Online Learning Implementation and Challenges during Covid-19 Pandemic: English Lecturers' Perspective in Indonesia

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Article Info

ABSTRACT

This study investigates the English lecturers' perspective on the implementation and challenges (difficulties) of online learning during the Covid-19 pandemic. This research adopts a qualitative-descriptive approach. It involves 115 English lecturers from various state and private higher institutions in Indonesia. The result shows that most English lecturers implement online learning during 4 semesters, and the dominant applications used are Zoom Meeting, WhatsApp, Google Meet, Institutional E-Learning, and YouTube. Key points to their experience include the flexibility of place and time in teaching, freedom to choose and use the type of e-learning app, and feeling satisfaction with the use of application features to support online lectures. However, they also mentioned that they need more time to prepare materials, use more materials, use creative and interesting materials also use interesting and different teaching methods. The English lecturers expressed 6 difficulties in conducting online learning: difficulty to master the class and control students; less participative, enthusiastic, and interactive students; difficulty in determining/assigning assignments/projects; difficulty in holding mid-term and end-of-semester exams online for both written and oral exams; difficulty in evaluating/assessing students during online learning; concerned-about students' abilities and grades. Sometimes the lecturers also feel wearied of teaching online. There were also various issues including quota and internet connection, device issues, and interference from the environment. Overall, English lecturers had positive feelings about online lectures for several semesters. They find online learning to be more interesting, though they have more teaching load in online lectures than offline even, and no extra compensation for teaching online.

INTRODUCTION

COVID-19 was initially identified in Indonesia in early March 2020. Since then, the epidemic has rapidly spread throughout Indonesia. COVID-19 is an infectious illness caused by a coronavirus that was found in December 2019 in Wuhan, China. This virus is currently causing a pandemic in several nations throughout the world. The widespread use of COVID-19 has had a significant influence not just on commercial activity and transportation, but also on the field of education. (Fitria, 2020a). The World Health Organization (WHO) recommends halting activities that have the potential to produce crowds to avoid the spread of COVID-19. As a result, the Indonesian government adopted a social distancing strategy, which was followed by Circular Letter No. 1 of 2020 of the Ministry of Education and Culture, Directorate of Higher Education, on the prevention of the spread of COVID-19 in the world of education. The Ministry of Education and Culture directs in this circular to organize remote learning and study from home (Study from Home / SFH). This policy was called "online/in-network learning" (Fitria, 2020b).

Education has been one of the major areas disrupted by the COVID-19 pandemic (Mushtaha et al., 2022). During the Covid-19 pandemic, the educational institution's closure policy is good partially or fully forcing all teachers in Indonesia to make the transition in the way they teach from face-to-face learning advance to online learning. Then online learning is a method best in a situation in the middle of a pandemic. Educators both teachers and lecturers must adapt the learning usually mostly done in class, and switch to the online class, so students have to get used to learning online. By supporting a variety of online applications, these institutions have efficiently completed their educational programs and activities, enabling distant completion of the education process (Shambour & Abu-Hashem, 2022).

Online learning has begun in schools and institutions. Students must actively monitor information updates regarding the platforms their courses will use for online learning, offering assignments/quizzes, and distributing content. Various educational platforms are undoubtedly quite recognizable in today's educational scene. Both paid and free options are available. This learning approach perfectly adjusts to the policies of each course's teachers. Platforms that can be used include Google Classroom, Google Meet, Video conferencing, telephone or live chat, Telegram, WhatsApp groups, and others. The choice of an education digitization platform is an important thing that must be carefully considered according to the needs of the school. Pay attention to the various advantages that can be obtained from a platform regarding the availability of distance learning access that can be accessed anytime and anywhere, is easier to use, and can be followed by anyone.

During online learning, there are obstacles encountered so the teaching and learning activities do not take place smoothly. In online learning during the Covid-19 pandemic, many obstacles were faced by students and educators (teachers and lecturers). For the educator, running an online learning process is not without challenges (Wayan et al., 2022). Just like the face-to-face learning process, online learning also has many challenges. However, of course, each challenge has its solution. From these challenges, we must dare to take steps to make online learning an opportunity to transform our education. It is a challenge for educators (teachers or lecturers) in developing creativity in the use of technology, not only in transmitting knowledge but also how to ensure learning is still conveyed properly.

