

# AND\_ITS\_ASSOCIATED\_FACTORS\_IN\_THE\_MIDS\_OF\_COVID-19\_PANDEMIC.pdf

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**LECTURERS' PERCEPTION OF ONLINE LEARNING AND ITS ASSOCIATED FACTORS IN THE MIDST OF COVID-19 PANDEMIC**

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**ABSTRACT**

**1** This study aims to investigate the participants' perception of online learning and its associated factors in the outbreak of Covid-19 pandemic. There were 102 participants (67 or 65.7% males and 35 or 34.3% females). They were lecturers from several universities in Indonesia. There were 38 or 37.3% participants had master's degree background and there were 64 or 62.7% had doctoral degree background. The instrument of the study was open-ended questionnaire consisting of demographic participants and some questions related to online learning practices in the outbreak of Covid-19 pandemic in Indonesia. The quantitative data were analyzed using descriptive statistics and qualitative data were coding **12** and analyzed using content analysis (CA) method. This present study tries to explore the students' perception of online learning and its associated factors in the midst of the outbreak of Covid-19 pandemic. The study therefore concludes that the participants prefer physical classroom than online learning with a variety of reasons: establishing friendship and communication, being interactive, being effective and efficient, maintaining good interaction, building attitude, promoting emotional relationship, more humane, and character building. Therefore, the participants' reasons to choose online learning are: Flexible, practical, effective, efficient, simple, and suitable technology tool for learning process in the midst of Covid-19 Pandemic. Therefore, some participants of the study claimed that the online learning is not effective with

some reasons, those are: the lecturer cannot control the learning process, network problem and internet data, students' misunderstandings of the teaching material, and some students are ready to receive lessons, while others have not, because of the different student locations related to the condition of their networks. The last finding of the study is that the 22 were 36.8% of the participants chose the proportion of the participants' response on the face to face classroom and online learning is 70 for physical classroom and 30 for online learning.

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**Keywords:** Online learning, students' perception, Covid-19 pandemic, higher education

## 1.0 INTRODUCTION

A quick switch to platforms such as Zoom interferes with the curriculum, especially for professors who are less prepared to navigate the internet and the specialty of managing classes mediated by screens and microphones. I have professors who cancel classes because they have technical difficulties, problems with Wi-Fi, or just panic because the prospect of teaching a full class through a new platform. With university IT services focused on providing professors with webinars on how to use online platforms, the individual needs of students for this same service have been put on hold (Yoshiko Iwai, March 13, 2020). While the initial shift online has created confusion, there are benefits to virtual classes. Especially in a place like New York, students can continue to participate in the discussion and lecture sections without taking the subway for an hour, avoiding the anxiety of using public transportation or being in other incubators such as classrooms, public bathrooms and cafeterias. Students can "sit" in class while treating colds or allergies that have come together this season, but which can target students of serious threats or violence - specifically racial harassment against Asians. I was very relieved that I didn't have to pay for Lyfts to campus, avoiding spying for my runny nose or using a little hand sanitizer left after holding an underground pole. In some situations, online teaching does not even affect student behavior or learning. Research has shown that medical students learn and do the same in live and recorded lectures, and these results are convincing at times like the COVID-19 outbreak (Yoshiko Iwai, March 13, 2020). However, students continue their education through online learning and through video calls with their teachers, especially in big cities like Jakarta. This model is currently the best alternative because keeping an open school poses a security risk for students (Angdhiri, Rarkryan P, 2020).

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This is because students do not have the tools and internet access to be able to participate in online classes, and schools do not have the capacity to teach online. Unlike in New York where devices are distributed to students by schools and private companies, in Indonesia, there has been no such effort (Angdhiri, Rarkryan P, 2020). When the first two COVID-19 cases were announced in Indonesia in early March, the country panicked and on March 14, Jakarta Governor Anies Baswedan announced that all schools in Jakarta would be closed. However, many schools are not ready to implement learning programs at home. Online classes implemented in Indonesia work differently from those in the US. This is due to lack of preparation in this country (Rarkryan P. Angdhiri, Saturday, April 11, 2020).

### 1.1 Covid-19 Pandemic and Online Learning

<sup>26</sup> The physical "brick and mortar" classroom is starting to lose its monopoly as the place of learning (Nguyen, 2015, p. 309). Nguyen (2015) therefore adds that the Internet and the World Wide Web have made significant changes to almost all aspects of our lives ranging from a global economy, personal, and professional networks to sources of information, news, and learning.

<sup>16</sup> Online learning includes various technologies such as the worldwide web, e-mail, chat, new groups and texts, audio and video conferencing delivered through computer networks to provide education (Dhull & Sakshi, 2017, p. 32). The term online learning can be used to refer to various programs that use the Internet to provide teaching materials and facilitate interaction between teachers and students and in some cases among students as well (Bakia et al., 2012).

