



STUDENT PERCEPTION OF INTERACTIONS BETWEEN STUDENTS AND LECTUTERS, LEARNING MOTIVATION, AND ENVIRONMENT DURING PANDEMIC COVID-19

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Abstract

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The descriptive analysis of this study examined students' perceptions of online learning models related to students and lecturers interactions, learning motivation, and learning environments to support them produce better result from online learning. This study used quantitative research method. The sample in this study are 128 students in one of the universities in Bengkulu who have been involved in online learning during the Coronavirus disease 2019 pandemic. Based on questionnaires that have been investigated, the researchers found that students had problems interacting with other students as well as lectures. This is demonstrated by a upper percentage of 65.62% students' disapproval of statements stating that student interaction in online classes already supports them in the learning process. Meanwhile, 52.34% of students have very high learning motivation even in quarantine due to covid-19. As well as the learning environment, 70.31% of students felt that the learning environment is less supportive of them in the learning process of teaching in online learning. it can be concluded that in online learning has difficulty in interacting both fellow students to students and students to lecturers. Although the condition is not good, but the motivation to learn is very high. In addition, the learning environment at the time of the pandemic felt less conducive. Therefore, in support students to increase their interactions and learning environments, lecturers can create groups on social media to communicate and improve the atmosphere of the learning environment between students and the others.

Keywords:

covid-19, online learning, student interaction, learning motivation, and learning environment

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INTRODUCTION

Started in Wuhan, China, in December 2019, the world is horrified by the arrival of a deadly virus called COVID-19 (Lu et al., 2020). At least 78630 cases and 2747 deaths have been identified across China, on February 27, 2020 (J. Kim et al., 2020). The impact of the coronavirus disease 2019 pandemic was also felt by the entire Indonesian community, even began to expand into the world of education. Online learning systems must be implemented in various educational institutions. All educational institutions must also put off at the policy of the central and local governments. This was done as an attempt to prevent widespread



transmission of the corona virus. Learning institutions in the world are asked to postpone teaching and learning activities, it can minimize the spread of covid-19 disease. countries exposed to covid-19 disease also do the same things, as for efforts to reduce the interaction of many people who can improve access to the spread of coronavirus is to implement a policy of lock down or quarantine. The spread of the coronavirus initially had a profound impact on the sluggish world of the economy, but today the world of education also feels the impact. various countries including Indonesia adopt policies by suspending all forms of educational activities, thus making the government and related institutions must provide other alternatives for students who are unable to carry out the educational process in their respective educational institutions.

Basically, students are not required to be in the classroom when using online learning methods, because through internet media students can access learning. According to Renee Kaufmann & Jessalyn I. Vallade, instructional communication plays a very important role, so communication theory can hinder or improve the learning experience and student learning outcomes in online learning continue to be investigated by researchers, by rhetorical and relational goals.

The development of technology makes it easy for internet users to obtain learning materials, communicate with content, instructors, and other students; and to access support during the learning process, to increase confidence, to gain knowledge, and to create new learning experiences. Generally, every lecturer in a college should have their own consideration to choose which the most suitable learning model to be held on the student.

Since the outbreak of Covid-19 in early 2020, learning activities are conducted from home on the advice issued by the government. (Happy Fajrian, 2020). This is done to maintain the safety and security of students and educators and break the chain of virus spread. By utilizing internet technology and media, the learning process is done from home in order to comply with the rules of the government. Similarly, now college institutions should get used to using the e-learning model or so-called online learning from which previously applied face-to-face learning (offline) on their respective campuses. Lecturers and students should take advantage of online learning. (Donoghue & Worton, 2002).

Based on the study above, there are important things that should be available, namely information about the learning atmosphere and students' perceptual conditions. The conditions in question are students' perceptions of student interactions, learning motivation, and the learning environment. The student's perceptual condition is needed to evaluate learning activities in determining online learning policies. To solve the problem of information needs, research is needed with the theme "student perceptions of online learning during Covid-19".

E-learning is not new because there are many kinds of e-learning that have been constantly evolving according to the times. Various e-learning evolutions that we can use as a new reference and create advanced systems for the next generation. It can also allow us to respect and support each other to move forward

because we fully recognize and understand our former selves (Anita Finke & Jānis Bicāns, 2010).

Similarly, Along with the development of internet technology and information E-learning is not something new. As for the relationship of teacher support and e-learning involvement that has been analyzed, it is clear that teacher support is very important in increasing the effect of students. Teachers, platform developers, managers, and manufacturers of curriculum who perform construction of curriculum tasks can design curriculum systems, allocate scientific teaching resources, prepare sensible functions in learning platforms and enhance students' sense of achievement and acquisition (Liu et al., 2018).

