Do Students have Positive Psychology during Online Learning in Pandemic? A Narrative Study of Student's Experience

by Susilo Susilo

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Do Students have Positive Psychology during Online Learning in Pandemic? A Narrative Study of Student's Experience

Selvi Diah Ratnasari[1], Susilo[1*], Gufron Amirullah[1], Supriansyah[2]

[1]Departement of Biology Education, Universitas Muhammadiyah Prof. DR. Hamka, Indonesia
[2]Department of Economic Education, Universitas Muhammadiyah Prof. Dr. Hamka, Indonesia
*Correspondent email: susilo@uhamka.ac.id

Abstract

The COVID 19 pandemic has raised problems in higher education around the world. The transition of online learning methods presents challenges for lecturers, students, and institutions to deal with the situation. This narrative study explores students' online learning experiences from several institutions to fill out digital surveys and semi-structured interviews during the lockdown. For that purpose, a total of 51 students were selected by convenience sampling. The data is thematically analyzed regarding media usage, internal and external factors during online learning, and expectations of future online learning systems. The findings showed that 84.3% of students were active, enthusiastic, and participated in online lectures due to flexible time and motivated themselves to expand their technological knowledge. Students conduct online lectures from home using the WhatsApp platform (20.2%) and Google Classroom (3.2%), Zoom convergence video (21.6%), and Google Meet (17.9%). Difficulty interacting with peers and lecturers and inadequate network infrastructure were the dominant problems in the study. The determination of the policy for the implementation of online learning is discussed.

Keywords: COVID-19, learning platform, Learning experience, Online Learning technology, distance learning

Introduction

The COVID 19 pandemic has a major impact on the learning system in the world (Fischer, 2020). The situation forced the shift of face-to-face learning to distance defense globally. More than 200 countries are closing face-to-face learning activities (Bilecen, 2020; Onyema, 2020). Since the beginning of February 2020 the University of Hong Kong has conducted lectures online both in sync and asynchronously (Moorhouse, 2020). Schools in Germany will close and implement hybrid schooling in March 2020 (König et al., 2020). Meanwhile, online learning in Indonesia is fully conducted from March 2020 until an uncertain time (Atmojo & Nugroho, 2020).

According to Brummet, (2014), the closure of educational institutions is very controversial because it affects the quality of teaching, learning and academic achievement. As a result there is a transition to online or distance learning (Murphy, 2020), which forces them to utilize digital tools and resources to implement new approaches (Eickelmann & Gerick, 2020). In addition, they need to adapt this online learning practice (Boling et al., 2012). Another global impact is the disconnection of emotional learning activities and the psychological impact between educators and students (Roy et al., 2020). This transition separates students and lecturers in online learning activities so that learning is only centered on students (Banna et al., 2015).

School closures around the world have affected millions of students and teachers whose influence is unknown (Assunção Flores & Gago, 2020). An estimated 1.5 million students participated in using devices and technology at home as an alternative to learning during the pandemic (Bettinger & Loeb, 2017). Distance learning seems to have become an emergency way to organize education due to the plague (He et al., 2014). All relevant parties are required to master technology for communication and improve learning. The problem is that not all sectors and educational institutions are ready for this new culture. In Indonesia, many educational institutions are still lagging behind in the aspects of information and communication technology (ICT) transformation (Fraillon et al., 2020). The transition of online learning methods in universities raises new problems, namely the

unpreparedness of lecturers and students and facilities in dealing with the situation (Jamaluddin et al., 2020). Practicum-based science learning is experiencing serious problems in this situation (Assunção Flores & Gago, 2020; Moyo, 2020). Students and lecturers have difficulty in understanding materials and skills because practicum activities are conducted virtually (Rachmawati et al., 2020; Wicaksana et al., 2021). Some practical materials requiring advanced and expensive tools have been modified using smartphone, virtual media, and virtual Laboratory applications (Farida et al., 2020; Jaya, 2013). Although science learning has been virtually implemented and developed, the long-term impact on students is not yet known.