<sup>3</sup> Dhull & Sakshi (2017, p. 33) mention that online learning is an excellent option in education, particularly when there are hindrances to traditional learning situations. In this unprecedented time due to the Covid-19 pandemic outbreak, we are forced to work from home and learn from home. That is why policy makers in the education sector continue to carry out learning activities through online learning. Bao (2020, p. 115) mentions that because the "migration" of online teaching was carried out quickly during Covid-19, student anxiety needed to be reduced in various ways to ensure that they could be actively and efficiently involved in online learning. This is because online learning is an important strategy for increasing course access and flexibility in higher education (Di Xu & Jaggars, 2013, p. 56).

<sup>38</sup> El-Seoud et al. (2014, p. 20) argue that the use of online interactive features increases undergraduate student motivation for the learning process. Students must be given the opportunity to learn through online classes, where they can interact with content, and get space to share learning objects (Baig, 2011). Online learning is an important strategy for increasing course access and flexibility in higher education, especially in community colleges, with the benefit of a student perspective and an institutional perspective (Xu & Jaggars, 2013). Kemp & Grieve (2014, p. 10) assert that their study of comparative student performance and similar perceptions in class vs. online learning, confirms that in these groups, at least, online activity leads to the same level of academic achievement as the face-to-face activities. Arias et al (2018, p.16) argue that face-to-face classes are statistically performed, significantly better than online classes in terms of test averages and an increase in instructor post-test questions.

Therefore, there are some reasons why online learning could be ineffective than physical classrooms or face to face classes. First, in comparisons of online and in-person classes, however, online classes aren't as effective as in-person classes for most students (Loeb, 2020).

<sup>4</sup> Online learning sometimes results in a lack of quality in teaching and learning (Dhull & Sakshi, 2017, p. 33). Too often, online instructors don't take their lesson preparation as seriously as possible, and this lack of commitment certainly has a profound and negative effect on the quality of online learning. The same comment is from Loeb (2020) who argues that online time clearly cannot provide the many informal social interactions students have at school.

## 2.0 METHOD

### 2.1 Research Design and Participants

<sup>1</sup> This cross-sectional survey used an anonymous online questionnaire to obtain data from participants. Potential participants were sent the link via WhatsApp and asked them to participate in an online survey. The participants in this present study were lecturers from several universities in Indonesia. The online survey was done on May 29 – June 3, 2020) and involved 102 respondents.

### 2.2 Procedure and Instruments

<sup>1</sup> This research collected data from the participants using google form via WhatsApp. <sup>8</sup> The instrument of the study was open-ended questionnaire consisting of demographic participants and some questions related to online learning practices in the outbreak of Covid-19 pandemic in Indonesia.

### 2.3 Data Analysis <sup>31</sup>

The data from research were analyzed quantitatively and qualitatively. Quantitative data were analyzed using descriptive statistics to display percentages, tables and graphs followed by explanations and interpretations. Qualitative data were coded and analyzed using content analysis (CA) methods.

## 3.0 RESULTS

### 3.1 Demographic Information of Participants <sup>18</sup>

Table 1 below shows the demographic information of the participants in the present study which is related to the variables (gender, age, and educational background), categories, frequency, and percentage.

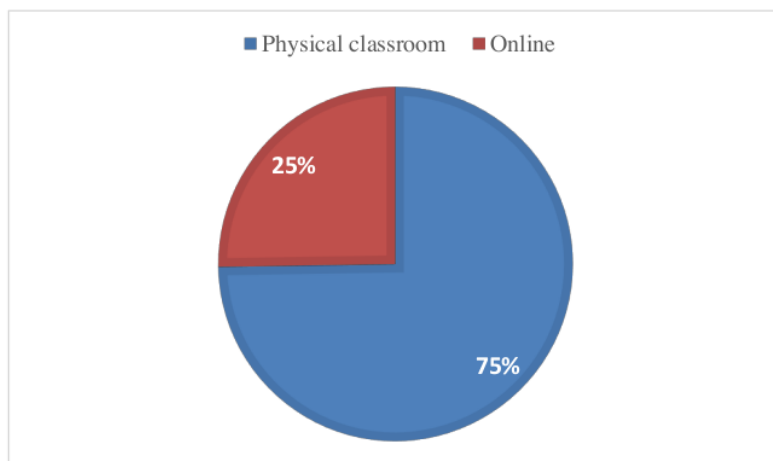
<sup>1</sup> Table 1. Demographic Information of Participants

Variables	Categories	Frequency	Percentage
Gender	Female	35	34.3
	Male	67	65.7
Age	25 - 35	18	17.6
	36 - 45	25	24.5
	46 - 55	37	36.3
	56 - 65	21	20.6
	≥ 66	1	1
Educational Background	Master's Degree	38	37.3
	Doctoral Degree	64	62.7

<sup>18</sup> Table 1 displays the demographic information of the participants. There were 102 participants in the study (35 or 34.4% female and 67 or 65.7% male). The highest rank of participants' age was the age ranging from 46 – 55 with 37 or 36.3% participants followed by

the age ranging from 36 - 45 with 25 or 24.5% participants. The educational background of the participants was master's degree and doctoral degree. There were 38 or 37.3% participants from master's degree, 64 or 62.7% from doctoral degree.

