in internet connectivity, (2) lack of proper resources such as gadgets, and (3) lower productivity rate. In the third key topic, (C) the coping mechanisms of students under online learning classes in which two themes emerged – (1) finding alternatives and (2) practice of time management. And in the last key topic, (D) what the participants could recommend improving their learning process under online learning classes. Two themes emerged in the focus group discussion – (1) It was concluded in the study that the issues being encountered by students in online classes have an impact not only on their academic performance but also on their psychological well-being” (Cabansag, John N. 2022).

On the other hand, positive findings about the use of technology in teaching literature were found in research. It states clearly that the use of technology in the classroom has boosted students' capacity for understanding and critical thought. Technology-enhanced online instruction makes assessment simple and straightforward (Alfaruque, et.al. 2023). In addition, other research also finds that student performance is improved related to their satisfaction with e-learning. The improvement in their performance is not connected to the use of e-learning. E-learning needs students to learn independently such as by looking up sources and completing an assignment. Therefore, they feel comfortable with e-learning in their own culture. However, the academic and non-academic talents of students are used to gauge their achievement. Exams using e-learning can be used to evaluate academic abilities but it is challenging to evaluate non-academic achievement using e-learning. It is believed that student satisfaction is impacted by teachers' capacity to integrate e-learning. Other teaching techniques are necessary for the application of various e-learning techniques and classroom instruction. To improve student interest in implementing e-learning, lecturers must be able to offer engaging instructional materials and methods. As a result, e-effectiveness learning is determined not only by the system's features but also by social factors affecting students' and instructors' e-learning proficiency (Matter, D. 2022). According to research, participants' attitudes regarding using online learning to learn English dialects were not shown to be statistically related to gender. Both female and male EFL learners were able to differentiate between English accents (both American and British) (Almudibry, Khaled. 2022). It is stated in the research conclusion that online education has many benefits, and there are ways for colleges to gain from rising social media usage. Making sure the students feel at ease conversing and engaged online is the challenge in online learning. Colleges may employ video cameras to recreate in-person interactions in the classroom online, but teachers need to be conscious of what students like while using webcams. Education providers must accept the lessons learnt from online instruction and make space for a hybrid approach to teaching, learning, and evaluation (Bashir, et.al., 2021). Furthermore, it is found that “85% of students use mobile Internet to do online learning. 60% of students are ready to do online learning at home, while the remaining 30% are quite ready and 10% are not ready. Student responses during online learning are 45% pleasant, 30% fun and 10%. The level of readiness of the teacher is good enough that 80% is ready, and the remaining 10% is at the level of very ready and quite ready. Overall online learning carried out by teachers at the Galuh Rahayu Sindangkasih Vocational School was positively responded to” (Ahmad, Hasnawati. et.al., 2020).

The main issues that affect and have an impact on online EFL learning are determined to be connected to technological, academic, and communication difficulties. A study indicates that the majority of EFL students are dissatisfied with online learning since they have not made the anticipated gains in language proficiency (Mahyoob, Mohammad. 2020). It implies that online education is not effective to be applied. Hence, this study aims study what is the stand of UISU students when it comes to online learning after the Covid-19 pandemic with the following research questions: (1) To examine satisfaction and effectiveness between gender on online learning during the post-Covid 19 pandemic, and (2) To examine satisfaction and effectiveness of online learning between faculties in UISU.

This study sets out to examine the following research questions: (1) Is there any difference between male and female learners in the level of readiness towards online education during post covid-19 pandemic? (2) Is there any difference between the male and female learners in their perception of the effectiveness of post-covid online education post covid-19 pandemic? (3) Is there any difference between students from different faculties in their level of readiness towards online education during post covid-19 pandemic? (4) Is there any difference in the perception of students from different faculties on the effectiveness of online education during post covid-19 pandemic?