Most of the skills of student network technology applications need to be developed. Students often use the internet, but usually only for chat or shop. Few students use it for self-study. IM (Instant Messaging) and search engines are the most desirable ways for students to adapt to internet studies, very basic level studies such as Baidu search and IM chat to solve problems, lack of in-depth self-study. Universities provide less investment in the internet resources of library schools. Almost all colleges do not have independent teaching and study websites. Some colleges should have a large number of internet course resources, but the lack of digital teaching resources is high quality and attractive; they don't use it very often and don't bring many benefits (Huang et al., 2018).

The advantage of online learning for students is as one of the alternative learning methods that allows them to not be present in the classroom. Online learning can also encourage students to establish learning independence and also help improve interaction between students. Meanwhile, the benefit of online learning methods for lecturers is that it will indirectly impact the professionalism of the work by changing the conventional teaching style to be more modern. also, lecturers can assess and evaluate each student's learning improvement more efficiently with the online learning model. Even online examinations are an alternative to the evaluation system of choice in online learning, which is useful for identifying student perceptions (Afacan Adanır et al., 2020)

Information and communication technology (ICTs) are very profitable for the online learning process. From online to offline, from hard to soft technology, ICT as a universal term has the meaning of various technologies. Thus, the development of choes of ICT in the online learning process, which makes it developmental and change fields. These changes ensure improved online learning, and which later emerged as a new form of Learn. Futhermore, it is very important to reopen concepts such as e-readiness, to develop new technologies, strategies and pedagogical approaches. (Firat & Bozkurt, 2020).

Students also showed a positive attitude towards the online learning environment in the Public. They consider that online learning useful to them cause the online learning format gives them opportunities and flexibility in learning for increase interaction with lecturers. Students also recommended that the experience of virtual teams in online learning is advantages for them to increase online team skills, which is an crucial skill for them to show in an development universal business environment. However, most students also recommend that online learning can be more fun than studying in a face-to-face classroom with

conventional methods. Students show that they find it difficult to communicate with other students due to differences in their distance and time and the absence of face-to-face between students in online settings. Also, the students also showed that cancel feedback from instructors due to the absence of real-time communication with instructors is very challenging for their online learning (K. J. Kim et al., 2005). In learning activities, it is essential to create a condition or process that directs students to enjoy learning activities (Amin et al., 2020)

Thus, online learning can be done from wherever students and lecturers are. But the question is whether the activities and psychology of learning in online learning have the same nuances or at least approach with the activity and psychology of learning in face-to-face learning. There are several problems faced in online learning; learning materials, learning interactions, and learning environments (Fortune et al., 2011) and (Roberts & McInnerney, 2007). Is teaching materials used in online learning appropriate for students?, are the instructions on teaching materials used in online learning, easy to understand by students?, and so on. Learning interaction also plays an important role in the learning-teaching process. Kim et al., (2005) explained that it has an important role in the learning process to build relationships between students and lecturers. Based on the explanation, it is known that learning interaction is very important built into the learning process. But the question is whether learning interactions have been awakened in online learning to support learning activities? For example, in face-to-face lectures, if a student does not understand something in learning, he can directly ask the other student and with the lecturer and he will immediately get an explanation from them. After that students and lecturers who explain can ask directly "do you understand?" if not already, then lecturers or students who can explain can ask again "which part does not understand?", the process of learning interaction should be maintained in petrifying learners in the teaching and learning process. The latter is a learning environment. It is also important in helping learners in the teaching and learning process. The learning environment has a big way to play in helping students in the education process because it can encourage (Ado, 2015). Therefore, lecturers need to modify tasks and activities in the teaching and learning process in accordance with the needs of students in order to create good interaction between students and lecturers (Lestari et al., 2018).

Methods

The Likert scale survey method was used in this study, namely by spreading the questionnaire through google forms to 128 students in the online-based lectures. The researcher used this method because it is suitable to explore student perceptions. Likert scale survey method is a quantitative research method to obtain data from a group of people with an approach agree/disagree, satisfied/dissatisfied, and so on about the attitude, opinion, behavior, or characteristics of the human being. In this type of study, researchers collect data quantitatively, the data are in the form of; questionnaire and data obtained are statistically acquired to determine the most responses given to respondents about

the events discussed (Creswell, 2012) and (Averin et al., 2017). To find out the tendency of students' perception of student interaction and learning environment in the online lectures, the data obtained from the questionnaire is presented in the form of tables and diagrams.