Students' responses to online learning during the COVID-19 pandemic since the beginning of 2020 have produced varied data (König et al., 2020). This is very interesting as a research theme in the field of education because of the fact that most students are more interested in offline classes (Simonson et al., 2020). Literature review shows students have difficulty studying due to disconnection between lecturers, students and facilities (Yustika et al., 2019). Online learning is useful for lecturers and students (Singh et al., 2002). For students, online learning provides more learning experience, improves memory, and high interactivity in discussions in flexible times and places (Arnesti & Hamid, 2015). As for lecturers provide opportunities in the assessment and evaluation of the progress of student learning efficiently. However, full online learning does not meet the needs of students due to inadequate facilities and infrastructure make learning ineffective (Dwi et al., 2020; Zhafira et al., 2020).

The learning transition became a challenge for students in time constraints, lack of reflection, language barriers, device problems, and network connection problems (Park & Bonk, 2007). According to Erin, (2018), students feel comfortable learning online, but are hampered by the internet and networks. From this it is clear that online learning has advantages and disadvantages for the perpetrators. So the problem has opportunities in experienced students in Indonesia who have weak infrastructure. Although online learning has good potential in the delivery of materials, but the perception data from students on science learning in Indonesia has not been widely reported comprehensively. We believe that this data is very important to be investigated from the perpetrators of the learning process. Hopefully, in-depth information about hidden deficiencies or negative impacts can be used to create the best learning policies going forward. Therefore, this study is intended to explore students' perceptions in depth about the implementation of online classes in science learning. Student experience and assessment in online learning is a strong consideration for educational institutions to meet students' learning needs.

Literature Review

Deep factors in distance learning

Online learning has long been applied in blended learning approaches before the COVID-19 pandemic. Another fact of online learning is useful for lecturers and students (Singh et al., 2002). As reported by Stone (2019) that students are interested in online learning because it is easily accessible and flexible learning time. Although online learning gives new hope, Demuyakor (2020) reports that students are uncomfortable with difficult situations and complain of slow internet access. They face severe challenges to communication and socialization in emergency long-distance classes (Swanson et al., 2010). Thus, communication is very important in building virtual learning (Wang et al., 2014). The better the student interaction, the better the learning process (Tait, 2000).

According to (Trentin, 1998), fun and barrier-free interactions are gained through a structured and accessible learning environment to meet students' communication needs. Analysis of uniqueness and understanding of students' desires during online learning still lacking attention (Naidu, 2013). The effectiveness of online learning is influenced by learning methods, student and lecturer interactions and assessments (Dyment et al., 2018). Therefore, efforts to maximize the online learning process need to pay attention to several things, including lecturers must give clear instructions and design of learning instructions, train students technically, motivate students, build good communication and interaction, motivate students, build good interactions, and be fair to students (Karkar-Esperat, 2018; Stone, 2019). Online learning brings internet networks and technologies to accessibility, connectivity, flexibility, and the ability to bring out different types of learning

interactions to achieve educational goals (Moore et al., 2011). This is a crucial factor in the implementation of online learning.

Online Learning and Its Challenges

Online learning is virtual learning that is done face-to-face in the classroom, thus utilizing internet networks and mobile devices in their implementation (Kučírková et al., 2012; Moore et al., 2011). The use of this media and technology increases the activeness of students in online lectures, which is undoubtedly influenced by perception (Nugroho, 2015). Perception is an understanding obtained from the interpretation of stimulus by the five senses. This perception encourages students to manage and organize themselves in online lecture activities. In addition, the student experience is significant to influence online lectures. An experience is an event that has been experienced and felt, including cognitive, affection, and behaviour. Therefore, through the learning experience, students can help lecturers reflect on the learning process that has been done.

Online learning provides both positive and negative views regarding its implementation. Online learning contributes to students and lecturers because of its flexible and accessible implementation (Arnesti & Hamid, 2015; Singh et al., 2002). Although it provides a positive outlook, in reality, online learning has its challenges. Online learning has interaction gaps due to technical constraints and limited access (Moorhouse, 2020). Other problems often arise, such as unstructured teaching materials, limited interaction and communication between students and lecturers, and a less conducive learning atmosphere (Fortune et al., 2011; Roberts & McInnerney, 2007). Based on this thinking, this study aims to explore students' online learning experience during the COVID-19 pandemic.