<sup>36</sup> **Between face-to-face learning (physical classroom) and online learning, which do you like the most?**



<sup>35</sup> **Chart 1. The proportion of Participants' Response on Physical Classroom and Online Learning**

Chart 1 clearly displays that the participants' response is 75% toward physical or face to face classroom and 25% toward online learning. This means that the participants prefer physical classrooms to online learning.

<sup>25</sup> **If you choose Face to Face or Physical Classroom, give your reasons for the choice**

**Table 2. Establish friendship and communication**

Lecturers' responses	Establish friendship.
	Because in face-to-face learning, we can use our time and interact directly in delivering psychological messages and establishing interpersonal communication and social communication.
	Can communicate directly with participants.
	Children need interaction with their friends, because this nature cannot be denied by children who want to be closer and need friendship and to know nature more broadly and their environment.
	Communication is smooth and the information conveyed can be directly absorbed by students without being interrupted by a network breakdown or no signal.
	More communicative.
	Communication and consultation with students are maximal.

**Table 3. Being interactive**

Lecturers' responses	More interactive.
	Students and lecturers are more interactive and can see directly the seriousness of students in paying attention to the material being taught.
	Face-to-face is more effective, lecturers can interact face-to-face with students and the class is easy to handle.
	More interactive because it can directly contact for the whole class, technical problems are almost non-existent, eye contact is better, the real atmosphere of the class can be observed perfectly, not much time consuming.

**Table 4. Effective and efficient**

Lecturers' responses	Effective and efficient.
	Face-to-face is more effective, lecturers can interact face-to-face with students and the class is easy to handle.
	In face-to-face learning, interactions between lecturers and students are more effective because students can give questions directly to the lecturer if there are things that are less clear and the lecturer can directly provide answers by providing explanations in the form of pictures and more real examples.
	Can ensure the activeness and participation of students in the learning process.
	Physical Classroom is more effective because every student can follow it without having to buy data in advance while online learning requires extra costs from students to be able to attend lectures. Besides that, in the face-to-face learning process, lecturers can interact directly with students, which of these interactions can increase student motivation, while online learning does not. Lecturers can also identify whether students understand or not the material given from the facial expressions or gestures they show, while online learning is the only evaluation by giving questions or questions.
	Communication can be more effective and affective assessment can be done.
	The process of delivering information is more efficient and effective.
	Face-to-face learning will be very effective, because the discussion system will be better. Students will more easily understand the material because the assessment given will cause feedback from all students present. The role of students, student behavior and all assessment criteria can be done more objectively.

**Table 5. Emotional relationship**

Lecturers' responses	Emotional relationships with students are better developed.
	Class interactions and emotional connections are created directly.
	In face-to-face lectures one can develop good emotional relationships and be freer to interact with one another.
	Can directly build and feel emotional connections and in detail can provide examples of learning skills.
	Face-to-face learning will provide a more lively, cheerful, relaxed and pleasant atmosphere to meet directly with students, because there is a contact of emotional ties between students and lecturers. If there are problems in lecture material that are not yet clear and not understood by students, they can be directly discussed with the lecturer. The atmosphere of face-to-face discussion will provide its own satisfaction, and complete learning can be achieved.

**Table 6. Interaction**

	Because in face-to-face learning, we can use our time and interact directly in delivering psychological messages and establishing interpersonal communication and social communication.
	Because the courses I teach generally study formulas or symbols, so it requires mutual interaction between lecturers and students.
	Better understand the conditions of students and be able to interact well.
	Firstly, there is good interaction and communication between students and teachers, as well as students and other students. Secondly, I can maximize learning.
	Many things can be expressed through face-to-face that cannot be done virtually. For example; the application of teaching methods is more varied and there is a direct interaction between lecturers and students, and opportunity is available for freer interactions.
	Psychological interactions and educating are much better.
	Physical Classroom is more effective because every student can follow it without having to buy data in advance while online learning requires extra costs from students to be able to attend lectures. Besides that, in the face-to-face learning process, lecturers can interact directly with students, which of these interactions can increase student motivation, while online learning does not. Lecturers can also identify whether students understand or not the material given from the facial expressions or gestures they show, while online learning is the only evaluation by giving questions or questions.
	Class interactions and emotional connections are created directly
	Personal interaction with students through face to face is a very important learning process, because it can be observed directly verbal and psychological responses of students in existing learning

	situations.
	In face-to-face lectures one can develop good emotional relationships and be freer to interact with one another.
	High social interaction.
	Children need interaction with their friends, because this nature cannot be denied by children who want to be closer and need friendship and to know nature more broadly and their environment.