There are several previous research related to the lecturers' opinion and their problems in the implementation of online learning. First, Agustan (2021) states that the lecturers in IAIN Palopo use the Whatsapp group in the implementation of online lectures and uses face-to-face through video conference applications. Obstacles faced by lecturers are difficulties in delivering material. Second, Puspitasari & Devi's study (2021) focused on seeking the perception of lecturers at one of the private universities in the Sumedang Regency towards online learning. Their study found that experienced obstacles, such as the internet network is not stable. Furthermore, limitations in the usage of LMS are frequently encountered, even though they are still controllable in the short term by switching to another platform. Third, Amini et al. (2021) state that the majority of lecturers of Dharmawangsa University responded less successfully related to the implementation of online learning, particularly when taking classes were needed to complete practicum/practice, so they could not run under learning objectives. There are problems such as inconsistent network connections in the student's residential location and limited internet allowance. Fourth, Hamdany (2021) states that English lecturers at tourism vocational institutions in Bali favour Google Classroom, Zoom, Edmodo, WhatsApp, and YouTube in online learning. The problem in e-learning is the disparity in internet access, but e-learning allows flexibility of time and place. Fifth, Amran (2021) states that Hasanuddin University's English Language Lecturer has problems in online classes. These challenges are in preparation, technical problems, lack of student focus and participation, and limited access of students to teaching media. Sixth, Khaerati et al. (2021) state that the learning media most apps used by lecturers in online learning use Zoom, and provide materials or assignments via Google Classroom and Edmodo. Online lectures are carried out at home with smooth signal conditions, and the learning method used is discussion forums. The obstacles faced during online lectures are difficulties in delivering material (less effective/limited communication with students).

Many studies discuss lecturers' perceptions/opinions of online learning during the Covid-19 pandemic but there is no previous research that discusses the perception/perspective of English lecturers in any various institutions in Indonesia related to online learning. This motivates the researcher to investigate the perspective/perceptions of the English lecturers in Indonesia who are teaching students in the online learning system during pandemic Covid-19. Therefore, these research problems are 1) What are lecturers' perspectives on the challenges of online learning during the pandemic Covid-19.? and 2) What are lecturers' challenges (difficulties) in online learning during the pandemic Covid-19.

METHODS

This research applies descriptive qualitative. Qualitative research deepens and enhances process use precisely but judgments and interpretations are required (Goodyear et al., 2014). According to Siegel & Wagner (2021), qualitative data is to use percentages that give the relative frequency of each combination of categories. Perry (2017) also states that Several qualitative investigations use numbers to represent the frequency of occurrence of specific events. As a result, qualitative data may be mathematically represented and examined. Qualitative data, like quantitative data, can be classified, tallied, or converted into percentages.

The method of collecting data in this research uses a questionnaire. A questionnaire may be used to collect a wide range of data concerning the state of affairs of an individual or an organization

or concerning attitudes or opinions or beliefs (Remenyi, 2012). There are several questions given to the respondents such as the English lecturers' opinions about the implementation and their difficulties in online learning during pandemic Covid-19. There are 115 English lecturers as respondents from various state and private higher institutions in Indonesia are involved in this research. 83 (72.2 %) English lecturers from Private Universities, and 32 (27.8 %) English lecturers from State Universities.

The English lecturers' teaching institutions are from several provinces in Indonesia, for example, 1. Aceh (1 or 0.9 %), 2. Bali (1 or 0.9 %), 3. Banten (3 or 2.6 %), 4. Bengkulu (3 or 2.6 %), 5. Special Region of Yogyakarta (6 or 5.2 %), 6. Special Capital Region of Jakarta (5 or 4.3 %), 7. Gorontalo (1 or 0.9 %), 8. Jambi (2 or 1.7 %), 9. West Java (7 or 6.1 %), 10. Central Java (19 or 16.5 %), 11. East Java (17 or 14.8 %), 12. West Kalimantan (5 or 4.3 %), 13. Central Kalimantan (1 or 0.9 %), 14. North Kalimantan (1 or 0.9 %), 15. Lampung (4 or 3.5 %), 16. North Maluku (4 or 3.5 %), 17. East Nusa Tenggara (5 or 4.3 %), 18. Riau Islands (5 or 4.3 %), 19. West Sulawesi (1 or 0.9 %), 20. South Sulawesi (4 or 3.5 %), 21. Southeast Sulawesi (3 or 2.6 %), 22. North Sulawesi (3 or 2.6 %), 23. West Sumatra (4 or 3.5 %), 24. South Sumatra (3 or 2.6 %), and 25. North Sumatra (7 or 6.1 %). It shows that there are 25 provinces involved in this online survey. It also shows that the most dominant English lecturers' teaching institution areas are Central Java (19 English lecturers or 16.5 %) and East Java (17 English lecturers or 14.8 %). They consist of 83 (72.2 %) female English lecturers, and 32 (27.8 %) male English lecturers.