Results and Discussion

Classification and categorization of questionnaires in answering problems in the field, questioner analysis results are used. Calculation of each student's entire answer score through the following formula:

$$\text{Value} = \text{number of scores}$$

Based on the questioner analyzed, the results are obtained:

Student Interaction

The value measurement must be classified according to the specified value range. Value classifications include high, medium, low, and very low categories. Calculation of grades in grade classification regarding the interaction of students and lecturers below:

Highest score result: highest score x number of questionnaires

$$4 \times 8 = 32$$

Lowest score: lowest score x number of questionnaires

$$1 \times 8 = 8$$

Value Range : highest value – lowest value

$$32 - 8 = 24$$

Value Interval : value range = $\frac{24}{4} = 6$
Number of categories 4

Based on the data above, the classification of questionnaire assessment as seen in the following table 1.

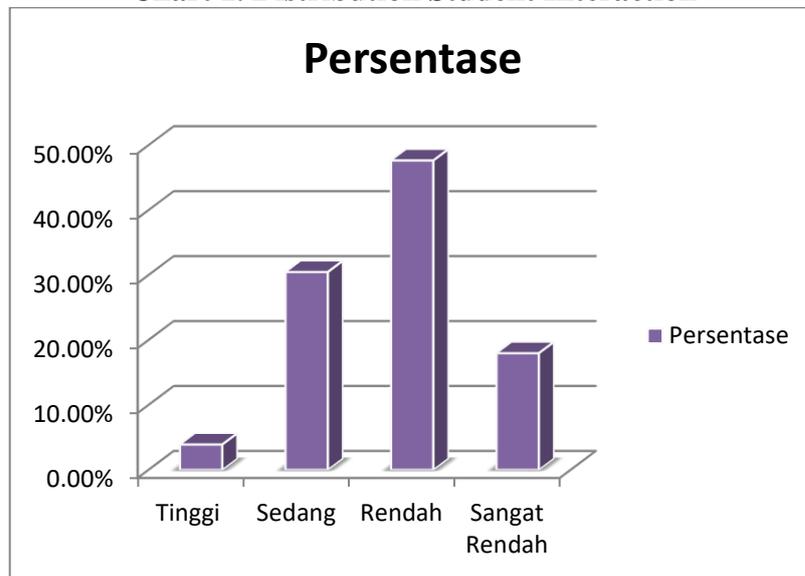
Table 1. Classification Student Interaction

Value Range	Category
27-32	High
21 – 26	Medium
15 – 20	Low
8 – 14	Very low

Source: Researcher's Analysis Result, 2020

After classified in the table above then investigated to get the percentage of students' perception of every item of the question about student and lecturer interaction, which is reflected in the chart 1 below.

Chart 1. Distribution Student Interaction



Thus, it shows that the interaction of students and lecturers is low at the time of online learning. Due to the lack of fast response from other students and lecturers so that students feel unnoticed. As explained by Vrasidas and McIsaac (1999) Feedback is very influential on interaction. Students feel that the low of direct feedback on this part of the course is discouraging and contributes to participation in online learning. When students don't get feedback, they neglect to deliver a message. Unlike students who get live feedback, they feel they are noticed when delivering messages over the internet. Teachers may have to give a timely response so that students feel involved in every aspect of learning. Furthermore, the teacher emphasized the need for moderators to provide responses and other student participation.

In the learning process, student interaction is very important both between students and students and between students and lecturers to evoke the spirit of learning, so that ultimately the students can achieve more maximum results. Student interaction with students and others should always be grown to increase communication and discussion in every project in the teaching and learning process (Lin &Lin, 2015). For example, if a student does not understand the material presented, then he or she can ask his friend for help explaining the problem until he understands it or vice versa if the student who explains the problem then he can ask another student. If the students do not solve the problem, then they can ask the lecturer. These interactions should be maintained because they can help them achieve better learning outcomes, as explained by Kuo (2014) that interaction greatly affects students' learning outcomes in online learning. Vrasidas and McIsaac (1999) also suggested that the course structure, class size, feedback, and previous experience with computer communications all interactions affected. So there is an evaluation of the system or media used in the online learning process because online learning itself is carried out abruptly without any preparation at all.