The opinions of students on online learning are generally positive, but there are still certain issues that need to be resolved. Students are typically willing to continue taking classes online because they see the benefits and convenience of being able to access the material from any location at any time. Also, students often become proficient with online learning systems. The perception of the students regarding the complexity of the material with online learning was another pattern discovered. So, to reduce issues, online learning must be planned, implemented, and assessed (Surani, D., & Hamidah, H. 2020). Results of the research show that both parents and teachers had several issues. The nature and format of the teaching platform, the need for technical support to facilitate the teaching-learning process, the lack of in-class participation and genuine motivation, and the fact that teachers need to have a high level of experience using technology to serve their students and engage them in interactive classroom activities were some of the challenges faced by teachers. Lack of familiarity with the online learning platform, reluctance to collaborate with teachers to use the online learning platform successfully, and insufficient preparation of their children for active participation in online education were among the difficulties that parents mentioned (Khaled, Ahmed, 2022).. However, to boost students' feelings of belonging, research findings advise teachers to employ several strategies that support teacher-student connection, student-student interaction, and student-content interaction. The results also imply that students' attitudes about the application of these tactics were favorable (Almalki, Amal M., and Mona, Sabir, 2022).

Therefore, the subject matter that will be revealed in this research is the student's attitude towards online education post-Covid-19 pandemic

and the challenges felt by the students. Because most education institutions make offline classes and blended learning. There might be a different attitude the students towards online education during post Covid-19 pandemic. Thus, the objective of this research is to uncover the readiness of students towards online learning and to obtain the challenges of having online learning faced by the students by knowing the student's attitudes towards online learning.

2. Literature Review

Theoretically, behaviorism is the most appropriate approach to be applied to online learning. of multiple steps in the learning process. This approach emphasizes the deconstruction of learning to sharpen the intellectual skill and to stress the importance of problem solving Picciano, A. G. (2017). Therefore, there are six key elements covered by this approach to reach the emphasis. They are as follows:

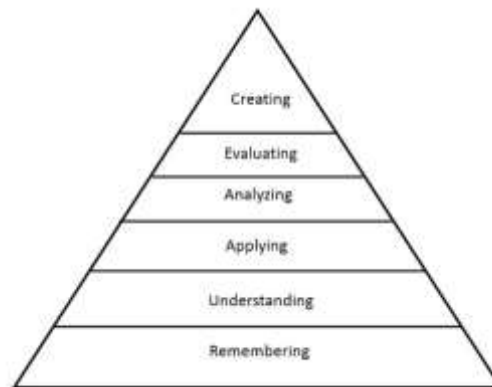


Figure 1. Taxonomy Bloom

Note:

1. Creating: Putting elements together to form a coherent or functional whole, and reorganizing elements into a new pattern or structure through generating, planning, or producing.
2. Evaluating: Making judgments based on criteria and standards through checking and critiquing.
3. Analyzing: Breaking material into constituent parts, and determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
4. Applying: Carrying out or using a procedure through executing or implementing.
5. Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
6. Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.

The researchers assume that using behaviorism approach in which taxonomy Blooms becomes the main elements in teaching process is suitable applied in online learning because problem solving skill is the prime claim to be achieved by students in online learning.

According to a study, students' intentions to participate in additional e-learning days are driven by the effectiveness of the teaching strategy and the advantages of time management skills. A preference for less frequent e-learning is sometimes linked to communication issues, erratic internet, and unpleasant living circumstances. This study also discovered that travelling for study purposes is not eliminated by e-learning. While the substitution effect of e-learning was observed with students who can concentrate and who believe that learning online saves them time travelling, the neutral effect was observed with students who have internet problems and have lower monthly budgets. For students who have a higher monthly allocation and have vertigo from prolonged screen time, they might adopt a visit to learn (Prasetyanto, D., Rizki, M., & Sunitiyoso, Y, 2022).

On the other hand, Research findings indicated that the students had certain challenges when learning online, including a poor internet connection, a lack of enthusiasm, a propensity to become quickly sidetracked, and increased stress from the teachers' load of work. When asked about the advantages of online learning, they mentioned that it is more structured than face-to-face instruction and that it gave them more confidence to participate in online discussions. Some of the students felt more at ease speaking in an online class than they would in a face-to-face setting. Due to various challenges, they encountered when implementing online learning, students generally reported that they preferred traditional learning to that the latter. It is hoped that the instructor would use engaging online teaching strategies to increase students' motivation and effectiveness (Yuzulia, Irza, 2021). Higher education's use of online learning during the Covid-19 pandemic still faces many difficulties, which impede students' ability to learn. Three things can become a source of issues when putting online learning into practice. First, there are a limited number of resources, including computers, smartphones, other technological devices, educational materials, electricity, and internet connections. The second is a lack of expertise, knowledge, and abilities in using online learning resources, as well as challenges in locating and/or supplying learning resources, managing online learning, and providing measuring tools

for conducting online assessments. Third, the challenge of time management while learning online (Djidu, et.al., 2021).

