

# Online Learning During Covid-19 Outbreak at Islamic Higher Education; The Perceptions of PAI Students in Indonesia

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## Abstract

This research aimed to investigate the perceptions of Islamic Education Department (PAI) students on online learning during the Covid-19 outbreak in Indonesia. The involvement of students and teachers in online learning was carefully analyzed by using the Community of Inquiry (CoI) theory. A qualitative phenomenological approach was adopted in this research. Qualitative questionnaires, interviews, and document analysis were conducted by sampling 37 PAI students from 21 different Islamic universities in Indonesia. The research data were analyzed through the stages of data condensation, data display, and data conclusion drawing. The reliability and validity of the data were further accomplished through audio recording and data triangulation. The findings of this research indicated that (1) the students experienced both benefits and challenges in the implementation of online learning during the outbreak. The benefits of using online learning consisted of enhancing students' IT skills, overcoming costs, facilitating flexible learning, and improving students' confidence. However, several challenges were also faced by students in terms of poor internet connection, high occurrences of distraction, lack of teacher-student immediacy, and lack of social value. (2) Based on the CoI theory, three elements were investigated in the forms of teaching presence, social presence, and cognitive presence. In teaching presence, five core issues were identified. The issues included teacher preparation, teacher attendance, teacher explanation, teacher interaction, and teacher's IT skills. In terms of social presence, student communication, student cooperation, and emotional relationship were discussed. In cognitive presence, three issues consisting of building students' cognitive ability, encouraging students' learning curiosity, and facilitating students' practicum were addressed. This research on online learning is expected to be used as reference for academics in conducting effective online learning for PAI students. In addition, the result of this study could also be used by future researchers in conducting research in the related field.

**Keywords:** *Online Learning, the Covid-19 Outbreak, Teaching Presence, Social Presence, and Cognitive Presence.*

## Introduction

The educational system of the 21st century has developed with the computer and internet improvement. Students can experience advanced ways of learning that the old generation could have never imagined. The rapid changes and development of technologies influence every human life aspect including the educational system. Online learning appears as the educational sector's adaptation to this rapid development.

Online learning becomes a familiar term in education around the world during this last century. Since its emersion, online learning is continuously developed and <https://p3i.my.id/index.php/refleksi>

has been named with several terms. Those terms sometimes make us confused to differentiate them. In their research on online education and its effective practice, (Sun & Chen, 2016) stated that online education is variously termed “distance education”, “e-learning”, “online learning”, “blended learning,” “computer-based learning,” “web-based learning,” “virtual learning,” “tele-education,” “cyberlearning,” “Internet-based learning,” “distributed learning,” etc. Hence, in this research, the researcher used online learning term as the main discussion.

Since Covid-19 was first reported to attack society in Wuhan, China, in December 2019 (Lu et al., 2020), the World Health Organization [WHO] (2020) announced Covid-19 as an outbreak on 11th March 2020. All countries all over the world are forced to adapt to this outbreak situation by strictly implementing health protocols such as wearing masks and staying at home to decrease the transmission of this virus. This situation also makes online learning currently chosen as the only way to keep the educational activity running.

Online learning can bring success to the learning process if it is well conducted by both educators and students. Hence, there are many theories made in order that educators can conduct proper online learning. One of those theories that researchers have drawn is the Community of Inquiry (CoI Theory) model as a theoretical framework for online learning (Arbaugh et al., 2010). It is explained that the Community of Inquiry (CoI) theory on online learning has three elements; social presence, cognitive presence, and teaching presence.

(Arbaugh et al., 2010) explained these three elements from The CoI frameworks. Social presence is defined as the degree to which learners feel socially and emotionally connected with others in an online environment; cognitive presence describes the extent to which learners can construct and confirm meaning through sustained reflection and discourse. The central organizing element is teaching presence: the design, facilitation, and, most importantly the direction of cognitive and social processes for the realization of personally meaningful and educationally worthwhile learning outcomes. Those elements are necessary to gain successful online learning.