Method

This study uses a narrative approach (Clandinin & Connelly, 2000)) that is used to explore one's experiences through contextually formed and interpreted personal experience information (Webster et al., 2008). In narrative research, researchers should be careful in interpreting and expressing participants' thoughts because researchers act as collaborators and participants (James, 2018). The story of the participants' learning experience is personal by expressing the feelings, impressions, challenges experienced, and strategies carried out during the COVID-19 pandemic in Indonesia. Therefore, a qualitative approach is used to recruit students from 13 universities in Indonesia. Semi-structured interviews are used as a measure to gain information regarding participants' backgrounds, educational levels, academic experience, and participants' perception of online learning. Interviews in the study allowed researchers to dig up information about participants' activities, experiences, and opinions in their language (Kvale, 2008).

Participant

The recruitment of participants is done with a convenience sampling approach to get some students who meet the general criteria and are dynamic so that they are recruited based on the most accessible and willing to provide information following research objectives. Qualitative research further develops themes and ideas rather than about how many samples (Hammersley & Atkinson, 2007). As a result, the sample size is determined by the availability or interests of students. The study involved 51 students to fill out online surveys and conduct semi-structured interviews voluntarily. The non-probability sampling technique has a deficiency in representative for the population, so determined characteristic indicators and demographic information of respondents to adjust participants to the research theme as in Table 1.

Table 1. Demographic Characteristics of Respondents

Demographics (N=51)		Frequency	Percentage (%)
Gender	Men	31	60,8
	Woman	20	39,2
Age	21-30 Tahun	51	100
Frequently used platforms	Edmodo	2	0,9
	E-Mail	18	8,3
	Flearn	2	0,9
	Google Classroom	7	3,2
	Google Meet	39	17,9

Schoology	27	12,4
Whatsapp	44	20,2
Youtube	32	14,2
Zoom	47	21,6

Instruments

The instruments used in the form of questionnaires are developed into two main parts, namely: (1) questions related to the specific characteristics of each participant and (2) open questions include four indicators, namely the role of institutions as supporting online lectures, the role of students as participants of online learning, the condition of learning activities during the COVID-19 pandemic, and the expectations of learning after the COVID-19 pandemic. The semi-structured interview guidelines were applied after the participants filled out the questionnaire. Interviews are used depending on the type of research and the level of access to participants through face-to-face or telephone (Harrell & Bradley, 2009). Researchers collected data using the zoom app and Voice Note on the WhatsApp app. The use of semi-structured interviews allows for data and triangulation with survey responses (Bryman, 2016), thereby increasing the validity of reported findings. Referring to Rosali et al. (2020), modified interview questions include students' views on the implementation of online learning, the obstacles and challenges faced, the learning media and platforms used, and strategies for dealing with these challenges. The initial question will stimulate the respondent to investigate further when the respondent feels there is much to say. So, as far as possible, the respondent's words will be captured and analyzed.

Table 2. Questionnaire Guidelines

Indikator	Item
Learning conditions during the COVID-19 pandemic	1. What are the advantages of the online learning platform that you use during the learning process? 2. What are the obstacles encountered during the online learning process? 3. During online learning, how is the interaction between educators and students? 4. How is student participation during the online learning process? 5. In your view, what are the shortcomings or weaknesses of online learning? 6. In your view, what are the advantages or advantages of online learning?
The role of the agency as a support for online learning	7. How does your agency support online learning?
Learning expectations after the COVID-19 pandemic	8. What is your view on online learning going forward? 9. When the COVID-19 pandemic in Indonesia ends, will online learning still be done? 10. Will current online learning affect the curriculum going forward?