Based on research findings, it is said that *WhatsApp Groups* were the most useful for early COVID-19 pandemic online learning. WhatsApp is quick, easy, and doesn't require a lot of data usage. Because students and instructors could converse and share PowerPoint files, Microsoft Word files, JPGs, Voice Notes, Videos, and other learning resource links using WhatsApp accounts, learning occurred at its best. The report makes recommendations for further research into the removal of barriers to online learning for students and the creation of new media for the delivery of efficient online lectures (Wargadinata, W, 2020). A study also found that students' attitudes are positive on online English learning using the LMS Moodle although it was firstly for them to learn English through Moodle. The positive attitudes were raised along with the increase in their recognition of the Moodle application and ability to self-manage their learning. The positive attitude to online learning by the students, gradually, improves their learning achievement (Indriani, et.al., 2021). Similar research was also conducted on Indonesian students. It was found that "43.33% of students learn through LMS, 19.44% through video conferencing, and 37,22% through WhatsApp groups and emails. As many as 39.21% of them felt uncomfortable, 37.25% normal, and 23.52% comfortable with it. Their discomfort is generally caused by tiring learning activities, i.e doing lots of tasks despite incomprehensive materials (Mirawati, et.al., 2020). In addition, some benefits can be obtained from online learning, such as students becoming technology literate, learning being accessible, flexible and efficient, and positive attitude increases. However, obstacles are also found in online learning platforms such the technology illiteracy of the students, hard to understand the course material, lack of communication, laziness, time management, excessive assignment, less lecturer's guide, and cheating during the test (Herwiana, S & Elisa, NL, 2022).

The attitude of university students towards online learning is positive toward interaction, students' self-determination, and internet self-efficacy, but not to technical support and course design. In other words, university students are affected by all factors but not by technical support (Nasir, khadiza benta, 2022). In contrast, students prefer having face-to-face classes to online classes for a face-to-face class is better for interaction with teachers and friends (Amalia, Direstu, and Wildan Nugraha, 2021). It is supported by other research stating that students have negative attitudes toward online learning because of poor performance in learning (Liu, Xuerong, Zheng Gong, Kuan Miao, Peiyi Yang, Hongli Liu, and Zhengzhi Feng, 2022). On the other side, teachers felt happy with teaching online although they still used additional media with no problems found. Therefore, "22.5% of respondents agreed and 16.9% strongly agreed that online teaching must be implemented in addition to conventional mode after the Covid-19 pandemic is over" (Hermanto, 2020).

All universities in Indonesia have been driven by the Covid-19 pandemic to rapidly expand their use of online learning. Without sufficient planning, all colleges have been utilizing all available resources to implement online learning. Universities can recognize the use of online learning that was built effectively based on the experience of adopting it during the Covid-19 pandemic. Hence, to provide the facilities and resources for the implementation of online learning, university policy is required. After the Covid-19 pandemic, correctly developed learning strategies, methodologies, and technologies in online learning are anticipated to enhance the educational experience at institutions in Indonesia (Padmo, Dewi and Ardiasih, Lidwina Sri and Idrus, Olivia, 2020). Other research explored that there are some factors influencing students' satisfaction with online learning. They are learning readiness and lecturer presence. Learning readiness can mediate learning satisfaction and the student's experience, but it cannot mediate the complexity of technology. Therefore, higher education institutions might increase the skills and knowledge of the lecturers by having trained for their ability improvement in managing classes to be more interactive both socially and materially (Suhandiah, S., Suhariadi, F., Yulianti, P., Wardani, R., & Muliati, Y, (2022). Moreover, online learning will be effective when all users of the online platform can utilize every feature of the platform. So, the motivation and willingness of the users to learn new things might lead to online learning being implemented successfully. In Indonesia, the government has subsidized educators and students by providing internet quotas for learning. It is done to decrease the burden of educators and parents of the students to buy internet quotas monthly to fulfil the online learning activities (Angellika, Viny,et.al., 2022).

3. Methodology

The cross-sectional study was conducted at Universitas Islam Sumatera Utara (UISU), and 308 learners from different faculties of the institution participated in the survey (Refer to Table 1). The participants of the study were students who had gone through fully online classes during the Covid-19 pandemic and presently attending learning in either a blended or fully offline (physical) classes.

