

**THE QUALITY OF ONLINE LEARNING EXPERIENCES FROM UNIVERSITY
STUDENTS' PERSPECTIVES: A SMALL-SCALE SURVEY**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



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APPROVAL SHEET

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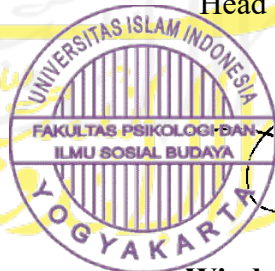


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STATEMENT OF WORK'S ORIGINALITY

I hereby declare that my manuscript entitled “The Quality of Online Learning Experience from University Students’ Perspective: A Small-Scale Survey” is an original work of my own and that, to the best of my knowledge, it contains no sources or resources other than the ones mentioned and acknowledged. I also declare that the intellectual content of this thesis is my original work, even though I may have received assistance from others on style, presentation and language expression.

Yogyakarta, April 06, 2022

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syarifah?

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الجمهورية الإسلامية الإندونيسية

MOTTO

“Don’t define yourself too early. You are always more capable than what you give yourself credit for. But if you never try to push further, how can you know your true limit?”



DEDICATION

I dedicate my thesis to my family and many friends. A special feeling of gratitude to my loving parents, Mr. Ahmad Syarief Sugiri and Ms. Indayani for being the source of support and encouragement since day one. I also dedicate this thesis to myself for being able to accomplish this point of the journey, for not losing faith in process, dedication and persistence.



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18322146

TABLE OF CONTENT

COVER	i
APPROVAL SHEET	i
RATIFICATION SHEET	i
STATEMENT OF WORK'S ORIGINALITY	ii
MOTTO	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENT	vi
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF APPENDIX	x
ABSTRACT	Error! Bookmark not defined.
CHAPTER I: INTRODUCTION	2
1.1. Background to the Study.....	2
1.2. Identification of the Problem.....	3
1.3. Limitation of the Problem.....	4
1.4. Formulation of the Problem.....	4
1.5. Objectives of the Study.....	4
1.6. Significances of the Study.....	4
CHAPTER II: LITERATURE REVIEW	6
2.1. Online Learning in Higher Education.....	6
2.1.1. Online Learning.....	6
2.1.2. The Policy about Online Learning in Higher Education.....	7
2.1.3 The quality of online learning in higher education.....	8
2.2. Review of Relevant Studies.....	11
2.3. Theoretical Framework.....	12
CHAPTER III: RESEARCH METHODOLOGY	13
3.1. Research Design.....	14

3.2. Population and Sample.....	14
3.3. Data Collection Technique.....	15
3.4. Data Analysis Technique	17
CHAPTER IV: FINDINGS AND DISCUSSIONS	18
4.1. Research Findings	18
4.1.1 Result of Demographic Information.....	18
4.1.2 The Quality of Online Learning Experience	18
4.1.3 Result of Online learning quality.....	19
4.1.3.1 Learning Support	19
4.1.3.2 Social Presence	20
4.1.3.3 Instruction	21
4.1.3.4 Learning Platform	22
4.1.3.5 Instructor Interaction.....	23
4.1.3.6 Learner Interaction.....	23
4.1.3.7 Learning Content	24
4.1.3.8 Course Design.....	25
4.1.3.9 Learner Satisfaction	26
4.1.3.10 Knowledge Acquisition	27
4.1.3.11 Ability to Transfer.....	28
4.2. Discussions.....	29
4.2.1. Overall Result of The Quality of Online Learning Experience.....	29
4.2.2. Students' Perception on The Quality of Online Learning Experience	29
CHAPTER V: CONCLUSION AND SUGGESTION	33
5.1 Conclusion.....	33
5.2 Suggestion.....	33
REFERENCES.....	36

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LIST OF TABLES

Table 3.1. The number of populations	Error! Bookmark not defined.
Table 3.2 Distribution of questionnaire items.....	15
Table 3.3. Reliability Test from All Variables	16
Table 3.4. Reliability Test from Each Categories.....	16
Table 4.1 Participants' Demographic Information	18
Table 4.2. Learning support.....	19
Table 4.3. Social Presence	21
Table 4.3. Instruction	22
Table 4.4. Learning Platform.....	22
Table 4.5. Instructor Interaction.....	23
Table 4.6. Learner Interaction.....	24
Table 4.7. Learning Content	24
Table 4.8. Course Design.....	25
Table 4.9. Learner Satisfaction.....	26
Table 4.10. Knowledge Acquisition	27
Table 4.11. Ability to Transfer	28

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الجامعة الإسلامية الاندونيسية

LIST OF FIGURES

Figure 2.1 Theoretical Framework	13
Figure 4.1 Result of The Quality of Online Learning Experience.....	19



LIST OF APPENDIX

Appendix 1. OLQ Questionnaire 42



THE QUALITY OF ONLINE LEARNING EXPERIENCE FROM UNIVERSITY STUDENTS' PERSPECTIVE: A SMALL-SCALE SURVEY

Abstract

High-quality online learning is a fundamental build to provide an inclusive, robust, and meaningful learning environment for students during COVID-19 pandemic. Several studies have investigated how online learning was conducted in higher education, but there is still limited research investigating the quality of online learning experiences. Therefore, this study aimed to contribute to this growing area of research by investigating the students' perspectives on the quality of online learning experiences at the higher education level. This investigation took the form of a survey study with 275 students as respondents in this study. The instrument used in this research is a questionnaire constructed by Gomez-Rey et al. (2016). Thirty-nine questions were divided into 11 variables related to online learning quality, such as learning support, social presence, instruction, learning platform, instructor interaction, learning content, course design, learner satisfaction, knowledge acquisition, and ability to transfer. The overall results of this study revealed that the essential variables valued by students' points of view were instructions, learning content, course design, and learner satisfaction. Thus, students rate their low level of satisfaction with the other variables. This study, therefore, is hoped to help the lecturers to work and improve their teaching quality in an online learning environment.

Keywords: online learning quality, online learning experience, university students

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CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research. It will also provide the background to the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, as well as the significance of the study.

1.1. Background to the Study

The advancement of technology has generated changes in the teaching and learning process in higher education. As a consequence of the current COVID-19 pandemic, all schools and universities are constrained to temporarily close their doors and bring their academic activities exclusively online. In the time of pandemonium, online learning is the best of a bad bunch. Widely varying definitions of online learning have emerged. Online learning is described by Khan (2000) as synonymous with web-based learning (WBL), internet-based training (IBT), advanced distributed learning (ADL), web-based instruction (WBI), and open/flexible learning (OFL). Singh and Thurman (2019) have been working on a systematic literature review to explore the definition of online learning. Online learning can broadly be defined as a learning experience through the internet, and it allows for learning outside of the traditional classroom settings. This includes how the instruction is delivered, either in an asynchronous environment, asynchronous environment, or a combination of the two.

A significance number of literature has investigated how online learning was conducted during the COVID-19 pandemic. The previous study by Al-Mawee et al. (2021) revealed that students having both positive and negative experience toward online learning during the COVID-19 pandemic. Students exposed that time and location flexibility are the hallmarks of the online learning, yet the social interaction still become one of the problems during the online learning implementation. Meanwhile, Almahasees et al. (2021) investigated the facultys' and students' perception toward online learning during COVID-19 pandemic. The result of this study showed that both faculty and students agreed that the

efficacy of online learning is less effective than the face-to-face teaching and learning. The students faced several challenges such as, interaction, motivation, and technical issues.

In the novel phase of exclusive online learning, the issue of quality has received a broadening of attention because the high quality of online learning experiences is one of the fundamentals built of providing inclusive and meaningful learning experiences for students. However, to the best of the author's knowledge, there is still limited research investigating the quality of the online learning experience. Several studies about the quality of online learning in from secondary school were found such as Thongbunma (2021) who investigated the secondary teachers and students' perspectives towards online learning amid the COVID-19 outbreak, Kay and Li (2019) who focused on assessing the quality of online learning for secondary students.