The method of analyzing data in this research applies three steps of qualitative analysis as stated by Miles et al. (2013); Miles & Huberman (1994). They are reducing data and displaying data and conclusions. The researcher reduces data (e.g., by summarizing or selecting the most important information) so that the data present a clearer picture and make it easier for researchers to acquire additional data if necessary. The researcher takes data from the Google Response data result. The researcher then displays the data in the form of graphics, figures, and tables to facilitate the overall understanding of the research. The researcher then summarizes the results of the description of the gathered and analyzed data.

RESULTS AND DISCUSSION

Results
This study investigates the English lecturers' perspective on the implementation and their challenges (difficulties) in online learning during the Covid-19 pandemic.

Statements	Responses				
	1 **Semester**	**2** **Semesters**	**3** **Semesters**	**4** **Semesters**	**5** **Semesters**
Online teaching semester during the Covid-19 pandemic	7 (6.1 %)	28 (24.3 %)	14 (12.2 %)	43 (37.4 %)	23 (20 %)

Table 1:   Semester Length of Implementing Online Learning during Pandemic

The table above shows the semester-length of implementation of online learning conducted by English lecturers. There are 7 English lecturers (6.1 %) who implement online learning during 1 semester, 28 English lecturers (24.3 %) implement online learning during 2 semesters, 14 English lecturers (12.2 %) implement online learning during 3 semesters, 43 English lecturers (37.4 %) implement online learning during 4 semesters, and 23 English lecturers (20 %) implement online learning during 5 semesters. It shows that most English lecturers implement online learning during 4 semesters.
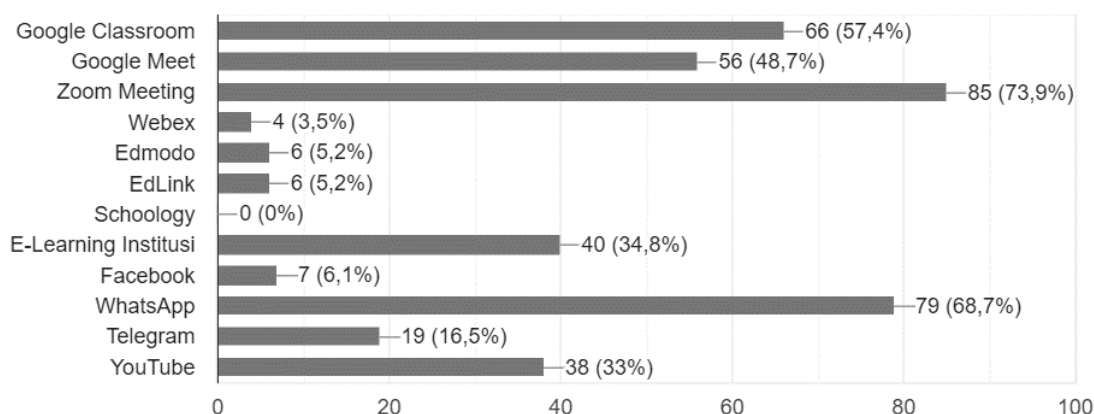

Chart 1:   Applications Used in Online Learning during the Pandemic Covid-19

The chart above shows many applications used by the English lecturers in online learning during pandemic Covid-19 such as Zoom, Google Classroom, Google Meet, Webex, Edmodo, EdLink, Schoology, and YouTube, WhatsApp, Telegram, YouTube, even Institutional E-Learning. Based on the Google form response, the English lecturers can choose one or even more options in the checklist box. The figure above shows that from 115 respondents, 66 respondents (57.4 %) use Google Classroom, 56 respondents (48.7 %) use Google Meet, 85 respondents (73.9 %) use Zoom Meeting, 4 respondents (3.5 %) use Webex, 6 respondents (5.2 %) use Edmodo, 6 respondents (5.2 %) use EdLink, no respondents use Schoology, and 40 respondents (34.8 %) use Institutional E-learning. 7 respondents (6.1 %) uses Facebook, 79 respondents (68.7 %), 19 respondents (16.5 %) uses Telegram, and 38 respondents (33 %) uses YouTube. It shows that the five dominant applications used in online learning during pandemic Covid-19 are Zoom Meeting, WhatsApp, Google Meet, Institutional E-Learning, and YouTube.