**Table 7. Attitude**

Lecturers' responses	Can assess attitude.
	The spirit of education in achieving cognitive change, attitudes and behavior is found in physical classroom.

**Table 8. Character building**

Lecturers' responses	Face to face is no longer constrained by network problems, meaning smooth communication and more importantly social relationships in growing children's character is much better.
	Through face-to-face lectures, students can freely raise questions and comments to the material being taught, and lecturers can provide explanations and feedback to students well. Learning and character building can only be obtained maximally through face-to-face lectures. Face-to-face lectures also present knowledge acquisition, knowledge sharing, and good implementation of knowledge. Likewise, limited knowledge can only be obtained through face-to-face lectures.

**Table 9. More humane**

Lecturers' responses	More humane.
	Save more time, effort and cost. Also, more humane to talk directly in front of students.

**If you choose online learning, give your reasons for the choice**

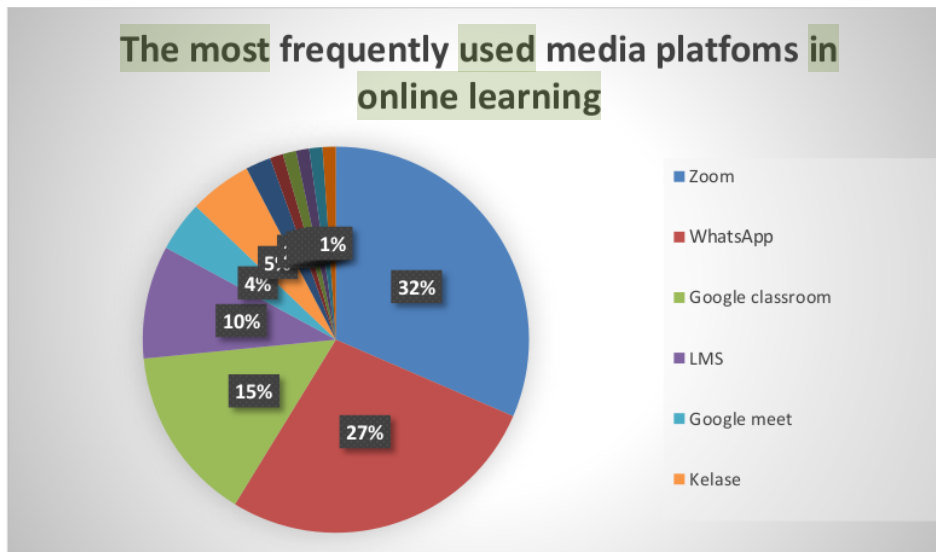
**Table 10. Flexible, practical, effective, efficient, and simple**

Lecturers' responses	More flexible.
	Flexible.
	More flexible and efficient.
	Practical, effective and efficient.
	More practical and minimize conflicts between students.
	Simpler and not bound by time and can teach anytime and anywhere.

**Table 11. Suitable Technology Tool in Covid-19 Pandemic**

Lecturers’ responses	Because it is suggested by the government and more appropriate to prevent the Covid-19 pandemic outbreak.
	In the current situation, online learning can be the best solution.
	More material can be displayed through various media platforms available. Online learning also reduces the duration of physical encounters with other people so that the virus does not spread.
	More interactive because it can use images and videos in this Covid-19 pandemic.

Which of the following online media platforms do you use most frequently in online learning?



**Chart 2. The Most Frequently Used Media Platform in Online Learning**

Chart 2 shows that the most dominant use of media platforms in online learning is the Zoom media platform with 32% responses. The second rank is WhatsApp with 27% responses. The clear information of other media platforms uses is revealed in Chart 2.

**What are your reasons to use these media platforms in online learning?**

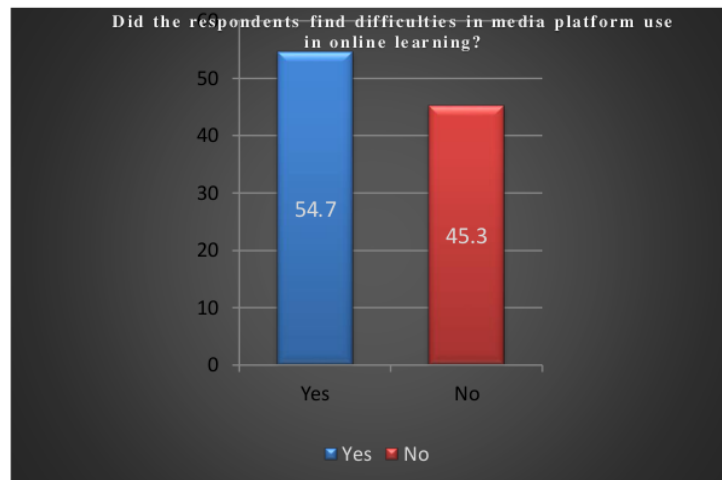
**Table 12. The Participants’ Reasons of Media Platform Use in Online Learning**