Although there are many theories that support online learning effectiveness, some developing countries have unsatisfactory results from their online learning implementation. Olszewska (2020) found that new students in Poland faced problems adapting to the new teaching strategies implemented by their teachers. They found that this is an unusual situation to shift from offline academic learning activity to online learning. Universities have to fix and improve their technological system as well for online learning because of various obstacles, including the availability of good networking. The difficulties in this new habit also appear in Pakistan. As an underdeveloped country, Pakistan still has not achieved satisfying results from online learning due to the barrier in technical problems such as monetary issues that make them unable to access the internet well (Adnan, 2020)

Due to the outbreak situation, online learning in educational institutions had also been implemented in Indonesia. Minister of Education and Culture [KEMENDIKBUD] of Indonesia (2020), Nadiem Anwar Makarim, had regulated the Ministerial Decree that Indonesia had to apply the learning and working from home regulations to the prevention of Covid-19 transmission. Indonesia also faced some obstacles in applying online learning. For the teachers, it was hard to make the learning assessment in students' cognitive aspect fairly due to the intervention of the parents who helped their children to answer the assignment from the teacher or teacher (Rasmitadila et al., 2020)

In addition, (Fauzi & Sastra Khusuma, 2020) found that most teachers in Indonesia feel dissatisfied with online learning due to some obstacles that they faced, for instance, unavailability of facilities, bad network and internet usage, inappropriate planning and implementation of learning, and evaluation difficulties, and minimum collaboration between parents and teachers.

Online learning during the Covid-19 outbreak also become a big challenge in Islamic Higher Education. Due to interview results conducted by (Wargadinata et al., 2020) of UIN (Islamic State University), Maulana Malik Ibrahim students stated that the several constraints in implementing online learning during the outbreak were the availability of WIFI and data pulse quota packages for each student who was economically and financially limited or those in geographical locations with weak internet signals.

Based on the research issues above, some developing countries are experiencing difficulties and unsatisfying learning results in online learning during the outbreak of Covid-19, including Indonesia. The CoI theory's three elements are required to get a successful online learning system. This leads to its popularity as a theory that is well-implemented to measure the success of the online learning process. The researcher intended to explore a larger scale of perceptions from the students who had learned with online learning during this Covid-19 outbreak and measured how students' and teachers' involvement in online learning with the three elements of CoI theory. This research also aimed to find out what benefits and challenges did the students face in online learning during the Covid-19 outbreak. This research will focus on PAI students' perception in several Islamic campuses in Indonesia.

## Method

This research used a qualitative research approach. Qualitative research approaches are based on different beliefs and are designed for different purposes than quantitative research approaches. Qualitative research consists of several kinds of research such as Phenomenology research, Grounded Theory, Ethnography Research, Case Study, and Narrative Research. This study applied qualitative research with the phenomenology approach.

The qualitative approach was used because the researcher wanted to understand the involvement in the online learning process between teachers and students and students' perspectives on the use of online learning. This research used semi-structured interviews according to Denscombe (2014), semi-structured interviews are interviews which are conducted with open questions with a pre-arranged question pattern. A semi-structured interview provides the flexibility for the researcher to obtain specific points that help the researcher to reach the research aim. An interview guide was prepared by the researcher to keep the interview process running well. It was adopted from research with the same method. The interview was conducted by phone with the What-app application due to geographical disparity. This method was also chosen due to the Covid-19 pandemic which made face-to-face interviews unable to be conducted. Therefore, Creswell (2012) further suggested the use of audio recording to make sure that the researcher could get the intended research data. Therefore, in this research, all the interviews were recorded and transcribed.

Regarding the technique of data analysis, the student's responses were analyzed by scrutinizing the recording and interview transcript. The process of analysis involved the process of data condensation, data display, drawing & verifying conclusions. The data analysis was conducted through the process of reading and re-

reading for the researcher to be familiar with the flow of the conversations. Later, the second reading was initiated in which the researcher compared the constructs of the first and the second reading. When the constructs were deemed exhaustive, the data were labelled into categories. The categories were then examined for overlap and redundancy, and they were divided into broad themes (Creswell, 2012; (Matthew B. Miles, 2014)

## Results

Based on qualitative survey and interview data, the researcher found various perceptions about online learning during the Covid-19 outbreak from the students in several Islamic Higher education Institutions. 37 students were participating to answer the qualitative questionnaire. Later, the researcher chose 6 students from various Islamic campuses in Indonesia. Students' responses from the interview were built into themes.

### 1. Students' perception of online learning

Based on students' responses in the semi-structural interview, it showed that they had the same main points about online learning, which can be expanded into two categories: advantages of online learning and challenges of online learning.