Table 1. The Frequency and Percentage of the respondents

Gender	Frequency	Per cent
Male	72	23.4
Female	236	76.6
Total	308	100

The questionnaire consisted of three parts: Part A contained 4 four demographic questions, Part B had 13 items on students' readiness for online learning and Part C had seven items on students' perception of the effectiveness of online learning in the post covid era. The scale contains 20 items, and it is a 7 – point Likert-type (from 1: completely disagree to 7 completely agree). Studies have shown that 7-point Likert items provide a more accurate measure of a participant's true evaluation and are more appropriate for electronically distributed and otherwise unsupervised usability questionnaires (Korkut Altuna & Arslan , 2016; Mumu, et.al. 2022).

Internal consistency reliability for the questionnaire was calculated with the Cronbach alpha coefficient. These values were 0.908 for Part B (readiness for online learning) and 0.863 for Part C (effectiveness of online learning), suggesting that the items have relatively high internal

consistency.

After the implementation of the questionnaires to the population, 347 online forms were returned. The students who have not attended online classes were excluded from the study, leaving 308 respondents who qualified for the study. The statistical analysis was performed to find the association between various parameters using an independent t-test and one-way ANOVA.

Assumption of normality of data stating that all comparison groups have the same variance is achieved based on the central limit theorem whereby the sample size of above 30 is considered normal, also Levene and Welch tests are conducted, to test the assumption of homogeneity of variance, Levene’s test is used to assess if the groups have equal variances. This test should not be significant to meet the assumption of equality of variances. Whereas the Welch test assumes that both groups of data are sampled from populations that follow a normal distribution, it does not assume that those two populations have the same variance.

The independent Samples t-Test was used to compare the means for two groups, while to compare the means across more than two groups, the ANOVA test was run. So, to answer objectives 1 and 2 t-test was used, while objective 3 was answered using one-way ANOVA test.

The following is the framework of how the online learning accepted by the students after the calculation of the students’ response towards the questionnaire. The acceptance of online learning mode is determined by the satisfaction and the effectiveness of online learning based on the students’ perception.

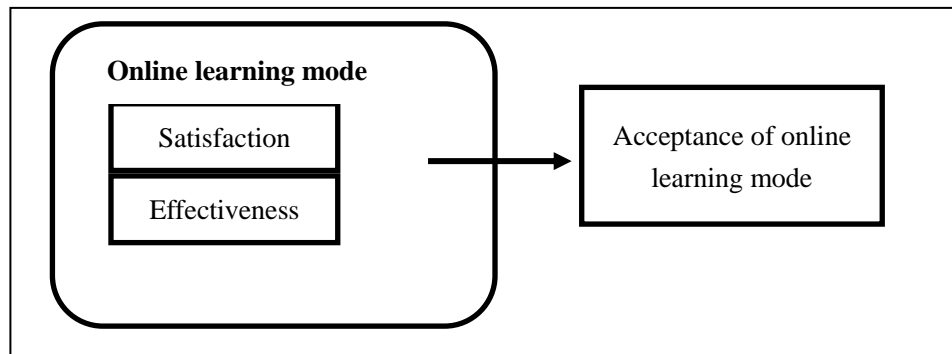


Figure 2. Conceptual Framework of the Study

Students’ acceptance of online learning depends on students’ perceived satisfaction and effectiveness of the mode in transferring knowledge. According to Shanthi, A., Adnan, A. A., Jamil, N. I., Rosle, A. N. bte, & Sharminnie, E. (2021) perceived satisfaction was found to be the most critical predictor on learners’ acceptance of online learning, The Learner Control Principle in Multimedia Learning, suggests that giving learners control over their instruction by allowing them to pace, sequence, and select information aids learning. Therefore, if learners are not given these freedom they might feel dishearten to follow online classes and find it not effective, thus leading to rejection or failure of online learning. Therefore, students’ perceived satisfaction and effectiveness become important indicators for students to accept online learning (refer to Figure 2). Learners’ acceptance of online learning has been suggested to afford an active, constructive processing of instruction, to increase and sustain the motivation to learn online (Scheiter, 2014). The concept of this study assumes (Figure 1) that when learners are satisfied with online learning and find online learning effective then learners are more prepared to accept a fully online learning mode. Hence, the researcher explores perceived satisfaction and effectiveness of a fully online mode of learning among learners after the Covid-19 pandemic