	Easier and cheaper cost (2 participants).
	Interaction with students can be well established.
	Practically, the sound and picture of the video are clear.
	Easy and inexpensive.
	Actually, I use more than one media platform in implementing

Lecturers' responses	<p>online learning. For assignments, I use a Learning Management System (LMS) that was pioneered by our campus management. I also use Google classroom (GC) for assigning the same task to anticipate delays in assigning jobs on campus LMS. The reason I use GC is because this platform is more accessible to students even in areas with low internet signal. But to carry out teaching and learning interactions I use Zoom more than Big blue button prepared in our LMS.</p>
	Easier to use.
	Students are familiar to using it and easy to access.
	Cheaper and easier for me and students.
	Zoom is more practical, lightweight, compatible with today's technology.
	Easier to use and more suited to student needs.
	Lower costs and unlimited implementation time.
	Cheap and can reach all students wherever they are.
	Free, long talk time, all can participate, and can record.
	Almost all students have WhatsApp (WA) and they are familiar with using it.
	I use four media platforms that I adjust to the material that I bring, namely Zoom, Edmodo, e-mail, and WhatsApp. The most common is WhatsApp. As a lecturer, I certainly have to consider the media that is easiest for students to access. And WhatsApp is the most easily accessed by my students.
	These media are mostly requested by students, and when learning to use these media, students are almost entirely present.
	Cost effective.
	Using WA because in general students can participate even though sometimes there are one or two students who cannot participate due to network reasons.
	More economical for students.
	Easy to access and low cost.
	Easy, affordable and popular in all professions.
	Clear voice.
	The clearest picture and sound.
	WA and Google because it really depends on the readiness of students and the ease of operating it. It can be varied and everyone can follow it. The credit is not overly large and easy for all students to follow. Zoom consumes a very large quota and ineffective relations with students. It is more one-sided to the lecturer and not easily varied.
With WhatsApp, the information is immediately received.	
In a pandemic condition with all the limitations both material and non-material, especially for learners, WhatsApp with all the features available in it can facilitate the learning process.	
Google classroom is very helpful in the process of presenting	

	discussion material, assignments, and student involvement.
	Easy to access.
	Access is easier and student assignments are sent faster.
	Fast, good network, and clear both audio and visual.
	It's clearer and easier to access.
	The most popular.
	Lecturers can communicate more flexibly with students.
	Can be seen at any time by students (according to the concept of freedom of learning).
	Because you can face to face even though through cyberspace.
	Effective and efficient and easy to operate. WhatsApp can also reduce student stress and anxiety.
	Easier to use both lecturers and students.
	Lecturers can explain the subject more clearly. In addition, lecturers can do question and answer with students.

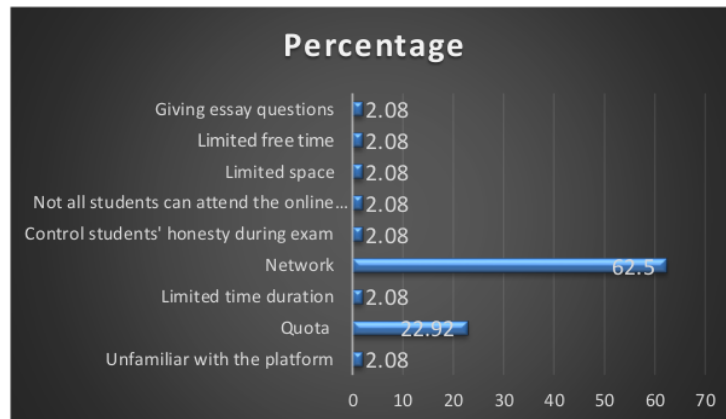
**Did you find any difficulties in using the media platform in online learning?**



**Chart 3. Difficulties in Media Platform Use**

As stated in Chart 3 the participants find out difficulties in using media platforms with 55% of responses and there were 45% of responses stated that there is no difficulty in using media platforms.