To extend the research in this field, this study focuses on evaluating the quality of online learning experience based on students' perspectives at the university level. The results of this study are expected to bring benefits and suggestions to the teachers and institutions that holds the same context as this present study.

1.2. Identification of the Problem

Based on the pre research interview with three university students, several challenges related to online learning were found, such as:

1. Problems related to quality

Students felt satisfied with online learning at the beginning of the shifted period from the traditional to the online classroom. They were excited about using media that had not been used before and thought learning would become more flexible. However, over time the quality of learning and interest in the material decreased due to several factors; The teacher does not give feedback. Some teachers even lack the preparation for the material and haven't read the material comprehensively. Hodge and Chenelle (2018) revealed that the implementation of online learning possessed the additional challenges such as relationship building and providing effective feedback.

2. Problems related to technical aspects

Many students are not provided with the robust internet connection requisite by the online course, which makes them incapable of catching up with the material presented in virtual meetings. Clarin and Baluyos (2022) reported that poor internet connection was considered as one of the main problems for students during online learning.

3. Problems related to self-motivation

Self-motivation is an indispensable requirement in any learning environment, either in traditional or online settings. However, after enrolling in online learning for more than a year, they began to lose their motivation, much to their surprise. As the difficulties handling a communication issue to their peers, a distraction from home responsibility also become a huge problem. Almahasees et al. (2021) asserted that, most students faced several challenges such as, interaction, motivation, and technical issues in online learning during the pandemic.

1.3. Limitation of the Problem

Due to practical constraints, this present study focuses on investigating the quality of online learning experiences from the learner's perspective.

1.4. Formulation of the Problem

This present study attempts to answer the following questions: What are students' perspectives on the quality of the online learning experience at the higher education level?

1.5. Objectives of the Study

This current study, therefore, attempts to investigate the students' perspectives on the quality of online learning experience at the higher education level.

1.6. Significances of the Study

Practically, the results of this research will bring benefits for:

1. For the lecturers

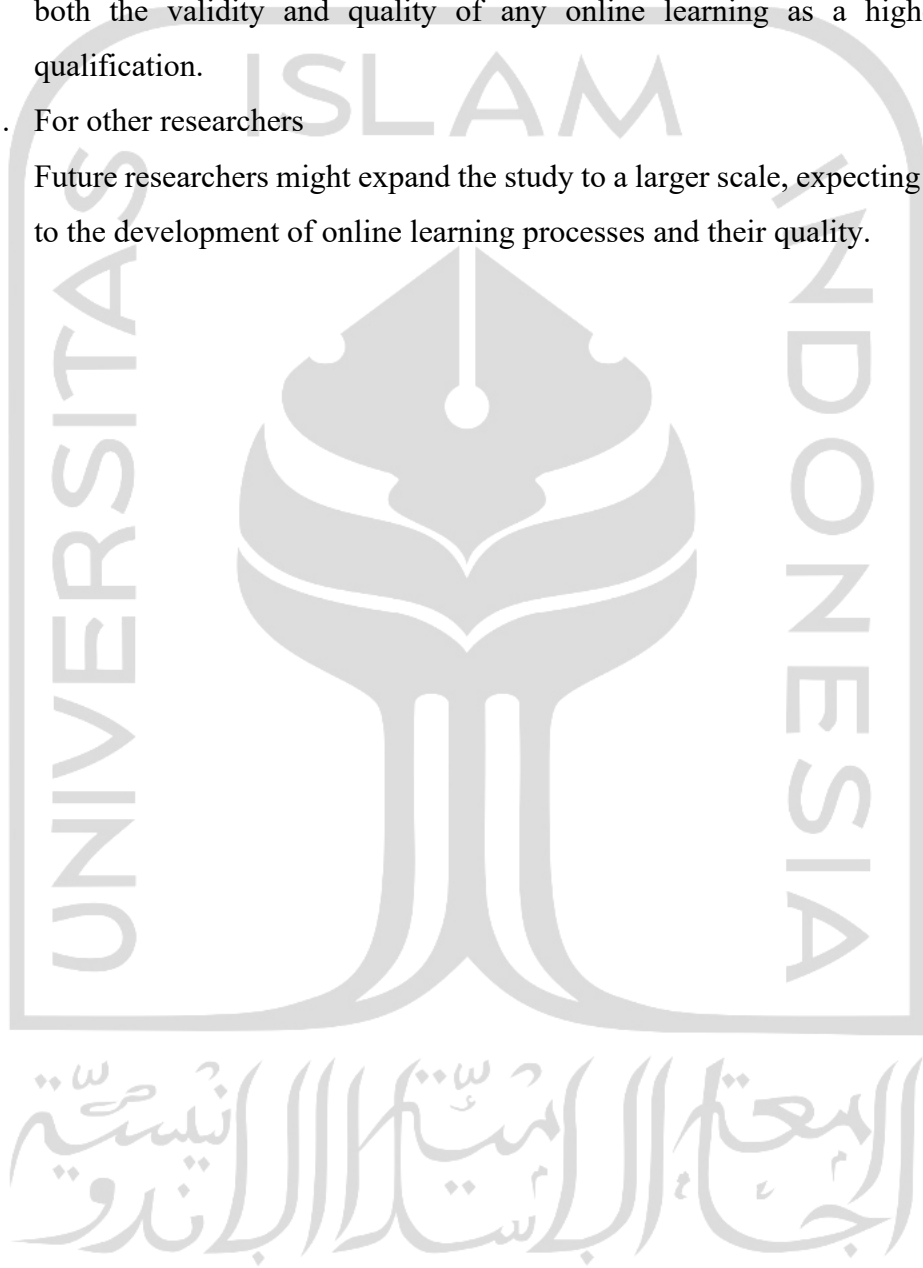
This study can be a benchmark for teachers to be more aware of the importance of the quality of learning and improve their teaching quality.

2. For the institution/university

The quality of online learning in one institution is crucial to promote confidence in both the validity and quality of any online learning as a higher education qualification.

3. For other researchers

Future researchers might expand the study to a larger scale, expecting to contribute to the development of online learning processes and their quality.



CHAPTER II

LITERATURE REVIEW

A review of literature and references of theories will be discussed in this chapter. It covers theoretical review, review of the relevant studies, and the theoretical framework.

2.1. Online Learning in Higher Education

2.1.1. Online Learning

A considerable amount of literature has grown up dynamically throughout the idea of online learning. The research literature often uses the terms online learning, open learning, web-based learning, computer-mediated learning, and advanced distributed learning. Curtain (2002) proposes one existing definition, online learning is an experience in synchronous and asynchronous forms of interaction. In this environment, the internet is used as an accessible medium in particular ways to enhance the interaction between teachers and students. Clark and Mayer (2016) asserted that online learning is an entirely virtual environment using digital devices as a tool to deliver instructions that are intended to support individual or organizational learning performance. Most authors describe online learning as a more recent version of distance learning (Benson, 2002; Conrad, 2002; Liu & Wang, 2009), increasing and opening educational opportunities for learners outside the traditional classroom setting (Benson, 2002; Conrad, 2002).

While various definitions have been suggested, the term online learning in the present study will be defined as an alternative to traditional education where interaction, instruction, and learning assessment are carried out in a virtual environment using digital devices and internet access. The online learning environment in this study covered both synchronous and asynchronous learning mode.

Online learning settings provide a vaster degree of flexibility than traditional classroom settings (Giesbers et al., 2014). There are two basic ways to make learning possible for students online; asynchronous and synchronous environments (Curtain, 2002; McBrien et al., 2009; Singh & Thurman, 2019). The

asynchronous learning environment uses digital platforms for learning, and students are not obligated to simultaneously attend live lectures. Whereas synchronous learning environments require the teacher and all enrolled students to interact from a distance in real-time simultaneously. Synchronous learning setting is most closely resembling traditional face-to-face learning, and it can provide many opportunities for social interaction (Giesbers, 2014; McBrien et al., 2009).