#### ***Advantages of Online Learning***

Some students perceived that online learning gave them benefits when used as a learning method in this pandemic situation. The urgency of using online learning makes students and teachers accustomed to using IT every day. Those who did not use to operate computers were forced to follow the situation and learn more about IT in the learning activity. AG, one of the participants, stated that "*Online learning forced us to know about IT. Everyone should be accustomed to using IT even if they were not paying attention to it*". Besides improving skills, online learning also is considered cheaper than conventional learning as stated by student 22 in the qualitative survey "*online learning is quite cost-effective compared with offline learning*". By using online learning students can study from their own homes. They did not need to pay rent for their boarding house or spent cost on their transportation to go to the campus. Furthermore, due to its flexibility, online learning made students can follow the class everywhere stated AG in an interview "*with online learning, I am able to join the class everywhere. Sometime when I have an organized agenda, I am still able to join the class and get the knowledge*". Lastly, online learning helped a student who has a problem with self-confidence to speak up without hesitation and braver as stated by student 3 "*Online learning makes one of my classmates who is introvert able to deliver his argument with this online learning*". Every student has their own characteristic. Not every student can argue and discuss well in the face to face learning due to their nervousness and less confidence. Online learning helped them to arrange their words before arguing and to keep their confidence without getting any glances directly from other students.

#### ***Challenges in Online Learning***

Online learning brings benefits to students. Nonetheless, it does not mean it has no barriers or obstacles in it. Students also mentioned some challenges to deal with when they studied online learning such as poor internet connection,

high occurrences of distraction, lack of teacher-student immediacy, and lack of social value.

### ***Poor Internet Connection***

When asked about their perception of online learning, two students stated that poor internet connection was a crucial problem in using online learning. Student 35 stated that *“Sometimes there are many challenges while online discussing such as unstable internet connection which makes my classmates cannot attend the class and participate in the online discussion”*. Similarly, TR in the interview said that not all the regions in our country have a good internet connection as she stated *“online learning is less effective, even though it has used various media, but not all areas have a fast signal like in Jakarta and other big cities”*.

### ***High Occurrences of Distraction***

The students were also asked about how their online learning ran. Some students answered that the learning process felt boring and they got many distractions. The most common distraction was using social media while learning online as stated by student 33 *“In this online learning sometimes we are not focused on the class and open another application”*.

### ***Lack of Teacher-Student Immediacy***

Due to the distance and virtual meetings, both students and teachers cannot interact directly with each other. It made the sense of immediacy among them feel lacking. Student 12 stated, *“The intimacy between students and teachers is less established, sometimes students don’t even know the teacher and vice versa”*. Similarly, Student 15 thought that we cannot really understand other students’ perceptions and character with online learning as stated *“We don’t know how the real characters and knowledge of other students are if we don’t meet in person”*.

### ***Lack of Social Value***

In the interview section, AJ gave a response about the lack of social value education with online learning stating *“The drawbacks are the lack of transfer of cultural values (attitude) and socialization values among others”*

## **2. The Involvement of Students and Teachers in Online Learning during the Covid-19 Outbreak Based on The CoI Theory**

The second aim of this study was to investigate the involvement of students and teachers in online learning during the Covid-19 outbreak. Based on CoI theory, the researcher conducted the question based on three elements of the CoI theory which was adopted from previous research by another researcher. Students’ responses from the interview were built into the following themes.

### **a. Teaching presence**

#### ***Teacher Preparation***

AG, in the interview section, stated that one of his teachers did properly prepare his-self before teaching with online learning and the teacher also teach

in a good way as stated “*One of my teachers really prepared his course material and method so it feels like F2F learning. He asked for 2 weeks for him to learn how to teach online. Then, he started the class with a good method*”. Proper preparation from teacher illustrates the professionalism in teaching. In contrast, another student reported sometimes his teacher is not well prepared for teaching and does some activities that make them late to begin the online learning as stated by Student 22 “*Some teacher often has other activities which make us late to start the online learning*”.