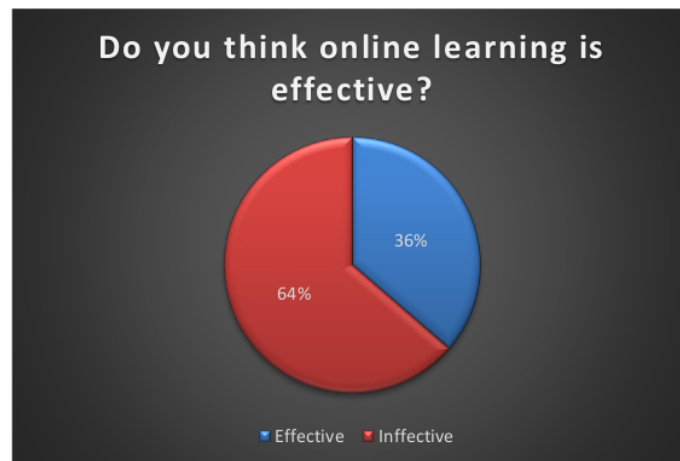
**If you answer, yes, what kind of difficulties do you experience?**



**Chart 4. Kinds of Difficulties in Online Learning**

Chart 4 shows that the highest response of difficulties in using online learning is network with 62.5% responses and the second difficulty is quota.

<sup>41</sup> Do you think online learning is effective in conveying messages and learning material to students?



**Chart 5. The Effectiveness of Online Learning**

Chart 5 reveals that the participants mention that online learning is ineffective with 64% responses and only 36% responses from the participants who say that online learning is effective.

**If you choose to be effective, give your reasons for the choice**

**Table 13. The Reasons on Why Online Learning Is Effective**

Lecturers' responses	Online learning is quite effective because students are quite diligent in attending online lectures on time.
	Online learning is more focused and effective.
	It depends on the media platform that is used and also the students because there are some students who are capable and prefer to study online rather than physical classroom.
	Effective if only cognitive but less effective for the affective and psychomotor aspects.
	Save time, place and money.
	Effective especially for active students. 47
	Effective because participants can teach their ideas without having to face to face.
	The activeness of individual students for each meeting to study material does not have dependency on others.
	Effective if all students can be connected because learning instructions can be directly 40 each student.
	Effective for emergencies that do not allow face to face in the classroom.
	Effective because the lecturer can see the verbal response and the level of student participation.
	Learning objectives are still achieved even though there are some educational elements that are not accommodated such as character building and flavor enhancement.
	Effective because the media platform used is very supportive, students are also easier to do assignments and absorb material from lecturers.
	Because lecturers can convey a variety of teaching materials and students can freely enrich their knowledge using the various learning resources offered.
Although learning face-to-face, I feel it is more effective, but the use of online media is quite effective in use at this time, especially when the co-19 pandemic outbreak still shows an increase. Students are still actively asking in the comment column related to lecture material.	
More material is delivered, more complete, and faster.	

**If you choose ineffectively, give your reasons for that choice**

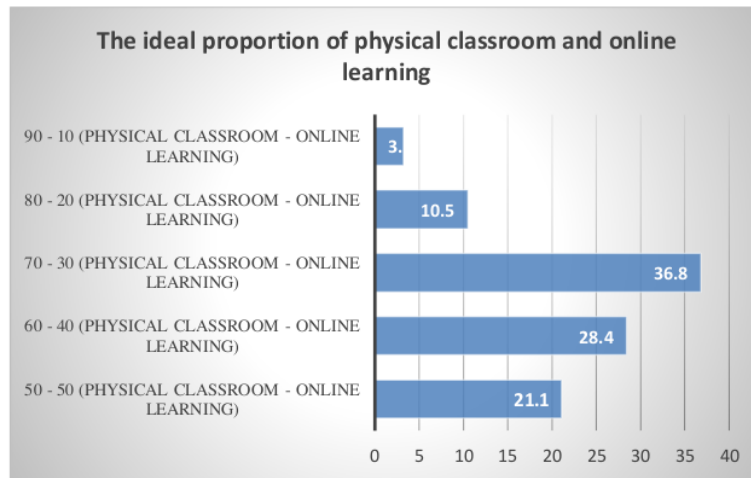
**Table 14. The Reasons on Why Online Learning is Ineffective**

	Lecturers cannot see the overall condition of students when explaining the material, whether paying attention, noting material or not.
	Network limitations and internet data, both lecturers and students.
	Misunderstandings from students often arise over the material described. In addition, due to network disruption, time is drained

Lecturers' Responses	while the subject matter has not been fully explained to students. It also often happens on class schedules, some students are ready to receive lessons, while others have not, because of the different student locations related to the condition of their networks.
	Lecturers find it difficult to identify directly and quickly whether students understand or not.
	Sometimes in giving material, there are some students who do not attend lectures.
	In learning music, technically cannot provide examples and the quality of music produced is less than the maximum.
	Because it is often constrained by the lack of network and mastery of technology, communication is sometimes hampered.
	Because not all learner's behavior can be monitored by educators.
	Because the network is not optimal, the acceptance of material to students is also not optimal, it is proven, many students sometimes leave the application by themselves because the network is weak. Including the quota problem that drains a lot of wallet for the use of video conference applications.
	Interruption of connection / reload so that the learning process is interrupted, disturbed by the commotion of some students who are not accustomed to using media, have difficulty controlling the learning process, and are very monotonous.
	Sometimes students have difficulty online, especially for those in areas with inadequate internet facilities, they are slow in lodging and sometimes have to wait so that the effectiveness of study time is delayed.
	The range of learning is limited, and the contents of teaching materials are difficult to complete in a short time.
	The time to interact between lecturers and students is limited.
	Because of the availability of discussion space, especially in discussing a problem, sometimes the discussion becomes deadlocked.