2.1.2. The Policy about Online Learning in Higher Education

The current condition of the COVID-19 pandemic had forced all sectors, including education, to shift from offline to online interaction. Due to this condition, the Ministry of Education and Culture (MOEC) has mandated that all the teaching and learning processes from lower to higher education must be conducted through online platforms during this pandemic. More than 4,000 higher education institutions in Indonesia suddenly shifted to online learning methods. MOEC has informed that more than 8 million students and 300,000 lecturers are currently holding online classes (Ditjen Diktiristek, 2020). In circular letter number 04/KB/2020 regarding the implementation of education policies in the emergency phase of COVID-19, MOEC emphasized that education in all academic communities is carried out entirely from home. The principle of education policy throughout the COVID-19 pandemic is to prioritize the health and safety of students, educators, education staff, families, and society in general.

In MOEC circular letter Number 6 of 2020, Joint Decree of the Minister of Education and Culture Number 04/KB/2020, Minister of Religion Number 737 of 2020, Minister of Health Number HK.01.08/Menkes/7093/2020, and Minister of Home Affairs Number 420-3987 of 2020 concerning Guidelines for the Implementation of Learning in the 2020/2021 Academic Year in the Pandemic Coronavirus Disease 2019 (COVID-19). The ministerial agreement states that university learning in the even semester of 2020/2021 starting from January 2021 can be held in a mixed manner – face-to-face and online (hybrid learning). Even though there has been a circular that allows the implementation of hybrid learning

in the academic processes, most universities or academic communities still hold lectures entirely online depending on their respective conditions.

2.1.3 The Instrument to Measure the Quality of Online Learning in Higher Education

The practice of online learning in Indonesia arose several years ago. However, massive implementation fell suddenly in the outbreak of COVID-19 and has exposed the deep education inequalities in the lower and higher education or academic communities in Indonesia. The heterogeneity of the background of students and teachers poses challenges in the online learning process. In higher education, the general problem faced by lectures is the low awareness of students to access and make their assignments, limited internet connection, and problems related to self-motivation. Underscoring Indonesia's tremendous heterogeneity, issues of availability, affordability, equality, quality, and relevance of education have become a major concern of the Ministry of Education and Culture (MOEC) (The World Bank, 2020).

The rapid outgrowth of online teaching and learning worldwide made the quality of online educational programs steals exceeding attention. Quality is usually assessed through benchmarks or standard specifications (Krause et al., 2015). In addition, Gomez-Rey et al. (2016) have also developed a questionnaire for the students to measure the quality of online learning. This instrument consists of 11 categories based on the satisfaction of online learning experiences from the perspective of teachers and students. A brief description of each category is presented below:

1. Learning support

In an online classroom setting, teacher emotional and technical support matter for most students to display a strong association with their learning process. Providing support for students helps them instill a sense of the importance of the subject personally (Keller et al., 2014), motivates, and inspires students to succeed in any of their learning tasks in the online classes. This learning support is positively related to their satisfaction

toward the online course being taught (Bhuasiri et al., 2012; Keller et al., 2015; Kunter et al., 2013).

2. Social presence

Social presence is defined as the creation of space for students to feel free to express opinions and needs. The teacher must take an active part in the online learning process to enrich students' meaningful conversation, mentoring, emotional encouragement so that students are encouraged to actively participate in the learning process and experience a sense of comfort in an online learning environment (Baker, 2010). Social presence is one of the predictors of student learning satisfaction (Joo et al., 2011; Leong, 2011).

3. Instruction

Considering the heterogeneity of online learners, teachers should provide various perspectives and use different teaching strategies. This domain is closely related with the course design. Course design refers to the planning or strategies that guide the organization of learning content, activities, and assignment, while instruction is how the teacher execute those strategies during online teaching and learning. Kuo et al. (2013) asserted that when teachers have comprehensive knowledge about their field and correlate it to the type of instruction they use, it positively affects students' satisfaction.

4. Learning platform

Technology is an enabler of the experiential learning processes development. Well-designed and accessible learning platforms aligned with learning objectives and student needs can increase students' meaningful educational experiences (Kidd, 2010). Chiu et al. (2007) discovered that learner satisfaction is influenced by functionality, accessibility, reliability, flexibility, quality of data, portability, and integration of the learning platform used.

5. Instructor interaction

The instructor interaction variable associated with the teacher's role takes place during the online learning process. The teachers' role mentioned previously among others is how students' assignments are returned with constructive feedback, rapid response, and guiding individuals according to their needs. However, the domain of instructor interaction contributes to ups and downs of the social presence in online classroom. A finding from Kuo et al. (2013) suggested that a good predictor of student satisfaction is a meaningful interaction between students and teachers.

6. Learner interaction

Swan (2002) found that students' interactions with their peers and teachers will affect student satisfaction and their perspectives of the course being taught. Moreover, LaPointe and Gunawardena (2004) asserted that the high level of students' satisfaction is influenced by how frequently they interact with others.

7. Learning content

Levine (2005) highlights that a learning content must provide space for students to express their interests and interpretations. The primary step in doing that is by designing effective learning content. Good learning content should be relevant to the objective of the course and engage learners by meeting their interest and capacity level. Furthermore, teachers must provide rich format learning content accessible to all learners to address diverse student needs and capabilities.

8. Course design

Course design deals with the process and methodology of creating meaningful learning experiences for students and providing them with a supportive and quality learning environment. Course design includes the overall technical structure used by teachers including syllabus, learning content, resources, assignments, assessments, and flexible technology stacks to improve collaboration, innovation, and students' critical thinking skills in their learning process (McGee & Reis, 2012)

9. Learner satisfaction

Learner satisfaction is a students' affective response when the instructional design and technology can effectively help them achieve their online learning objectives. This variable is one of the predictors of student success in online learning. Moreover, measuring a satisfactory learning experience is not only promoting students' engagement and their academic performance but also promoting educational processes for institutions and the faculty (Latip et al. 2020; Cheon et al. 2020).

10. Knowledge acquisition

Language acquisition allows for learning, understanding and easy communication of the subjects they learn in online learning. A study by Mayer (2002) identified that retention and transfer as part of language acquisition have a significant connection to educational attainment. This variable is also related to instructional design, competence, and teaching strategies (Sendag & Odabasi, 2009).

11. Ability to transfer

Transfer of learning requires the ability to recognize learning styles and student needs, including educational goals. Knowledge transfer is the upper level of knowledge acquisition. This variable requires students to gain a sufficient understanding of new knowledge and apply it in different contexts to create meaningful learning (Mayer, 2002).

2.2. Review of Relevant Studies

Recognizing the importance of high-quality of online learning experiences as one of the fundamental for providing students with inclusive and meaningful learning environment, several researchers have investigated the quality of online learning in various context. In a study investigating students' perception towards the quality of online education, Yang and Cornelius (2004) found students have positive experience toward the flexibility, cost-effectiveness, and well-designed class interface during online learning. However, students also experience some problems related to online learning experienced such as, delayed feedback from the lecturers, lack of technical support from the lecturers, monotonous instructional strategies, and learning content that not properly design by the lecturers.

To determine the rationale for the implementation of technology, and the impact of the technology on online instruction and learning environment, Ward et al. (2010) compared the students' perspectives on the quality of their online learning experiences with the quality of their traditional (face-to-face) learning. The overall result revealed that most students perceived the quality of instruction in their online learning experiences was equal with their experience in face-to-face learning except for accessibility to the course content.