Learning Motivation

The value measurement must be classified according to the specified value range. Value classifications include high, medium, low, and very low categories. Calculation of grades in grade classification regarding learning motivation below:

Highest score result: highest score x number of questionnaires

$$4 \times 6 = 24$$

Lowest score: lowest score x number of questionnaires

$$1 \times 6 = 6$$

Value Range : highest value – lowest value

$$24 - 6 = 18$$

Value Interval : value range = 18 = 4.5

Number of categories 4

Based on the data above, the classification of questionnaire assessment as seen in the following table.

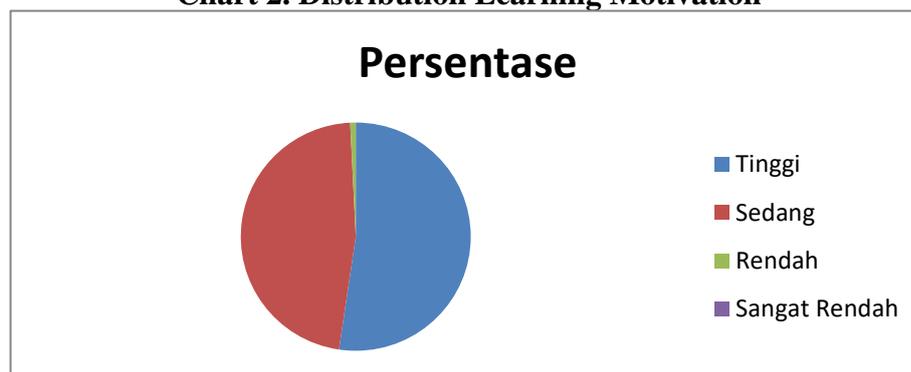
Table 2. Classification Learning Motivation

Value Range	Category
19.6-24	High
16-19.5	Medium
11-15	Low
6-10.5	Very low

Source: Researcher's Analysis Result, 2020

After classified in the table above then investigated to get the percentage of students' perception of every item of the question about learning motivation, which is reflected in the pie 1 below.

Chart 2. Distribution Learning Motivation



The pie shows that although the condition is not good, but the motivation of students to study is very high. A person's learning motivation will give rise to arousal or boost morale in learning. Most of the young gifted students in Islamic learning are good enough to follow the learning process, they show it with high learning motivation (Zubaedi et al., 2021). Learning motivation is an effort to

achieve the goal of learning, namely material understanding and learning development. In addition, learning motivation is a driver or driver that makes one will be interested in learning so that it will learn continuously (Novianti, 2011).

As stated by Karaoglan Yilmaz and Yilmaz (2020) LA-based responses (learning analytics) are particularly useful in self-teaching that aims to support students in the learning environment and ensure that students can accept current conditions. In this case, students can be aware of their weaknesses. Provide effective advice in improving student motivation. L.A.-based responses can provide effective motivation due to individualization of teaching and providing assistance and direction to students in the learning environment.

Learning Environment

The value measurement must be classified according to the specified value range. Value classifications include high, medium, low, and very low categories. Calculation of grades in grade classification regarding the learning motivation below:

Highest score result: highest score x number of questionnaires

$$4 \times 11 = 44$$

Lowest score: lowest score x number of questionnaires

$$1 \times 11 = 11$$

Value Range : highest value – lowest value

$$44 - 11 = 33$$

Value Interval : value range = 33 = 8.25

Number of categories 4

Based on the data above, the classification of questionnaire assessment as seen in the following table.

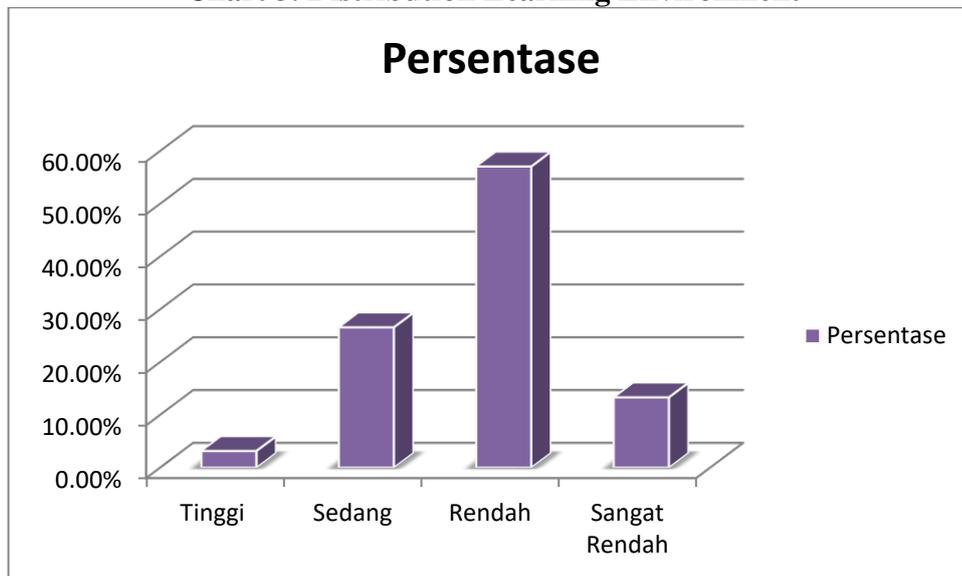
Table 3. Classification Learning Environment