Research Procedures

Before starting the study, ethical permission and permission to conduct research are required. The college commission has approved the code of conduct. The purpose of the study has been informed to participants before. Students are notified that their participation is voluntary and their identity is kept secret. To maintain subject confidentiality, interviews and analysis conducted outside the program to reduce potential bias (Harrison et al., 2018). In addition, we do not report institutions from specific respondents. The researchers provided the findings with direct quotes from respondents who

were given the code P1-P51. This was used to maintain the anonymity of students.

Semi-structured interview methods are chosen to dig up information from participants. We first contacted participants via WhatsApp to request permission for availability in this study. Negotiations regarding the timing of the interview have been mutually agreed upon. Interview activities are conducted through Zoom Meeting and Voice Note WhatsApp. During the interview, we used language that was easy to understand and not very formal to facilitate communication. The interview took place in a comfortable, relaxed, and open atmosphere to express personal experiences related to online learning during the COVID-19 pandemic. Each participant was interviewed for about 20-30 minutes separately and at different times, generally during the afternoon and evening. Before the interview took place, we asked permission to record the conversation. Then the transcripts of the interviews obtained will be analyzed based on frequently emerging themes.

In an online questionnaire that has been compiled through Google Form, the survey was distributed to participants who are willing to engage in this research, namely active students who conducted online learning during the COVID-19 pandemic through the WhatsApp application. From the questionnaires distributed, 51 students agreed to give the responses we collected in the sheet format, then analyzed.

Data Analysis Techniques

The study conducted a qualitative analysis of open survey response data and semi-structured interviews (transcripts made from audio recordings) with thematic analysts through a bottom-up approach (Braun & Clarke, 2006). Analysis with this approach can be done by identifying important and exciting patterns and themes in interview data (Braun & Clarke, 2006; Harrell & Bradley, 2009). Researchers used data transcription to facilitate the process of reducing and encoding data. Thus, researchers have confidence that their story is authentic. The 6-phase analysis method from Braun & Clarke (2006) is helpful for us rather than limiting research practice. Therefore, the recommended analytical approach includes pencils and paper methods with visual representations, mind maps and organizing themes into stacks (Braun & Clarke, 2006).

In analyzing the qualitative data, saturated data is obtained because it is carried out interactively and continues continuously to completion (Miles & Huberman, 2014). The saturation of data is characterized by the absence of new data or information. Thus, activities in the analysis include data reduction (reduction), presentation of data (display), concluding, and verification. In this study, we conducted an analysis procedure following the stages (Widodo, 2014), which is to listen to the results of semi-structured interviews, make transcripts of interview results, interpret data, check data, complete the data to be more transparent and accurate, form the validity of the data by asking for feedback on the results of data interpretation, and Member Checking transcription data.

Results and Discussion

This study found information in the form of a rich picture of students' online learning experience during the COVID-19 pandemic in Indonesia. Based on the results of the inductive thematic analysis with structured interviews and open questionnaires conducted in 2020. During that time, 51 students produced responses with four main themes, among them; (1) the conditions of online learning faced by students during covid-19; (2) The role of students as participants of online learning; (3) the role of the institution in which students study to support online learning; and (4) online learning expectations after the COVID-19 pandemic. The description of participants' squeeze is as follows:

Online Learning Conditions Faced by Students During COVID-19

Significant changes due to the transition of learning to online give rise to diverse perceptions and experiences of the students. These changes affect the quality of the learning process because they require them to utilize digital tools and resources such as mobile devices to implement new approaches (Eickelmann & Gerick, 2020). Various media can be used to support the implementation of Asynchronous online learning, including instant messaging applications such as WhatsApp (So, 2016), synchronous online learning in the form of virtual classes can use Google Classroom, Edmodo, and Schoology services (Enriquez, 2014; Iftakhar, 2016; Sicat, 2015), and even through social media such as Facebook and Instagram (Kumar & Nanda, 2019). Students report positive experiences related to using the platform to support their learning. Based on the questionnaire data obtained information, as many as 20.2% of

students stated that they use Whatsapp application in asynchronous learning, while in synchronous learning, as many as 21.6% of students use video conferencing from the Zoom application. Participants in the following narrative data describe this experience:

During online learning due to COVID-19, I used the whatsapp platform because it is more efficient and more accessible for me to access it. However, this app is for communication only and collecting tasks, whereas virtually, I use Zoom.-P45

I prefer online learning through apps that can come face-to-face with lecturers and friends as Zoom and Google Meet. The app can display tools face-to-face as well as can share slides. -P3

Online learning on my campus always uses the Zoom app. Whatsapp to communicate, and sometimes lecturers give the material through Youtube, I can watch, understanding, and record the material from the video summary. This makes it easier for me to understand the material because it can be watched repeatedly. -P17

The findings obtained important information that blended learning supported by appropriate media can affect students' learning interests. According to Korucu & Alkan (2011) that mobile technology has a real contribution to achieving distance learning goals. However, in its implementation, online learning has its challenges and obstacles caused by various factors. In this case, it gave rise to negative experiences of students complaining of some obstacles such as time, lack of reflection, language barriers, device problems, and network connection problems (Park & Bonk, 2007). This is evident in research data showing that:

I often get problems on the internet network that is not stable, so some of the material delivered by lecturers via Zoom or Google Meet is sometimes unclear. It can frustrate students, and my learning spirit is gone. -P8

Online learning often miscommunication occurs, I find it challenging to understand the material delivered by lecturers when the signal is terrible because the lecturer's voice is sometimes dotted. -P16

I often have problems with lack of concentration due to noise that occurs in the house. It is disconcerting and less compelling for me. -P38

I feel comfortable learning online, but this online learning makes it difficult for me to interact and communicate with my lecturers and friends. The discomfort was present when I had to ask through chat or private messages. -P41

When COVID-19 came up, I found it challenging to understand the practical materials because I did not get such advanced tools in the laboratory in general. Practicum courses make me saturated at home because it is only filled with tasks only. -P45

The stories of some of the participants illustrate that the challenges they experience are diverse and interrelated, especially in the constraints of the online learning process. Students complain about constrained internet networks, their often depleted internet data, less conducive learning, difficulty understanding materials, and difficulty interacting with lecturers and peers. The negative response of students is in line with the research results reported by (Jamaluddin et al., 2020) that the obstacles that dominate are limited internet data, unstable networks, and student discomfort such as lack of understanding of materials and piling up tasks. Therefore, it is expected that agencies and educators understand the obstacles experienced by students in the online learning process more deeply to provide policies that suit the situation.

Learning will continue despite the obstacles and challenges experienced by students and lecturers during distance learning. Therefore, communication is essential for building virtual learning (Wang et al., 2014). The better the student interaction, the better the learning process (Tait, 2000). Some of the students' responses were satisfied to interact with lecturers and friends. In connection with this, some students stated:

During the learning, there was a good interaction between me and my friends and lecturers. I think lecturers and students are open to each other in learning. -P7

The lecturer gave a clear response and answer when I asked. I enjoyed this learning and appreciated the lecturers who allowed me to ask questions during this difficult time. -P11

The statement confirms that an essential factor in learning is when students can interact to create knowledge and satisfaction for students. However, some students argue that interactions with lecturers and peers are not always good and not as expected. As in the response of some students as follows:

Sometimes, friends and lecturers are challenging to contact regarding the task so, there is often misconceptions and miscommunication. -P24

The interaction between lecturers and students is not good and less effective because lecturers and students do not know each other, causing many lazy to ask or interact with lecturers. -P48

Interaction with lecturers during online learning is still lacking because if I want to ask things that I do not understand, I still have difficulty speaking and organizing the language through text messages. -P50

Student Participation in Online Learning

In the implementation of online learning, about 84.3% of students participated actively, 11.8% of students were inactive and constrained, and 3.9% of other students were unknown. Students who are active and participate in online learning are always present to attend lectures from the beginning until the end of time. On the other hand, some students cannot be active because of the factors of teaching lecturers and the freedom given. They are active in discussing problem-solving. These results are evident in research data that states that:

I strive to be active during online learning by being always present and not absent. I followed the course from start to finish even though it was a long distance. -P39

In my view, only 80% of students are very active and enthusiastic about the online learning process. -P41