Gomez-Rey et al. (2016) conducted a study "Measuring teachers and learners' perspectives of the quality of their online learning experience". In this research, the researchers measured the quality of the online learning experience based on the Sloan-C framework and the Online Learning Consortiums' (OLC) quality scorecard. Furthermore, they found out that the quality of the online learning experience affects how the assessment is held. The result shows that teachers are aware of the importance of interaction between students and teachers and the online environment.

Despite the fact that there are still finite studies appraising the quality of online learning, researchers believe that it is essential to investigate the online learning quality at the university level. This research will bring benefits for lecturers and institutions that have the same context with the present study to improve their quality of online learning. However, compared to the number of studies above, this present study is different in terms of the location and context being studied. The present study focuses on the investigation of the quality of online learning experiences from university students' perspectives.

2.3. Theoretical Framework

This study adopts the theory from Gomez-Rey et al. (2016) who have developed an instrument consisting of 11 categories regarding the students' perspectives on the quality of online learning experiences. The instrument has been proposed as an alternative procedure of measuring the quality of online learning based on the Sloan-C framework and the Online Learning Consortiums' (OLC) quality scorecard.

The theoretical framework for this study is outlined as follows:

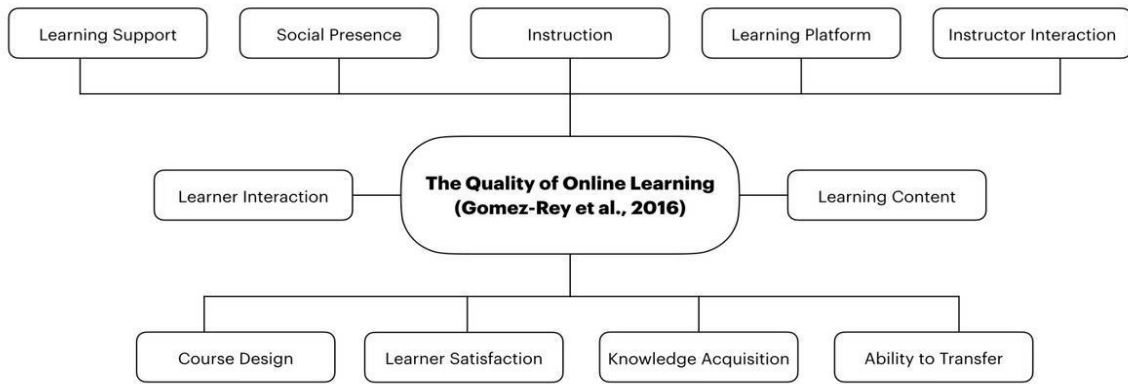


Figure 1. Theoretical Framework of The Quality of Online Learning



CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methodology and procedures used in the present study. This chapter is divided into four sub sections, which are research design, population and sample, data collection technique and the data analysis technique.

3.1. Research Design

This research is designed to identify the university students' perspectives toward the quality of their online learning experience throughout their enrolled online courses. Therefore, this study is categorized as quantitative research and applied survey studies to obtain data. The data were gathered by using a questionnaire, made by Gomez-Rey et al., (2016). The survey questionnaires accompanying consent forms were deployed to the students through an online platform known as Google Form which later revealed and measured the quality of students' online learning through the degree of satisfaction.

3.2. Population and Sample

The aim of this study is to investigate the quality of online learning experiences from learners' perspectives at the university level. Therefore, the population of this study is 889 students from the Faculty of Psychology and Socio-Cultural Science, Private University in Yogyakarta. The population is completely defined and relevant to the research specification by reason of undergoing an online course for at least one semester dan hold the same online learning policy under the Faculty of Psychology and Socio-Cultural Science.

Furthermore, to obtain information on the population, this research used a convenience sampling technique. Convenience sampling is a method that relies on data collection from population members who are "convenient" to the researcher to participate in the study (Peterson & Merunka, 2014). Convenience sampling was chosen to obtain primary data regarding specific issues such as the perspectives of a particular study. Thus, this sampling method is incredibly easy to obtain samples.

The target sample of the present study was selected using a 5% error rate. The Slovin's formula is used to calculate the sample from the population of the study. The Slovin's formula is outlined as follows:

$$n = N/(1+Ne^2)$$

Explanation:

- n : Number of samples
- N : Population
- e : Error rate (5% = 0,05)

The calculation of the sample described as follows:

$$n = 889/1+(889 \times 0,05^2)$$

$$n = 889/3,2225$$

$$n = 275$$

3.3. Data Collection Technique

The instrument used in this research is a questionnaire constructed by Gomez-Rey et al. (2016). The questionnaire was adapted and translated into Bahasa Indonesia. There were 11 variables related to online learning quality, such as learning support, social presence, instruction, learning platform, instructor interaction, learning content, course design, learner satisfaction, knowledge acquisition, and ability to transfer. These variables were measured using a 5-point Likert scale ranging from “totally disagree” to “totally agree”.

Table 3.1 Distribution of questionnaire items

Categories	Items number	Numbers of item
Learning support	1,2,3	3
Social presence	4,5,6	3
Instruction	7,8,9	3
Learning platform	10,11,12	3

Instructor interaction	13,14,15	3
Learner interaction	16,17,18	3
Learning content	19,20,21	3
Course design	22,23,24	3
Learner satisfaction	25,26,27,28,29	5
Knowledge acquisition	30,31,32,33,34	5
Ability to transfer	35,36,37,38,39	5

Before the data collection process, to obtain the content validity, the translated version of the questionnaire was validated by the expert judgment from the English Language Department. Based on the validation result, the questionnaire was approved and ready to be deployed to the students.

Based on the SPSS 26 output below, out of 11 categories which consist of 39 items has a reliability value of Cronbach's alpha of 0.964, which indicates a high level of internal consistency with the sample. In consequence, the items in the questionnaire are indicating excellent consistency.

Table 3.2. Reliability Test from All Variables

Reliability Statistics	
Cronbach's Alpha	N of Items
.964	39

Table 3.4. Reliability Test from Each Categories

No.	Categories	Cronbach's Alpha
1	Learning Support	.620

2	Social Presence	.700
3	Instruction	.726
4	Learning Platform	.793
5	Instructor Interaction	.681
6	Learner Interaction	.605
7	Learning Content	.851
8	Course Design	.789
9	Learner Satisfaction	.858
10	Knowledge Acquisition	.852
11	Ability to Transfer	.883

3.4. Data Analysis Technique

Data processing techniques in this study use Microsoft Excel 2016 and the computational calculation program of SPSS Statistic 26. Descriptive statistics were used to find out the percentages, frequencies, mean and standard deviation of the variable. Thus, the results are presented using a combination of table and graphic descriptions to summarize and allow simplified interpretation of complex quantitative data.

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CHAPTER IV
FINDINGS AND DISCUSSION

This chapter presents the results and discussions of the research taken from the questionnaire to identify the undergraduate students' perspective about their quality of online learning experience which aims to answer the problems of the present study.

4.1. Research Findings

4.1.1 Result of Demographic Information

The following table shows the representation of the participants in this study based on the survey conducted at Faculty of Psychology and Socio-Cultural Sciences in a private university in Yogyakarta, Indonesia.

Table 4.1 Participants' Demographic Information

	Item	Frequency	Percentage (%)
Gender	Male	115	43.3%
	Female	160	57.1%
Study Program	Psychology	52	23.2%
	Communication	51	22.8%
	International Relations	51	22.8%
	English Language Education	68	31.3%

Out of 275 participants signed the informed consent form and were willing to participate in the present study consisting of 160 females (57.1%) and 115 males (43.3%).