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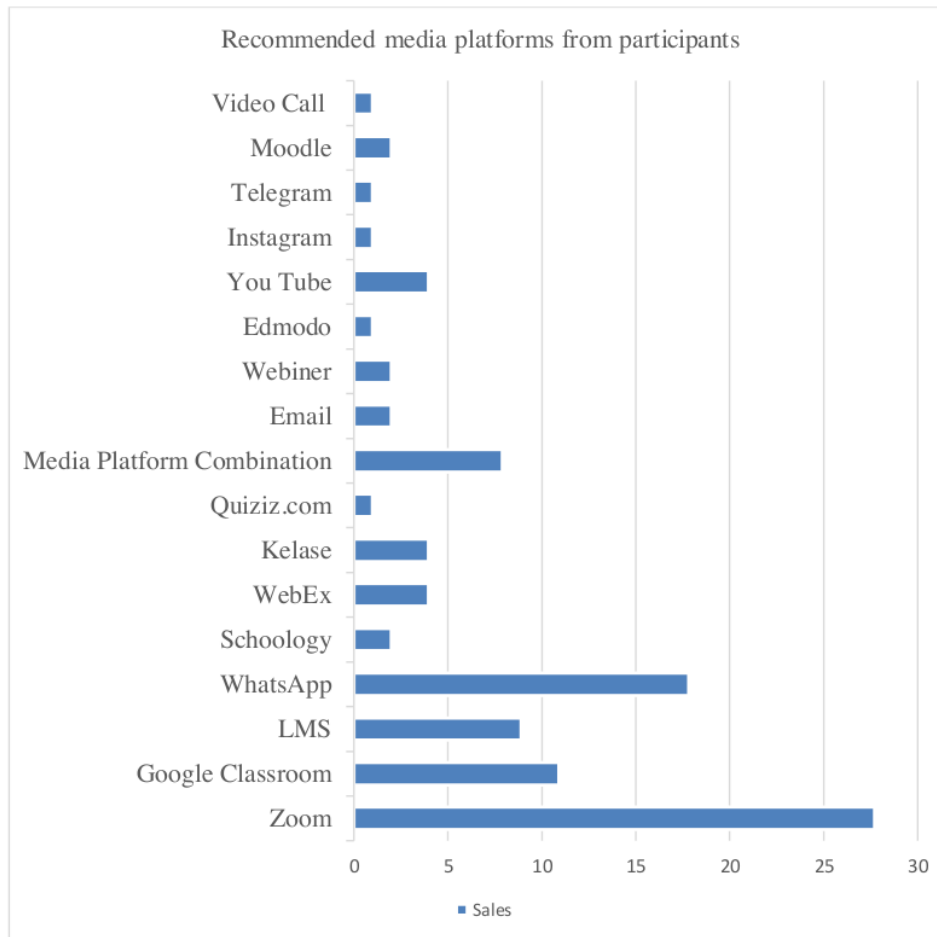
According to you, what percentage is the ideal proportion between **face-to-face learning** (physical classroom) **and online learning in universities**



**Chart 6. The Ideal Proportion of Physical Classroom and Online Learning**

Chart 6 shows that the participants' highest response was the proportion between 70 for physical classroom or face to face classroom and 30 for online learning with 36.8% responses, followed by the proportion between 60 for physical classroom and 40 for online learning with 28.4% responses. The third rank was the proportion between 50 for physical classroom and 50 for online learning with 21.1%. The fourth rank was the proportion between 80 for physical classrooms and 20 for online learning with 10.5%.

**From the various online learning platform media offered, which do you recommend using?**



**Chart 7. Participants’ Recommended Media Platform in Online Learning**

What is your reason for recommending the media platform?

**Table 15. The Participants’ Reasons for Recommended Media Platform in Online Learning**

	Easy and inexpensive.
	Easy to apply.
	Because it is very familiar and easy to operate.
	It's easier and cheaper and can be easily accessed by students.
	Easy to be used by students.
	Easy and practical to use.
	It's cheaper and all students can use it.
	The most popular.