### **Teacher Attendance**

Some participants explained that their teachers had a good presence in teaching and guiding them in online learning without doing other activities as stated by AUL in an interview “*Our teachers are fully present without doing another activity or just appear for a while then disappears in our online learning. We are always monitored during the course of learning both during paper discussions or other learning activities*”. Similarly, Student 8 also stated “*The teacher is always ready to teach without doing other activities. It can be seen that when he teaches with WA application, the teacher responds more quickly during discussions if through video conferences the teacher focuses on the material, he teaches*”. In contrast, several students also reported that some of their teachers were not really present and did not give responses in their online learning process. Some of them were doing other activities while teaching such as driving, cooking, taking care of their children, falling asleep, and even burning grass in his garden as stated by Student 7 “*Students are often confused when discussing in the online forum because the teacher does not respond. Sometimes teachers also do other activities at the same time*.” Other comments were also added by Student 27 “*There are some of the teachers who are teaching while cooking, taking care of children, even fall asleep while doing lectures with the Google Meet application*”. The last statement from Student 30 “*Sometimes teachers teach while doing other activities. Once when I gave a presentation, the teacher was burning grass in the fields. It was like that the teaching was taken seriously by the teacher*”.

### **Teacher Explanation**

From the collected data, the researcher found some students’ perceptions about their teacher’s explanation of the online learning process. Some of them stated that their teacher gave a clear explanation while teaching and was easy to understand as stated by Student 10 “*the teacher explained the course materials clearly, it was easy to understand*” and Student 37 “*Alhamdulillah, there were many teachers who teach clearly by video conference with Zoom Meeting application then we presented the paper. After student presented their paper, the teacher gave an explanation about the course material to make us get the point*.” In contrast, one of the students feels dissatisfied with the teachers’ explanation based on their teaching method, as stated by Student 28 “*Generally, the teacher teaches monotonously, meaning that their teaching*

*method is preaching method and student only need to listen to their explanations”.*

### **Teacher Interaction**

In the qualitative survey, students were asked about their interaction with their teachers. Based on collected data, they reported that some teachers had good interaction with the students such as giving extra explanations by chatting or meeting face to face outside of lecture hours and giving fast responses as stated by Student 10: *The quality of interaction with teachers is quite intense. We simply use additional chat applications such as WA, telegram etc. to ask questions related to the material being studied and knowledge about learning materials, even outside the learning time.* It was supported by Student 8 statement *“Teachers provide feedback and explanations so that we can learn clearly during the pandemic because it is clear that teachers are very enthusiastic in teaching so that there is a response from the learning process”*. However, another student also reported that their teacher low interaction with their students as stated by RG *“My interaction with teachers is very lacking. Only limited to presentations in class and sending assignments, then at the end of the lecture the value of the course is given”*. The teacher generally has a strong interaction when they know the students well as stated by AUL *“interaction with the teacher depends on my familiarity with the teacher”*.

### **Teacher's IT Skill**

Some of the students also reported how their teacher's skill in using IT. Some of the teachers are quite fluent to operate IT and making video lessons and some of them have not understood how to operate di IT, as stated by Student 15 *“The teachers are quite proficient at using IT in the online learning and able to make detail lesson video so we can re-watch it”*. In contrast, some teachers have not understood how to operate IT as stated by Student 12: *“Not all teachers understand how to apply online learning through Zoom app, Google-meet, WhatsApp, etc.”*

#### **b. Social Presence**

Social presence is students' ability to communicate with each other in the online learning environment. It also becomes an essential element in conducting good online learning. From the collected data there are various answers about student's ability to interact with each other and their teacher, as shown below:

#### **Student Communication**

Some students stated that they had good communication with their friends in the online learning environment. They often reminded each other about the assignment and student presence as stated by AS *“Regarding communication with friends, Alhamdulillah, we always remind each other about our assignments the day before class”*. Similarly, Student 35 also stated, *“If there*

*are students who are not present in lectures, we will ask about friends who are not present”.*

### ***Student Cooperation***

Students also reported their cooperation in online learning. One student stated that they are still able to cooperate well even with online learning, as stated by Student 10 “*Discussion forums helped me develop a sense of collaboration with other students. Even though it is done online, we can still help each other find references and provide and complement each other and exchange ideas regarding the material being studied with the help of the application*”. Another student also reported that she feels comfortable having an online discussion and feel being a part of the online community as stated by HK “*I feel comfortable, by participating in an online discussion I feel given the opportunity to be involved in giving or doing what I can, one of which is giving ideas regarding my point of view*”. In contrast, some students reported that they feel a lack of social interaction because they also have not met yet since they entered the campus and work individually on the assignments. Therefore, they become individualistic as said by Student 7 “*Students do not know each other, so they tend not to care about others*”. This fact is also supported by Student 28 “*In general, students work individually and are less concerned about the condition of their friends*”.