4.1.2 The Quality of Online Learning Experience

The questionnaire consists of 39 questions to assess undergraduate students' perspectives about their quality of online learning experience. The questions are divided into 11 categories (i.e.,

learning support, social presence, instruction, learning platform, instructor interaction, learner interaction, learning content, course design, learner satisfaction, knowledge acquisition, and ability to transfer). Based on the descriptive statistical analysis using SPSS, the finding of the present study was described in the chart below:

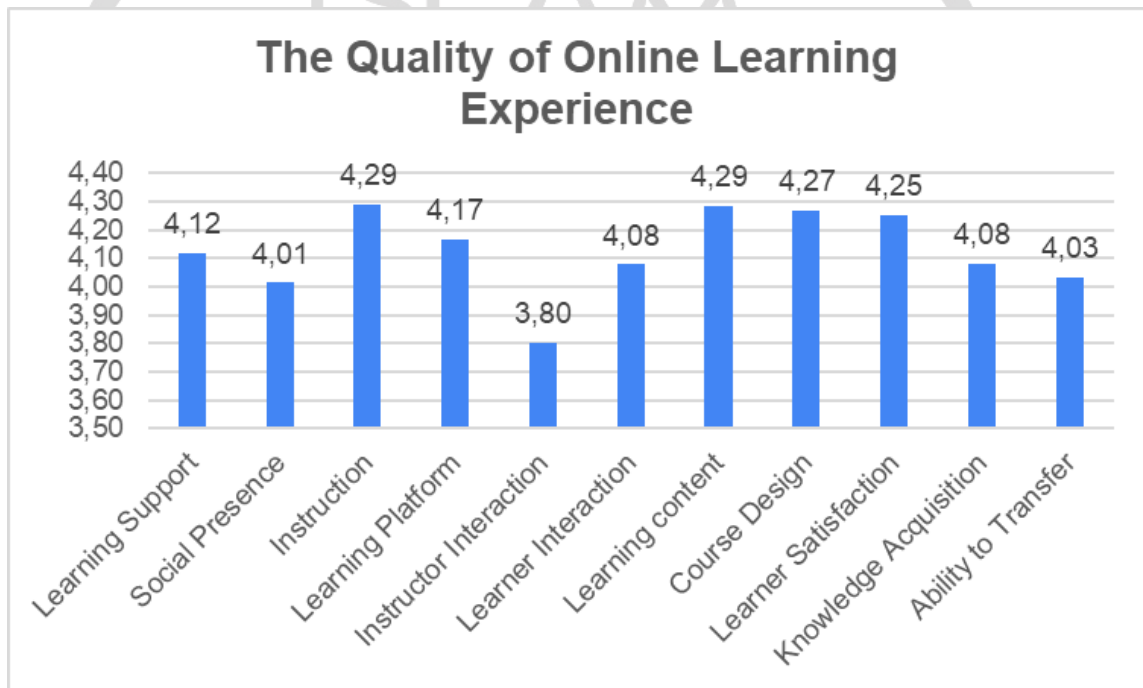


Figure 4.1 Result of The Quality of Online Learning Experience

The overall result indicated that instructions and learning content and instruction have got the higher number among the other dimensions of the quality of online learning experience.

4.1.3 Result of Online learning quality

4.1.3.1 Learning Support

Based on the questionnaire completed by respondents, the average of the first categories of the questionnaire is presented in the table below:

Table 4.2. Learning support

Statement	N	Mean	Std. Deviation
2. I had access to adequate tools and resources (e-library, module, etc.) to learn this course	275	4.33	.697

3. I received the technical support they needed when they had a problem	275	4.03	.877
1. I received adequate training on the platform being used in this course	275	4.00	1.005
Valid N (listwise)	275		

There are four columns in the table; in the first place is the statement of the questionnaire. The second column, N , represents the total number of participants who agreed and completed the questionnaire that has been deployed. The third column, M , is the average value of the participant's responses to the first category of the questionnaire, i.e., learning support. The last column is standard deviation (SD) which is associated with the M value.

This table above shows that the item of the statement with the highest mean ($M=4.33$, $SD=.697$) is statement number 2 (LS2) “I had access to adequate tools and resources (e-library, module, etc.) to learn this course”. In the second place, the statement number three (LS3) has the highest score below LS2, with Mean ($M=4.03$) and Standard deviation ($SD=.877$). On the other hand, the item of the statement with the lowest Mean ($M=4.00$, $SD=1.005$) is statement number one (LS1) “I received adequate training on the platform being used in this course”, yet it has the highest score on Standard Deviation. Based on the highest result, it can be inferred that most students perceived that they get excellent learning support because they are given access to adequate tools and resources, they need to learn the course. However, all those 3 items of the statements reached the Mean ($M=4.00$) and above which implied positive level of satisfaction from students perspectives. It was probably because during the online learning students also received the technical support and training such as, premium licensed Zoom and unlimited Google Suite access.

4.1.3.2 Social Presence

In the category of social presence, the highest mean is on the statement number 5 (SP5) “The teacher actively encouraged me to participate in the course” ($M=4.19$) and supported by having the lowest Standard Deviation ($SD=.755$). Then SP5 is followed by the statement number 4 (SP4) “The teacher seemed concerned about my needs as students” in the second place with Mean ($M=4.01$, $SD=.848$). In the third place, there is statement number six (SP6) “I felt I was a

part of the community of learners on this course” with Mean (M=3.84) Standard Deviation (SD=.928). The result indicated that the lecturer seemed concerned about students’ needs and actively encourage students to participate but lacking in terms of developing a sense of community in classroom and in helping students overcome the feeling of disconnectedness throughout the learning processes.

Table 4.3. Social Presence

Statement	N	Mean	Std. Deviation
5. The teacher actively encouraged me to participate in the course	275	4.19	.755
4. The teacher seemed concerned about my needs as a student	275	4.01	.848
6. I felt I was a part of a community of learners on this course	275	3.84	.928
Valid N (listwise)	275		

4.1.3.3 Instruction

As seen in the table about instruction category below, this category of the questionnaire has three statements. The highest score in the instruction category is on statement number 9 (I9) “The teacher was knowledgeable about his/her field” with Mean (M=4.55) and Standard Deviation (SD=.635). Followed by the statement number eight (I8) “The teachers encouraged a variety of perspectives” with Mean and Standard Deviation (M=4.29, SD=.691). Meanwhile the least Mean belongs to the statement number 7 (I7) “The teacher used effective teaching strategies” with Mean and Standard Deviation (M=4.04, SD=.748). The result from instruction domain revealed that students perceived a positive level of satisfaction to all the 3 items of statements in this category especially when they found their lecturer can deliver materials of learning clearly and knowledgeably. The high score of the other statement is also inferred that students were satisfied with their online learning experiences because the lecturer using the effective teaching strategies which covers interaction and provide students a space to a diverse point of view.

Table 4.3. Instruction

Statement	N	Mean	Std. Deviation
9. The teacher was knowledgeable about his/her field	275	4.55	.635
8. The teachers encouraged a variety of perspectives	275	4.29	.691
7. The teacher used effective teaching strategies	275	4.04	.748
Valid N (listwise)	275		

4.1.3.4 Learning Platform

In the categories of learning platform (LP), the statement number twelve (LP12) “The media used were suitable and appropriate for the content” has the highest mean score (M=4.30) with Standard Deviation (SD=.635), while the statement number ten (LP10) “All important site content was easy to locate and identify” and eleven (LP11) “The site provided a clear means of obtaining technical help” has the same mean score (M=4.10) with Standard Deviation (SD=.818, SD=8.34). The least Standard Deviation (SD) belongs to the statement number 10 (LP10). From this result of the questionnaire in this category, it can be considered that students positively assess their lecturer has the ability to choose suitable and appropriate media for learning. Students valued the other items of statement positively because having course material well organized for ease of navigation and use in online learning is satisfactory.