Lecturers' Response	Cheaper and easier to use.
	Easier to understand and easier to use.
	Easy and familiar.
	Free and easy to use.
	Free and easy to operate.
	Learning interaction with students is better.
	Easy, affordable and popular with students.
	Easily accessible and affordable for students.
	With WhatsApp, the message / information that is conveyed directly can be received as well as the Google classroom communication is smooth and the time is not limited.
	Does not require a lot of quota, practical, and easy to provide course material and assignments.
	Effective and efficient.
Affordable cost.	

## 4.0 DISCUSSION

Chart 1 clearly displays that the participants' response is 75% toward physical or face to face classroom and 25% toward online learning. This means that the participants prefer to physical classrooms to online learning. The participants' reasons to choose a physical classroom are establishing friendship and communication, being interactive, being effective and efficient, maintaining good interaction, building attitude, promote emotional relationships, being more humane, and character building. Face to face involves the training, delivery of knowledge and motivates students to interact with each other, as well as exchange and respect different points of view (Arkorful & Abaidoo, 2014, p. 403).

Therefore, the participants' reasons to choose online learning are: Flexible, practical, effective, efficient, simple, and suitable technology tool for the learning process in the midst of Covid-19 Pandemic. Nguyen, 2015, p. 309) argues that the Internet has made online learning possible, and many researchers and educators are interested in online learning to enhance and improve student learning outcomes while combating the reduction in resources. Online learning is cost-effective because less money is spent on travelling and in buying books or spending money in a college context. Since it can be carried out at any geographic location and there are no travel expenses, this type of learning is less costly than learning at a traditional institute. Students who want to study through this mode need to have access to the necessary computer hardware as well as paying often substantial fees for access to an internet service provider (Kellie & Ferguson, 1998 as cited in Dhull & Sakshi, 2017, p. 33). The wide range of various technological advancements used by universities' online programs may enhance the interaction between students and instructors, among students at large (Bell & Federman, 2013 as cited in Sun & Chen (2016, p. 160). Many adult learners may enjoy the flexibility when they have to balance work, study, and family responsibilities (Sun & Chen, 2016, p. 160) or the past decade, enrollment in online courses has grown faster and this phenomenon is part of a history of people seeking more flexible alternatives to traditional, face-to-face instruction (Capra, 2014, p. 111).

Therefore, some participants of the study claimed that online learning is not effective. This is because, the lecturer cannot control the learning process, network problem and internet data, students' misunderstandings of the teaching material, and some students are ready to receive lessons, while others have not, because of the different student locations related to the condition of their networks. There is strong evidence to suggest that online learning is at least as effective as the traditional format, but the evidence is, by no means, conclusive (Nguyen, 2015, p. 316). On the other hand, online learning sometimes results in a lack of quality in the teaching-learning process (Dhull & Sakshi, 2017, p. 33). Galusha (1991) in Dhull & Sakshi (2017) says that non-online faculty has problems with respect to the credibility of online courses. Too often, online instructors don't take their lesson preparations as seriously as they could, and this lack of commitment surely has a profound and negative effect on the quality of online learning. Accordingly, Loeb (2020) argues that clearly, online time cannot provide many of the informal social interactions students have at school.

The last finding of the study is that the 22% were 36.8% of the participants chose the proportion of the participants' response the face to face classroom and online learning is 70 for physical classroom and 30 for online learning. Blended or hybrid instruction has between 30 and 80 percent of the course content delivered online with some face-to-face interaction (Smith & Brame, n.d.). In this digital technology era, the role of technology is vital to be used in transferring knowledge and skill to students. Many researchers reported that the students' achievement and performance in blended or hybrid learning are better. The students who formed best were those who received blended learning (Jethro et al., 2012, p. 209). Blended learning combines the delivery of online educational content with the best features of classroom interaction and direct instruction to personalize learning, enable thoughtful reflection, and differentiate instruction from student to student in various groups of students (Watson, 2008).

### 5.0 CONCLUSIONS

This present study tries to explore the students' perception of online learning and its associated factors in the midst of the outbreak of the Covid-19 pandemic. The study, therefore, concludes that the participants prefer physical classrooms to online learning for a variety of reasons: establishing friendship and communication, being interactive, being effective and efficient, maintaining good interaction, building attitude, promoting emotional relationships, more humane, and character building. Therefore, the participants' reasons to choose online learning are: Flexible, practical, effective, efficient, simple, and suitable technology tool for the learning process in the midst of Covid-19 Pandemic. Therefore, some participants of the study claimed that online learning is not effective for some reasons, those are: the lecturer cannot control the learning process, network problem and internet data, students' misunderstandings of the teaching material, and some students are ready to receive lessons, while others have not, because of the different student locations related to the condition of their networks. The last finding of the study is that the 22% were 36.8% of the participants chose the proportion of the participants' response on the face to face classroom and online learning is 70 for physical classroom and 30 for online learning.

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