### ***Emotional Relationship***

Students report online learning not only limited their activity but also limited their emotional relationship with other students as stated by Student 36 “*Maybe it's because it's only face-to-face virtually, so I feel the spirit of togetherness is lacking*”. This phenomenon also appeared between teachers and students as stated in Student 12 “*there is no relationship between teachers and students and even students usually don't know the teachers and vice versa*”.

c. Cognitive Presence

### ***Students' Cognitive Ability***

There are various responses from the participants about the cognitive presence in their online learning. One of them feels that online learning can build their cognitive because they are able to find many references on the internet, as stated Student 8 “*I feel motivated to continuously learn during the pandemic by utilizing existing digital technology and the many references on the internet that are easy to access*”. In contrast, other students stated their dissatisfaction with online learning. They felt that their knowledge is not fully filled as better as face-to-face learning as stated AS: *I feel that my scientific needs are not being met. With online learning, I just read, watch videos, and then resume. I actually get more from the organization. Sometimes I fill lecture materials with organizational friends.*

### ***Encouraging Students' Learning Curiosity***

Some of them also feel the self-awareness to become independent learners with online learning. It means that they are aware to keep learning in any conditions, as stated by Student 9 "*I think learning can be done anywhere and anytime. In any condition*".

### ***Need for facilitating students' practicum***

Some of them are also not satisfied with their cognitive with online learning because they could not practice their knowledge directly as said by AUL "*In my opinion, when online, what you get is only theory. Less practice. So, there are pluses and minuses in the cognitive section*". the more students practice the more they can understand the theory that has been taught by the teacher. especially for students majoring in teacher training, they must experience teaching practice in order to become competent teachers in the future.

## **Discussion**

There were two sides of perception that students gave to researchers; benefits and challenges of using online learning. The students pointed out some advantages of using online learning such as enhancing IT skills, overcoming costs, facilitating flexible learning, and improving students' confidence. Some technical issues also became barriers in the online learning process such as poor internet connection, high occurrences of distraction, lack of teacher-student immediacy, and lack of social value. Poor internet connection became the main barrier to conducting online learning. This finding is also supported by (Aji et al., 2020) research which stated that poor internet connection and incomprehensible materials were considered the problem that hampers student learning. Otherwise, regarding students' perceptions, students also reported benefits the blended learning like flexible learning, motivation, interaction, and improving their ICT skills.

Furthermore, students gave various perceptions toward their involvement in online learning during the Covid-19 outbreak. From the data collected, the researcher could evaluate their involvement based on the three elements of online learning. The three elements are discussed as follows:

### **1. Teaching Presences**

This research asked students about their teacher presence while teaching online. They explained that their teachers are fully present in teaching and guiding them in the online learning process. Some teacher well prepares their self before teaching with online learning. However, there are several teachers not fully present in the online learning process and doing other activities. This fact is in accordance with the teacher pedagogical competency that is already set in Government of Indonesia (GoI) regulation number 14 in 2005. It explained that pedagogical competency is "an ability to manage student learning". Teaching presence can determine the success of the learning process. This aligns with Kupczynski, Ice, Wiesemayer, and McCluskey (2010) pointed out that Students believe that the most important element needed to achieve success in learning is proper instruction design and direct instruction by teachers. successful learning when

students can develop their thinking processes if assisted by direct instructions or explanations from the teacher.

From the collected data, most students also reported their teachers were fully present in online learning, but in the teaching method, they used monotone ways which made students bored studying. They stated some teachers only used the teacher-centered method which only the teacher who spoke and explained. Some teachers were also given many assignments without building a good discussion about the course material. This fact was supported by analyzing the Lecture Lesson Plan given by a student. The researcher found that the teacher uses the same method in every meeting in one semester without making any interesting variations in online learning.

However, teaching presence significantly determines perceived learning, student satisfaction, and sense of community. This aligns with (Kalman et al., 2006) found that interactivity is an essential characteristic of effective online communication and plays an important role in students' focus. Interactive communication (both online and offline) will be very interesting, and the loss of interactivity can result in the breakdown of the communication process.