Table 4.4. Learning Platform

Statement	N	Mean	Std. Deviation
12. The media used were suitable and appropriate for the content	275	4.30	.732
10. All-important site content was easy to locate and identify	275	4.10	.818
11. The site provided a clear means of obtaining technical help	275	4.10	.834

4.1.3.5 Instructor Interaction

The result of the questionnaire presented in the table below shows that the highest mean is owned by the statement of questionnaire number 14 (II14) “The teacher responded promptly” (M=4.09) and supported by having the lowest Standard Deviation (SD=.817). This highest statement (II14) is followed by the statement number 13 (II13) “All assignments were returned with useful feedback from the teacher” with mean (M=3.86) alongside with the Standard Deviation (SD=.894). The last statement of this category is statement number fifteen (II15) “The teacher provided individualized guidance that met my needs” which has the lowest mean (M=3.46). However, II15 has the highest Standard Deviation (SD=1.066). Based on this result, it can be assumed that the lecturer served as a prompt responder, but as the case maybe the lecturer not paying much attention to individual differences.

Table 4.5. Instructor Interaction

Statement	N	Mean	Std. Deviation
14. The teacher responded promptly	275	4.09	.817
13. All assignments were returned with useful feedback from the teacher	275	3.86	.894
15. The teacher provided individualized guidance that meet my needs	275	3.46	1.066
Valid N (listwise)	275		

4.1.3.6 Learner Interaction

There is a learner interaction as one of the categories of the item questionnaire that has been deployed to the participants of this study. These categories consist of three item statements where the statement number eighteen (LI18) “I learned to value different perspectives” has the highest number of means, yet the lowest Standard Deviation (M=4.60, SD=.621). The second place is followed by the statement number 16 (LI16) “Online comments or peer feedback by other students helped me more to learn” with mean (M=4.02) and Standard Deviation (SD=.897). Meanwhile the least mean belongs to the statement number seventeen (LI17) “I contributed to the

learning environment by responding to my peers” (M=3.61) with the Standard Deviation (SD=.976). The result encountered that from the students’ perspectives, the lecturers provide students with opportunities to diverse and varied perspectives of each other but not paying enough attention to empower students to respond to their peers as a part of community building.

Table 4.6. Learner Interaction

Statement	N	Mean	Std. Deviation
18. I learned to value different perspectives	275	4.60	.621
16. Online comments or peer feedback by other students helped me more to learn	275	4.02	.897
17. I contributed to the learning environment by responding to my peers	275	3.61	.976
Valid N (listwise)	275		

4.1.3.7 Learning Content

This table below shows the result from the learning content category. In the first place, there is a statement number twenty (LC20) “The content was relevant to the objectives of the course” with the highest mean (M=4.42), along with the least number of Standard Deviation (SD=.673). Then the LC20 is followed by the statement number twenty-one (LC21) “The content was stimulating for me as a student” supported by having mean and Standard Deviation (M=4.24, SD=.707). The last statement on the questionnaire in this category is statement number 19 (LC19) “The content was well presented and at an appropriate level for me” with the lowest mean (M=4.19) yet owned the highest Standard Deviation (SD=.733). Participants showed a high agreement in all the statement items, that their lecturer has the ability to create learning content that is relevant to the objective or goals of the course and stimulate students to think more about the well-presented materials.

Table 4.7. Learning Content

Statement	N	Mean	Std. Deviation
20. The content was relevant to the objectives	275	4.42	.673

of the course			
21. The content was stimulating for me as a student	275	4.24	.707
19. The content was well presented and at an appropriate level for me	275	4.19	.733
Valid N (listwise)	275		

4.1.3.8 Course Design

In the course design category seen in the table below, the highest level of mean is found on the statement number twenty-three (CD23) “The course material was presented in ways that suggested future application” with mean (M=4.30) alongside with the highest Standard Deviation (SD=.727). Meanwhile, the highest level of mean after CD23 is followed by the statement number twenty-two (CD22) “The objectives of this course were evident in the learning activities” with the number of mean and Standard Deviation (M=4.26, SD=.676). The lowest level of mean is owned by the statement number twenty-four (CD24) “My grades were directly related to learning objectives, activities, and application of materials” with mean (M=4.23) and Standard Deviation (SD=.685). In this category students presumed that their lecturer was excellent in presenting the course materials that applicable to the real-world or everyday lives. The result also indicates that the planning or learning strategies is well executed by the lecturer considering the students’ outcomes aligned with the objectives and application of the materials being thought.

Table 4.8. Course Design

Statement	N	Mean	Std. Deviation
23. The course material was presented in ways that suggested future application	275	4.30	.727
22. The objectives of this course were evident in the learning activities	275	4.26	.676
24. My grades were directly related to learning objectives, activities, and application of materials	275	4.23	.685

4.1.3.9 Learner Satisfaction

In this section, there are five statements in the learner satisfaction category. There is statement number twenty-six (LS26) “This course was a useful learning experience for me” with the top level of mean ($M=4.45$) and lowest Standard Deviation ($SD=.676$). LS26 is followed by the statement number twenty-five (LS25) “I was motivated to do well in this course” as the second highest level of mean ($M=4.40$) and the Standard Deviation ($SD=.776$). Then, in the third place, there is statement number twenty-eight (LS28) “I learned from the activities assigned in this course”. This statement has the number of mean and Standard Deviation ($M=4.29$, $SD=.717$). The fourth statement from this category is number twenty-nine (LS29) “The course was relevant to my needs” ($M=4.15$) with the Standard Deviation ($SD=.757$). The lowest mean found in the statement number twenty-seven (LS27) “I recommended that other people enroll in this course” with the level of mean ($M=3.98$) and the Standard Deviation ($SD=.895$). Based on the result of this category, it can be assumed that the lecturer providing students with the materials and activities that relevant and benefits students with value or direct impact, so students perceive the learning experiences as useful and enhanced their motivation to well performed in the course.

Table 4.9. Learner Satisfaction

Statement	N	Mean	Std. Deviation
26. This course was a useful learning experience for me	275	4.45	.676
25. I was motivated to do well in this course	275	4.40	.776
28. I learned from the activities assigned in this course	275	4.29	.717
29. The course was relevant to my needs	275	4.15	.757
27. I recommended that other people enroll in this course	275	3.98	.895
Valid N (listwise)	275		

4.1.3.10 Knowledge Acquisition

The highest mean in this category is statement number thirty-two (KA32) “I have noticed a difference between my prior knowledge and the knowledge I had gained by the end of the course” ($M=4.29$) supported with the Standard Deviation ($SD=.723$). Then, KA32 is followed by the KA30 (statement number thirty) on the second place with mean and Standard Deviation ($M=4.26$, $SD=.676$). On the third place, there is statement number thirty-three (KA33) with the level of mean ($M=4.21$) alongside the Standard Deviation ($SD=.803$). Statement number thirty-four (KA34) “I can make correct decisions and solve problems with the knowledge I have gained on this course” ($M=3.93$, $SD=.861$) holds the fourth place. Meanwhile, the least mean belongs to the statement number thirty-one (KA31) “I can explain the material covered in this course to others” ($M=3.73$, $SD=.813$). Based on the highest mean that has been reported, it can be assessed that students have the positive retention and transfer of knowledge during the learning process. Students perceived that the knowledge has improved since they did well on assignment and quizzes. With the knowledge they gained from the course, they learned to make decisions and solving the problems. However, students tend to feel that they may not be able to explain the covered material to others. It might be because the materials given by the lecturer does not include the virtue of authenticity and related to them so students having difficulties to explain the materials to their peers.