4. Result

The differences in readiness to embrace online learning and students’ perception of the effectiveness of online learning after the Covid-19 pandemic by gender were examined using the independent t-test. Variances were homogeneous, as assessed by Levene’s test for equality of variances for Effectiveness, $p = 0.354$, which is greater than the p -value of 0.05 as shown in Table 2. However, homogeneity of variances was violated for readiness where the p -value of 0.032 was lesser than 0.05, and hence the Welch test was applied to this variable. The findings indicate that there was no significant difference in readiness for online teaching between gender ($t = 0.089$, $p = 0.935$). Hence, the first research question of this study: “Is there any difference between the male and female learners in the level of readiness towards online education during post covid-19 pandemic?” indicate that both genders are equally ready for online learning after the post Covid-19 pandemic.

Next, to answer research question two: “Is there any difference between the male and female learners in their perception of the effectiveness of post-covid online education post covid-19 pandemic?”. As seen in Table 2, students’ perception of the effectiveness of online learning according to gender ($t = -0.45$, $p = 0.653$). Again, indicating that, there is no significant difference in gender in their perception on the effectiveness of online learning. A negative t -value indicates a reversal in the directionality of the effect, which has no bearing on the significance of the difference between groups.

Table 2. Independent Samples Test between Readiness and Effectiveness online learning according to Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
ATTITUDE	H ₀	4.636	.032	.089	306	.929	.153	1.711
	H ₁			.082	104.268	.935	.153	1.864
EFFECTIVENESS	H ₀	.863	.354	-.450	306	.653	-.479	1.066
	H ₁			-.421	107.129	.674	-.479	1.137

Table 3. Group Statistics for Attitude and Effectiveness with Gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
ATTITUDE	Male	72	63.06	14.318	1.687
	Female	236	62.90	12.179	.793
EFFECTIVENESS	Male	72	27.44	8.671	1.022
	Female	236	27.92	7.673	.499

H₀: Equal variances assumed, H₁: Equal variances not assumed

As seen in Table 3, descriptively, there was not much difference between males (M = 63.06, SD = 14.318) and females (M = 62.9, SD = 12.179) for readiness and students' perception of the effectiveness of online learning according to gender male (M = 27.44, SD = 8.671) and female (M = 27.93, SD = 7.673).

To answer Research questions 3 and 4, one-way ANOVA test was conducted to compare the Readiness and Effectiveness of online learning between faculties. Based on the one-way ANOVA results in Table 4, there was a significant difference between at least two faculties in UISU at the p<0.05 level on the Effectiveness of online learning post-covid [F(5, 127) = 3.714, p =0.004]. However, the readiness for online learning was not statistically different between faculties [F(5, 127) = 0.827, p =0.533]. Hence research question 3, "Is there any difference between students from different faculties in their level of readiness to accept towards online education during post covid-19 pandemic?" indicate that there is no significant difference the students from different faculties in their readiness for online learning.

Table 4. One-way Analysis of Variance (ANOVA) for UISU

		Sum of Squares	df	Mean Square	F	Sig.
ATTITUDE	Between Groups	694.592	5	138.918	.827	.533
	Within Groups	21327.979	127	167.937		
	Total	22022.571	132			
EFFECTIVENESS	Between Groups	877.598	5	175.520	3.714	.004
	Within Groups	6001.424	127	47.255		
	Total	6879.023	132			

To answer research questions 4, since there was a significant difference between at least two faculties in UISU at the p<0.05 level on the Effectiveness of online learning post-covid [F(5, 127) = 3.714, p =0.004] as shown in Table 4, a post-hoc test by Tukey HSD was conducted (refer to Table 5) to identify the faculties.

Table 5. Multiple Comparisons (Tukey HSD) for Effectiveness

(I) Faculty	(J) Faculty	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Faculty of law	Faculty of Economics	10.291*	3.237	.022	-19.66	-.92
Faculty of Law	Faculty of Literature	9.633*	3.321	.049	.02	19.24
Faculty of Law	Faculty of Agriculture	11.267*	3.550	.023	.99	21.54

*. The mean difference is significant at the 0.05 level.