Value Range	Category
36-44	High
28-35.75	Medium
20-27.5	Low
11-19.25	Very Low

Source: Researcher's Analysis Result, 2020

After classified in the table above then investigated to get the percentage of students' perception of every item of the question about learning environment, which is reflected in the chart 2 below;

Chart 3. Distribution Learning Environment



The Chart above shows the less positive response of students to the learning environment found in online lecture classes. This is seen from the high percentage of student dissatisfaction with the learning environment they experience in online classes as follows. Then it can be said that the learning environment at the time of the pandemic is less conducive and has not supported students learning. Therefore, to improve the quality of the learning environment in online lectures, the support of all parties is required. In order to achieve the desired set of objectives that are particularly present in improving students' soft skills, the new method we recommend aims to establish and follow a series of ways commonly used in the software trial process, and of course taken up by problem-based learning systems that can improve software projects Tadjer et al. (2020). In addition, the results of this study also reinforce the results of the study from Roberts and McInnerney (2007).

As Van Tryon and Bishop (2009) stated that students who are first-time learners may not be familiar with using the internet. As a result, the quantity and quality of online social interactions may need to be improved in order for the social makeup of the group to continue to grow. thus, students are potentially frustrated and miscommunication occurs in an online learning environment, given the lack of availability of computers and internet networks. Therefore, lecturers are required to be proactive in creating opportunities to change their social schemes so that they can assess status, improve norms, and differentiate roles. Reducing ambiguity and rebuilding online-based communication systems from no-one's cues is necessary to acquire knowledge and perhaps this is the only way to maintain communication or connectedness between students.

Depend on the result of this study, the following suggestions can be a reference to the implications of further research: Pedagogical implications: The result of this study show researchers got that the learners have some constraints in interacting, not only with others but also with lecturers. For further research it is

important to find solutions to the obstacles faced by students in interacting with lecturers and with other students during the Covid-19 pandemic. As well as the learning environment, learners felt that the learning environment in online learning is low supportive of them in the teaching and learning process. Therefore, to support students in increase their interactions and learning environments, lecturers can try by creating groups on social media to communicate and improve the atmosphere of the learning environment between class members. Institutional implications: Higher education institutions that provide online learning must provide and develop online learning media that can assist students and lecturers in carrying out learning during the Covid-19 pandemic. Theoretical implications: As described in the discussions, there needs to be innovation in the media used in online learning in order to create harmonious interactions between students and lecturers and students with other students. In addition, check the readiness to learn in adopting new technologies in order to create a good learning environment.

CONCLUSION

From the above description, it can be concluded that in online learning has difficulty in interacting both fellow students to students and students to lecturers. This is evidenced by a high percentage who show disapproval of statements that say student interactions in online lectures have gone well. Students feel that the low of direct feedback on this part of the course is discouraging and contributes to participation in online learning. When students don't get feedback, they neglect to deliver a message. Unlike students who get live feedback, they feel they are noticed when delivering messages over the internet. Teachers may have to give a timely response so that students feel involved in every aspect of learning. Furthermore, the teacher emphasized the need for moderators to provide responses and other student participation.

This is contrary to the motivation of student learning even though the condition is not good, but the motivation to study is very high. As evidenced by the spirit and effort of students in completing all the tasks given by lecturers despite facing various obstacles such as not having a smartphone or a tool used to study online and lack of internet network because most of them come from the countryside. Provide effective advice in improving student motivation. L.A.-based responses can provide effective motivation due to individualization of teaching and providing assistance and direction to students in the learning environment.

However, in contrast to the learning environment at the time of the pandemic that felt less conducive. So, it can be said that in online learning the learning environment has not help the learners in education. Therefore, to improve the quality of the learning environment in online learning, it is necessary the support of all parties.

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