Table 4.10. Knowledge Acquisition

Statement	N	Mean	Std. Deviation
32. I have noticed a difference between my prior knowledge and the knowledge I had gained by the end of the course	275	4.29	.723
30. I did well on assignments and quizzes	275	4.26	.676
33. During the course, I was aware of my strengths and weaknesses in my learning	275	4.21	.803
34. I can make correct decisions and solve problems with the knowledge I have gained on this course	275	3.93	.861
31. I can explain the material covered in this	275	3.73	.813

course to others

Valid N (listwise)

275

4.1.3.11 Ability to Transfer

The last category of the questionnaire is the ability to transfer, consisting of five statements. In this category, most students sensed that they gained a sufficient understanding of new knowledge from the materials being taught by the lecturer, also applied the knowledge in different contexts to explore certain problems in their field of study. It can be seen from the highest level of mean from the statement number thirty-eight (AT38) “With the knowledge gained from this course, I can more broadly explore a problem in the field of study” ($M=4.17$, $SD=.727$). The highest level of mean after AT38 is the statement number thirty-nine (AT39) “As a result of this course, I am able to apply my learning to a different context, such as my personal or professional life” with mean ($M=4.13$) alongside with Standard Deviation ($SD=.805$). Meanwhile on the third place, there is statement number thirty-six (AT36) “I have opportunities to apply the course material” ($M=3.98$, $SD=.843$). The next statement in this category is statement number thirty-five (AT35) “I know how I will use the course material in new situation”. The mean of AT35 is ($M=3.95$), and Standard Deviation ($SD=.395$). Meanwhile the lowest level of mean is owned by the statement number thirty-seven (AT37) “As a result of this course, I am able to apply my learning to other similar courses” ($M=3.93$, $SD=.832$). The result of this category indicates that students perceived that the lecturer provide students with the opportunity to learn through solving a problem, but they are not sure that they have the opportunities to apply the materials in any new situations.

Table 4.11. Ability to Transfer

Statement	N	Mean	Std. Deviation
38. With the knowledge gained from this course, I can more broadly explore a problem in the field of study	275	4.17	.727
39. As a result of this course, I am able to apply my learning to a different context, such	275	4.13	.805

Statement	N	Mean	Std. Deviation
as my personal or professional life			
36. I have opportunities to apply the course material	275	3.98	.843
35. I know how I will use the course material in new situations	275	3.95	.395
37. As a result of this course, I am able to apply my learning to other similar courses	275	3.93	.832
Valid N (listwise)	275		

4.2. Discussions

4.2.1. Overall Result of The Quality of Online Learning Experience

After computing all the categories' scores, the number of factors obtained according to the participants of the study is determined. In this present study, Instruction and Learning Content ranks as two factors which have the highest weight of positive factor loading among the other dimensions of the quality of online learning experience. Students' high satisfaction level on instruction and learning content dimensions might be due to several reasons, including the thoughtfully organized online learning experiences created by their lecturer. These experiences revolve over instructional design and strategies to put learning outcomes alongside the learning assignment, activities, and assessment perfectly aligned and create meaningful learning experiences. Additionally, the learning content is also valued as the domain that has a positive satisfaction level from student's point of view. This can be inferred those students perceived the learning content meets their fields of interest and level during the online learning. Thus, the outcome is contrary to the findings of Gomez-Rey (2016) who reported that instruction is one of the least dimensions for students when evaluating their online learning experience.

4.2.2. Students' Perspectives on The Quality of Online Learning Experience

In terms of learning support, the survey result indicates that most of the students tend to feel that the course provides them access to rich media, tools, and resources in ways

that contribute to students' needs and mastery of learning activities ($M=4.33$). This result confirms previous study by Anwar and Wahid (2021), who reported that the accessibility to the tools and resources of the course is satisfactory. It was probably because the lecturers put extra effort in providing sufficient resources such as modules, websites, articles, videos, and audio that students can access throughout the online learning.

Regarding to the social presence aspect, students positively rate that the lecturer provided students with opportunities for open communication and encouraged them to actively participate in the course ($M=4.19$). The majority of students are satisfied with the engagement built by the lecturers, which affects the quality of discussion and the overall sense of community in the class. This result is consistent with the study by Aragon (2003), who reported that increasing social presence in the online learning environment expands students' areas of satisfaction and their quality of online learning experiences. Similarly, in a more recent study, Shea et al. (2010) also reported that students are highly satisfied when their lecturer appears to be present. In addition, social presence has a positive connection and influences interaction in online learning (Tu & McIsaac, 2002). Concerning the highest result from the domain of instructor interaction, most students tend to feel that the lecturer responded immediately. It might be because the lecturer maintains a presence, responds to students promptly, and actively engages students through learning activities and other elements of communication in learning. This finding is also in line with the concept from Aragon (2003), stating that one of the strategies to build social presence from the teacher is by promptly answering whenever students ask questions.

In the learner interaction aspect, most students reported that they learned to value different perspectives ($M=4.60$). This finding confirms previous study by Mercer and Littleton (2007), who reported that the use of dialogic instruction such as group discussion, which promotes interaction between students, positively stimulates them to think critically about themselves and their peers. This strategy helps students to recognize that learning is a process by which they come to understand others' values or perspectives and stimulate their cognitive processes.

Concerning the learning platform aspect, most students are satisfied with their lecturer's ability to choose suitable and appropriate media for learning ($M=4.30$). In

accordance with the present result, a previous study by Dahlstrom et al. (2014) reported that students who use appropriate learning platforms are more likely to feel satisfied with their online learning experience. Learning content was also positively valued from a student's perspective ($M=4.42$). This finding is in line with the previous study by Kumar et al. (2021), who reported that the relevant learning and website content positively impacts students' satisfaction. The course design category reached a similar relation to relevant learning content. In terms of course design, students rate the course content presented in ways that suggest real-world or future applications as essential ($M=4.30$). A similar pattern of results was obtained by Kember et al. (2008), who reported that most students become apathetic if they could not see the relevance of the course material being taught. However, one of the ways to implement relevant course content is to present students with how theories or materials can be applied in practice.

In terms of learner satisfaction, the survey's finding indicates that most students tend to feel that the course was a useful learning experience for them ($M=4.45$). This finding is consistent with the previous research by Muñoz-Carril et al., (2021), who reported that students' perspectives of usefulness positively impacted their satisfaction. As Keržič et al., (2019) asserted, one of the techniques that help students perceive meaningful learning is to provide utility value or direct impact in each material or activity in the online classroom.

Additionally, students also have a positive value towards knowledge acquisition. In terms of knowledge acquisition, students reported significant gains and improvements in knowledge compared to their prior knowledge before enrolling the course ($M=4.29$). This result leads to a similar conclusion by Ain et al. (2016) who reported that students considered the course had improved their knowledge and increased their academic performance by the virtue of authentic and applicable learning content.

Finally, the ability to transfer categories is also positively valued from students' points of view. As students gained content knowledge, most of them are satisfied that they are able to apply the knowledge they gained from the course to new problems and across academic disciplines ($M=4.17$). This finding is in line with the previous study by Hmelo-Silver (2004) and Nokes (2009), who stated that one of the strategies to achieve the

cognitive goals is by having students learn through the experience of solving problems and evaluating various situations, which will help students develop adaptable understanding and lifelong learning skills.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions based on the research findings and some suggestions regarding this study.

5.1 Conclusion

This study aims to investigate the students' perspectives on the quality of online learning experience in English courses at the higher education level. Based on the survey conducted among 275 students, findings, and analysis in the previous chapter, the researcher draws some conclusions to this extent:

1. The overall results of this study revealed that the essential variables valued by students' points of view are instructions, learning content, course design, and learner satisfaction. This finding raises the implication that students will be satisfied if they find their lecturers very knowledgeable about his or her field of study and provide the students with resources and learning content in a way that is relevant to them. Furthermore, students rate a high level of satisfaction when they perceive the learning experience as useful, and they are able to implement the course content they have learned into the real-world or any situation in the field.
2. On the other hand, students rated other dimension of online learning quality with low level of satisfaction when they perceived that, the lecturer does not help students to develop a sense of community in classroom, the lecturer does not pay much attention to individual differences. For this reason, the researcher concluded that students were not satisfied with the quality of their learning when they lacked the opportunity for community building and interaction with their lecturers and peers. The low amount of satisfaction may also be because, during online learning, the lecturer does not engage students with learning through experience of solving problems and the learning has not improved their prior knowledge.