Student participation depends on the lecturer when teaching and the media used in learning. If the lecturer is passive, students will also be passive towards learning. If the lecturer is active and innovative, then students are very excited about learning. -P47

Based on some of the responses, the students described that most students are active and participate in online learning as a form of activeness. They are always present to attend lectures from the beginning until the end of the predetermined time. They are also active in discussions. However, there are still some students who are less active and less participating in the online learning process, as in the following responses:

Students are very active in online learning, even though there are still some passive students. When discussing with a group, some individuals are less participating in the task. -P14

Student participation depends on the lecturer when teaching and the media used in learning. If the lecturer is passive, students will also be passive towards learning. If the lecturer is active and innovative, then students are very excited about learning. -P47

The above view shows that delivering lecture materials is influenced by various factors, namely from students, lecturers, and the environment. Based on the study results, a total of 43 (84.3%) students can still participate actively during the learning process. Students have flexible time to organize discussions and work on assignments. According to (Arnesti & Hamid, 2015), this online learning makes it easy to discuss in flexible times and places. However, the lack of facilities and infrastructure makes learning ineffective (Dwi et al., 2020). A total of 6 out of 51 respondents complained that unstable networks frustrated them.

The Role of Agencies to Support the Implementation of Online Learning

Since the last few years, online learning has become the demand of the world of education (He et al., 2014). In practice, online learning requires mobile devices to access information anytime and anywhere (Gikas & Grant, 2013). The use of mobile technology plays a vital role in achieving distance learning objectives (Korucu & Alkan, 2011). Therefore, during the work from home (WFH) period, universities need to consider the implementation of online learning (Darmalaksana, 2020). The success of online learning is influenced by several components, both students, lecturers, learning resources, technology and institutions. As reported by Andrianto Pangondian et al. (2019), one of the success factors of online learning is the

availability of facilities and infrastructure. Based on the interview results, most universities participated in helping and providing solutions to the implementation of distance learning in the form of improving the learning system, providing free internet data assistance for lecturers and students, providing discounts on tuition fees, and providing the necessary facilities and infrastructure as informed by the following participants:

The agency is very supportive of online activities so that students and lecturers can still implement a distance keeping system, but we can still do teaching and teaching activities. -P21

Universities support cutting tuition fees and working with the government to provide free internet data for distance learning needs. -P29

The institution where I studied intensely supports online learning by providing a sufficient and adequate online learning platform from the campus. -P34

My campus has created an online platform like Flearn application that makes it easy for students to collect assignments and provide materials. -P48

Based on the response, it illustrates the importance of agency support in supporting the online learning process. As Rusdiana & Nugroho (2020) reported, the support of universities and lecturers is an important aspect that supports online learning success. This gives rise to diverse student views to be used as evaluation material for agencies and educators.

Online Learning Expectations After the COVID-19 Pandemic

The transition of online learning methods in universities raises new problems, namely the unpreparedness of lecturers and students and inadequate facilities (Jamaluddin et al., 2020). This gives rise to a variety of positive and negative views from students regarding its implementation. Therefore, students expect appropriate policies to meet their learning needs. Here are the results of interviews with participants:

The hope for online learning in the future, governments and universities can improve some platfoms and learning models more effectively and efficiently and strengthen the internet network in each region. -P3

Online learning can continue by improving strategies and media for practicum-based courses that have been difficult to do. -P11

Lecturers can improve their skills and mastery of technology better so that teaching methods do not dull students.-P25

In my opinion, lecturers should provide learning methods with innovations that can arouse students' motivation so that learning is not just a presentation but how the innovation makes us successfully understand the material delivered and not monotonous. -P45

Online learning will continue to run in line with the new normal that will be applied and the need for more attention from agencies and governments to develop online learning to support fun learning because online learning is boring, especially for low-grade levels. As well as the need for equality in all regions. -P47