Since the Effectiveness differed significantly between faculties, the analysis proceeded with a post-hoc test by Tukey HSD. Tukey's HSD Test for multiple comparisons in Table 5 found that the mean value of Effectiveness was significantly different between the Faculty of Economics and the Faculty of Law (p = 0.022, 95% C.I. = -19.66, -0.92), between the Faculty of Law and Faculty of Literature (p = 0.049, 95% C.I. = 0.02, 19.24) and Faculty of Law and Faculty of Agriculture (p = 0.023, 95% C.I. = 0.99, 21.54). The mean differences were -10.291, 9.633 and 11.267 respectively for each pair. In conclusion, to answer research question four, findings show that students from the faculties of Law, Literature and Agriculture find learning online effective for their studies, the other faculties which are not shown in Table 5, do not find learning online effective, these includes Faculties of Economics, Islamic Religion, and Teacher Training and Education.

5. Discussion

This study set out to assess whether students are ready to accept a fully online mode of learning after spending almost two years in this mode during the Covid-19 pandemic where all learning institutions were closed and our students were required to study from home. Students in the post-pandemic era have returned to campus depending on the faculties and courses, some are carried out physically, some are in a

blended mode. However there are calls to expand the fully online mode of learning for certain subjects, for example there are calls to implement a hybrid mode of learning where students spend two years studying from home and the final 2 years on campus.

However, looking from the finding of this study indicates that students both male and female find online learning is not satisfying (research objective 1) and not effective (research question 2). It is in line with a research stating that students prefer traditional class that online class since some obstacles they faced during the implementation of online class. Therefore, it is really hoped that teachers should be able to deliver interesting techniques and methods in online class to encourage the students' motivation and performance during the online class (Yuzulia, Irza, 2021). When further explored according to faculties, again the results indicate that there is no significant difference in the level of satisfaction on online learning between students from different faculties. Finally, research question four explored if students from different faculties find online learning effective, the finding indicates that three out of the 6 faculties in UISU think that online learning is effective. Apparently, this is a challenge for institutions and human resources involved in educational field to give proper solution to handle an online class either technologically or essentially so that the all the materials might be absorbed maximally by the learners. Furthermore, teachers also might give guarantee that the learners are fully served and the test might be run smoothly and honestly. On the other hand, Dharmadajaja, P. N. & Tiatri Sri (2021) state that students and teachers found themselves satisfied with online learning because more material is obtained. This contradicts too much to this result finding. Further research might make a research to make a comparison study among the two different perception of students and teachers with online learning. There might be elements that make them have different perception of online learning.

Overall, although there has been exponential growth in the use of technology in education, with the outbreak of the COVID-19 pandemic, online learning has become a predominant mode of education globally. However, this study found that students were dissatisfied with online learning or found it ineffective for learning. In addition, it was also found that the problems Arab students experienced during the online course influenced their opinion of how successful the learning process was and their final grade. (Herzallah, Asmahan Masry, 2022).

Various factors may be the reasons why online learning is considered unsatisfactory and ineffective for students. One of the main reasons why online learning is less popular among students is due to the lack of face-to-face meetings. As it was found that students have low social drives that make them tend to be individuals (Nuryatin, A., Mukhibad, H., & Tussyana, T. 2022). They also emphasize that online learning or e-learning does not influence students' performance in learning.

Online learning does not allow students to engage in meaningful discussions with their peers and instructors. In a traditional classroom, students can ask questions, discuss topics, and receive immediate feedback. However, in online learning, students may have to wait for a response from their instructor or peers, leading to frustration and decreased engagement. Also, online learning requires students to be self-disciplined and manage their time effectively. However, this independence can lead to an increased workload, stress, and procrastination (Md Nen, et.al., 2022).

6. Conclusion

Based on the research that had been done, it was found that offline learning is considered more effective than online learning in terms of gaining knowledge. In addition, students also face technical difficulties such as internet connection problems, software failures, and hardware deficiencies. These technical difficulties can disrupt the learning process, leading to missed deadlines and decreased engagement. So, we concluded that a completely online mode may not be suitable for all types of learners. Instructors and institutions need to recognize this problem and provide the right support and solutions to increase the effectiveness of online education.

The findings of this study cannot be generalized because this research was only carried out among UISU students. Further studies need to be carried out to understand students' preferred learning methods during the post-Covid19 pandemic. Students from other tertiary institutions also have the same preferences as students in this study. A limitation of this study also lies in the fact that it was based on a self-report survey in which one concern was that participants' responses might be biased, wrong estimates, and other issues. However, researchers assumed that all participants were honest and consistent in answering survey questions, and a second problem was the small sample size of this study. Therefore, further studies need to be conducted in a large population that includes learners from other learning institutions.

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