Chickering and Gamson (1987) suggested seven principles for good communication practice in undergraduate education. A good teacher has to do the following:

- a. Encourages students,
- b. Encourages cooperation among students,
- c. Encourages active learning,
- d. Gives prompt feedback,
- e. Emphasizes time on task,
- f. Communicates high expectations,
- g. Respects diverse talents and ways of learning.

Although initially these seven principles were applied to the offline classroom, these principles also could be adapted to online learning that relies on diverse instructional technologies. If the power of the new technologies can be fully utilized, they should be employed in ways consistent with the seven principles. (Chickering & Ehrmann; 1996)

## **2. Social Presence**

In the findings, students explained their social interaction in the online learning process. Most of the students stated that they had good communication with their classmates even though they were in different places or cities. They helped to inform and explained the material to their friend. On the other hand, some of them also reported that they experience a lack of social interaction between classmates even with the teacher.

Lack of social presence mostly appears especially for the new academic year student. To achieve student social presence in online learning, there is a need for teachers to encourage full participation in online environments by encouraging students to ask questions and make comments without any inhibitions. This aligns with the teacher's pedagogical competency to conduct reflective actions to improve the quality of teaching. Ngoyi, Mpanga and Ngoyi (2014) also stated that teachers can promote immediacy with the student by being available most of the time responding to queries within hours after receiving them. The teacher should contact their students frequently so that the student knows that the teacher is very supervising what they are doing.

It becomes a challenge and should be evaluated by the PAI teachers to improve the social interaction in online learning to build a good social atmosphere even when they are in online learning.

### 3. Cognitive Presence

Learning outcomes are essential to be reached. From the collected data, the researcher found that most of the students report that they gained insights from the teacher's and classmates' on-course discussions. They also feel that it is easier to gain knowledge from various online sources on the internet. Unfortunately, not every student has the same good opportunity and motivation for online learning. Some of them feel dissatisfied and get many barriers in their learning process. They reported that internet connection and students' lack of self-efficacy in learning. Sometimes unstable internet connection disturbs their online discussion. Other students reported that online learning kills their creativity and critical thinking. Online teachers should set appropriate course activities to guide students and foster their ability to challenge themselves through the process of critical thinking (Giannousi & Kioumourtzoglou, 2016)

Online learning situations also made the students only experience and get material. On the other hand, as future educators, PAI students are not really getting good knowledge in their course which need more direct practice. This fact becomes a barrier to the educational student. In addition, this barrier is similar to (Oyedotun, 2020) findings in his research which found that a lack of practical training for the students produces an inability to make use of lab or fieldwork because of social distancing for courses that required the use of lab, fieldwork or practical exercises. To become good educators, they should experience how to teach directly and feel the normative, emotional and cognitive transformation of the students through practical exercises as well..

## Conclusion

Based on the discussion in the previous chapter, the researcher concluded that all the students who participated in this research fully experienced online learning during the Covid-19 pandemic and adapted to it. From their perception researcher concluded that; First, online learning is still ineffective because of many barriers, particularly the poor internet connection. Besides, online learning becomes a new experience which brings benefits for the students and teachers that make them forced eventually adapt to fully online learning course environment and learn how to use IT well.

Secondly, by measuring students' perceptions of online learning during the pandemic with the CoI theory's three elements, the researcher found that both students and teachers have not been well involved and still adapt to online learning. In teaching presences, students reported that some teachers used a monotone method in teaching online which makes the students bored and not interested in the online course. Also, the teachers were not fully present in the online learning because they did another activity while teaching. This fact shows that teachers should be more aware of their role, obligation, and also their professionalism as an educator.

In social presence, most of the students gave negative responses to online learning that they feel a lack of social presence and interaction, and act individually. It becomes a challenge and should be evaluated by the teachers to improve students' social interaction in online learning. thirdly, for the cognitive presence student feel

that online learning only gives them many course material and feel a lack of knowledge for courses which need direct practice. Teachers are required to make a proper method in making assignments which can improve students' cognitive and practical abilities. Lastly, online learning becomes a new challenge for students to improve their independence in learning and mastering IT, whereas for the teacher it becomes a challenge to show and implement their professionalism as an educator. To gain good online learning results, the cooperation and professionalism of teachers and students are very important so that good online learning can be realized.

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