A total of 64.7% of participants supported and gave positive expectations regarding online learning. They tend to continue to carry out online learning in the hope that the quality can be improved. The models and platforms used are expected to be more effective and efficient to be well received by students. Students also hope for universities and the government to be wiser in determining decisions that suit the needs of students. While 35.3% of participants gave expectations that felt negative and disagreed because of the ineffectiveness of online learning, as in the following interview excerpt:

Online learning should not be implemented in the future. This troubles students; not all universities can provide any assistance for students. Internet data assistance from the government does not have a significant impact. Students spend more to buy internet data, as well as increased electricity bills. -P1

It should not be extended if possible because I can not absorb material if through online learning. -P4

I cannot entirely agree with the continuation of online learning in the future. This learning is not effective due to space limitations. -P18
I cannot feel a good learning ecosystem when learning online. I would love it if face-to-face learning reopened because interaction and communication were not formed in virtual classrooms. -P38

I am more comfortable studying in physical classes because I can communicate directly with the lecturers and friends. -P8

The response proves that students want offline learning because it is considered more effective. For students, face-to-face learning makes it easy to interact, communicate and discuss. So students prefer offline learning and hope that online learning is not prioritized.

This view illustrates the positive and negative values of distance learning. Online learning in its implementation has its obstacles and challenges. Next, we present the views of participants regarding the advantages and disadvantages of implementing online learning as follows:

Distance learning makes me comfortable and more relaxed, so I have more time for other activities. -P7

All knowledge can be accessed for free such as (journals, articles, and e-books) which helped me learn independently. In addition, online learning can increase my knowledge and increase the creativity. -P11

Online lectures are beneficial because I can understand the material by looking back at the recordings of lectures. -P14

Online learning made me familiar with the technology that was rarely done in previous classes. This system allows me to utilize social media for positive things more wisely. -P18

Conceptual material delivered is less explicit, so it is difficult to imagine if only a theory is given. -P7

The online class requires adequate devices and good internet infrastructure. Unstable internet can cause students to be unacceptable. -P8

In my opinion, weak internet network problems can cause miss communication and miss conception of the material delivered by lecturers. -P17

Lecturers do not know if students understand the material that has been described, and the lecturer does not know if the students attend the class well. -P21

The drawback for students living in remote areas is that they find it difficult to connect in online learning, in addition to the weakness of too much distraction that can interfere with students' concentration in learning. -P26

We are required to learn and master the material quickly, but the task given by lecturers is quite a lot when self-learning. This is frustrating and stressful for students, resulting in poor motivation, morale, and exam scores. -P35

The use of online learning platforms has become a reality in many contexts. Rapid changes are experienced by students to adjust online activities and cancel all scheduled visits to real schools and laboratories. Different experiences about remote classes and virtual practicum may saj occur. Based on the results of the interview, it is clear that online implementation has drawbacks and advantages as previously reported by the authors. The debate about the advantages and disadvantages of online learning is a complex problem because it concerns perception. However, these results reinforce that online learning is more dominantly preferred by students. Lastly, we believe various responses have taught us that without a more explicit relationship between students and lecturers in the classroom, future generations will also struggle to make the most of it.

Conclusion

This research was conducted to explore the online learning experience of Indonesian students during the COVID-19 pandemic. The results showed that in general students have positive and negative experiences related to the implementation of online learning. Thus, these benefits, challenges, obstacles, and online learning solutions are very interesting to discuss. Students' response that online learning makes it easy to learn in emergency situations because it has flexible, accessible time, and helps students grow in technology. However, technically many

obstacles experienced by students such as network connection interruptions, expensive internet data costs, difficulty interacting with teachers and peers, and a less conducive learning environment. Empirically, this study gives consideration to the use of media or learning applications that are easily accessible with affordable internet data costs among the middle and lower as many complained by students in the online learning process. This research also contributes theoretically that cooperation and interacting with friends can build student learning independence so that students can more actively discuss and discuss assignments. In addition, the importance of self-reflection and support from parents, lecturers, friends and people around is a contributing factor to the development of learning motivation. Other factors are also supported by the role of universities by providing online learning facilities and infrastructure, so this research can contribute to the development of university policies in order to help Indonesian students during the COVID-19 pandemic.

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