5.2 Suggestion

In relevance with the findings of the study, suggestion for lecturers, institutions, and future researchers include the following points:

1. Lecturers

The quality of online teaching and learning can be improved by addressing problems at all levels, for example, by providing inclusive, robust, and meaningful learning environments for all students. These experiences rely on instructional strategies aligned with activities on continuous learning processes including, learning support (i.e. provide sufficient resources and accessible learning environment for all students), social presence (i.e. create a sense of presence by provide students with discussion forums, frequent feedback and continuous conversations), instruction (i.e. strengthen the deep professional knowledge and skills in order the adapt to transformative challenges in education), learning platform (i.e. select the suitable and appropriate digital learning tools based on the course outcomes and objectives), instructor interaction (i.e. provide multiple regular opportunities for community building and interaction and promptly answering students' questions), learner interaction (i.e. create a space or opportunity for students through the learning activity which promotes interaction and exchange personal point of view to help them critically thinking and learn to value others' perspectives), learning content (i.e. make sure the learning materials are in accordance with the lesson plan and take into account students' backgrounds, experiences, and interests to create an inclusive learning environment), course design (i.e. present students with how theories or materials can be applied in real-world situations), learner satisfaction (i.e. provide learning content and activities that encourage students' cognitive and meaning construction), knowledge acquisition (i.e. engage students with the authentic and applicable course content alongside with the clear guidelines and expectation throughout learning processes), and ability to transfer (i.e. having students learn through the experience of solving problems and evaluating various situations).

2. Institution/University

Institutions must be able to evaluate and detect existing system deficiencies related to the implementation of online learning. In furtherance to overcome these shortcomings is to provide lecturers with activities to improve their teaching abilities and quality through research, workshop, seminars or training to enhance professional knowledge and development.

3. Future Researchers

In the present study, the researcher conducted a small-scale survey study to investigate students' perspectives about their experience toward online learning quality quantitatively. To obtain a more in-depth results, future researchers may develop the data collection approaches using interviews or observations and expand the study to a larger scale.



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Online Learning Quality Questionnaire

Assalamualaikum Warahmatullahi Wabarakatuh

Perkenalkan saya Fitriana Syarifa Ahmad, mahasiswa program studi Pendidikan Bahasa Inggris, Universitas Islam Indonesia. Saat ini saya sedang melakukan penelitian dalam rangka pengambilan data skripsi dengan judul “The Quality of Online Learning Experience from Students’ Perspective: A Small-Scale Survey from University Level”. Oleh karena itu, saya mohon kesediaan anda untuk menjadi partisipan dan mengisi kuesioner penelitian ini.

Anda dapat mengisi kuesioner ini jika memenuhi kriteria sebagai mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya yang telah menempuh pembelajaran online minimal satu semester.

Semua data dalam penelitian ini akan dijaga kerahasiaannya dan hanya akan digunakan untuk kepentingan penelitian. Jika Anda menemukan masalah atau pertanyaan terkait dengan penelitian ini, Anda dapat menghubungi saya melalui:

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WhatsApp : 082184658076

Terima kasih atas kesediaan dan bantuan Anda dalam mengisi kuesioner ini.

Wassalamualaikum Warahmatullahi Wabarakatuh

Hormat saya,
Fitriana Syarifa Ahmad

Dosen Pembimbing,
Banatul Murtafi’ah, S.Pd., M.Pd.

Bagian 1

Nama (opsional) :

Jenis Kelamin :

Semester :

Program Studi :

Part 2

A. Learning Support

1. Saya diajari/diberi tahu cara menggunakan platform yang digunakan sebelum perkuliahan dimulai
2. Saya memiliki akses ke alat dan sumber pembelajaran yang memadai (video pembelajaran, ebook, jurnal, modul, dll) untuk belajar di mata kuliah ini
3. Ketika mengalami kendala teknis dalam mata kuliah bahasa Inggris, dosen saya membantu mengatasi kendala tersebut

B. Social Presence

4. Dosen saya peduli dan bisa memahami kebutuhan belajar saya.
5. Dosen saya selalu mendorong saya untuk berpartisipasi aktif dalam pembelajaran di kelas
6. Saya merasa menjadi bagian dari komunitas yang ada di kelas ini

C. Instruction

7. Dosen saya menggunakan strategi belajar yang efektif
8. Dosen saya mendorong adanya berbagai perspektif dalam proses pembelajaran
9. Dosen saya memiliki pengetahuan yang luas dalam bidangnya

D. Learning platform

10. Saya dapat menemukan dan mengidentifikasi semua konten atau situs penting di platform yang digunakan
11. Situs atau platform belajar yang digunakan menyediakan fitur yang jelas untuk bantuan teknis jika dibutuhkan
12. Dosen saya menggunakan media pembelajaran yang cocok dan sesuai dengan konten atau isi materi yang sedang dipelajari

E. Teacher Instruction

13. Dosen saya selalu memberikan feedback yang bermanfaat di tugas-tugas yang sudah dikumpulkan
14. Dosen saya merespon (pertanyaan/keluhan) dengan cepat
15. Dosen saya memberi bimbingan secara individual sesuai dengan kebutuhan saya

F. Students' interaction

16. Komentar online dan umpan balik dari teman-teman di kelas membuat saya lebih banyak belajar
17. Saya selalu berkontribusi dan menanggapi pendapat teman-teman saya dalam diskusi atau pembelajaran di kelas
18. Di kelas ini saya belajar untuk menghargai perbedaan pendapat

G. Learning content

19. Dosen saya menyajikan konten pembelajaran yang baik dan sesuai dengan level atau kemampuan saya
20. Dosen saya menyajikan konten pembelajaran yang sesuai dengan tujuan pembelajaran

21. Konten pembelajaran dari dosen saya mampu menstimulasi pemahaman saya
- H. Course design
22. Tujuan pembelajaran kelas ini diimplementasikan dalam proses atau kegiatan pembelajaran
23. Materi yang disampaikan dosen saya dapat diaplikasikan atau diimplementasikan di masa depan atau konteks kehidupan nyata
24. Nilai saya berhubungan langsung dengan tujuan pembelajaran, aktivitas, dan penerapan materi di kelas
- I. Learners' satisfaction
25. Saya selalu termotivasi untuk mendapat hasil yang bagus di kelas ini
26. Mata kuliah ini memberikan pengalaman yang bermanfaat untuk saya
27. Saya merekomendasikan mata kuliah ini kepada teman-teman saya
28. Saya belajar dari aktivitas yang ditugaskan di mata kuliah ini
29. Mata kuliah ini relevan dengan kebutuhan saya
- K. Knowledge acquisition
30. Saya mengerjakan tugas dan quiz dengan baik
31. Saya mampu menjelaskan ulang materi yang disampaikan di kelas ini ke orang lain
32. Saya menyadari adanya perbedaan adanya peningkatan terhadap pengetahuan saya sebelumnya dan setelah menempuh kelas ini
33. Di kelas ini, saya menjadi mengetahui kelemahan dan kelebihan saya dalam belajar
34. Saya mampu membuat keputusan yang tepat dan mampu memecahkan masalah menggunakan pengetahuan yang saya dapatkan dari kelas ini
- L. Ability to transfer
35. Saya tahu bagaimana cara menggunakan materi yang didapat di kelas ini ke dalam situasi yang baru atau berbeda
36. Saya berkesempatan untuk menerapkan untuk menerapkan/mengimplementasikan materi yang saya dapatkan di kelas ini
37. Saya mampu menerapkan apa yang saya dapatkan di kelas ini ke dalam pembelajaran di kelas lain yang serupa
38. Dengan pengetahuan baru yang saya peroleh dari kelas ini, Saya bisa lebih luas mendalami suatu masalah dalam bidang studi
39. Dengan pengetahuan baru yang saya dapatkan di kelas ini, saya mampu mengaplikasikan pengetahuan saya ke dalam konteks yang berbeda, misalnya dalam kehidupan personal atau profesional saya