No	Statements	Responses			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I have the flexibility of where to teach during online lectures	70 (60.9 %)	41 (35.7 %)	4 (3.5 %)	0 (0 %)
2.	I have the flexibility of teaching time during online lectures	55 (47.8 %)	43 (37.4 %)	15 (13 %)	2 (1.7 %)
3.	I have to adapt in using e-learning applications during online lectures	32 (46.1 %)	57 (49.6 %)	3 (2.6 %)	2 (1.7 %)
4.	I have the freedom to choose and use the type of e-learning	48 (41.7 %)	60 (52.2 %)	7 (6.1 %)	0 (0 %)

	application for students during online lectures				
5.	I feel satisfied with the use of application features in online learning to support online lectures	36 (31.3 %)	71 (61.7 %)	8 (7 %)	0 (0 %)
6.	I need more time to prepare materials/teaching materials for online lectures	40 (34.8 %)	58 (50.4 %)	17 (14.8 %)	0 (0 %)
7.	I use more teaching materials/materials in online lectures than when offline	34 (29.6 %)	61 (53 %)	19 (16.5 %)	0 (0 %)
8.	I use creative and interesting teaching materials/materials in online lectures compared to offline (face-to-face)	31 (27 %)	66 (57.4 %)	16 (13.9 %)	2 (1.7 %)
9.	I use interesting and different teaching methods in online lectures than when offline	30 (26.1 %)	61 (53 %)	21 (18.3 %)	3 (2.6 %)
10.	I find easiness to master the class during online lectures.	14 (12.2 %)	48 (41.7 %)	49 (42.6 %)	4 (3.5 %)
11.	I find easiness to control students during online lectures.	4 (3.5 %)	37 (32.2 %)	60 (52.2 %)	14 (12.2 %)
12.	I feel that students are more participative in taking online lectures than offline lectures	7 (6.1 %)	22 (19.1 %)	75 (65.2 %)	11 (9.6 %)
13.	I feel that students are more enthusiastic in participating in online lectures than offline lectures	4 (3.5 %)	20 (17.4 %)	82 (71.3 %)	9 (7.8 %)
14.	I feel that students are more interactive (ask or discuss) in online lectures than offline	5 (4.3 %)	20 (17.4 %)	84 (73 %)	6 (5.2 %)

Table 2:   English Lecturer's Perspective on Online Learning

The table above shows that show the English lecturers' perceptions during conducting online learning during pandemic Covid-19. In the 1st statement about the lecturers' flexibility of place. There are 70 lecturers (60.9 %) are strongly agree, 41 lecturers (35.7 %) agree, 4 lecturers (3.5 %) are disagree, and no lecturer (0 %) are strongly disagree. It shows that most dominant English lecturers (70 or 60.9 %) have the flexibility of place to teach during online lectures. In the 2nd statement about the lecturers' flexibility of time. There are 55 lecturers (47.8 %) are strongly agree, 43 lecturers (37.4 %) agree, 15 lecturers (13 %) are disagree, and 2 lecturers (1.7 %) are strongly disagree. It shows that most dominant English lecturers (55 or 47.8 %) have the flexibility of time to teach during online lectures.

In the 3rd statement about the lecturers' adaptation. There are 32 lecturers (46.1 %) are strongly agree, 57 lecturers (49.6 %) agree, 3 lecturers (2.6 %) are disagree, and 2 lecturers (1.7 %) are strongly disagree. It shows that most dominant English lecturers (57 or 49.6 %) have to adapt to using e-learning applications during online lectures. In the 4th statement about the lecturers' freedom. There are 48 lecturers (41.7 %) are strongly agree, 60 lecturers (52.2 %) who agree, 7 lecturers (6.1 %) who disagree, and no lecturers are strongly disagreed. It shows that most dominant English lecturers (60 or 52.2 %) have the freedom to choose and use the type of e-learning application for students during online lectures. In the 5th statement about the lecturers' satisfaction with app features. There are 36 lecturers (31.1 %) are strongly agree, 71 lecturers (61.7 %) who agree, 8 lecturers (7 %) who disagree, and no lecturers are strongly disagreed. It shows that most dominant English lecturers (71 or 61.7 %) feel satisfied with the use of application features in online learning to support online lectures (in sharing material, asking discussions (questions and answers), making quizzes/assignments, and exams).

In the 6th statement about the lecturers' time. There are 40 lecturers (34.8 %) are strongly agree, 58 lecturers (50.4 %) agree, 17 lecturers (14.8 %) are disagree, and 0 lecturers (0 %) are strongly disagree. It shows that most dominant English lecturers (58 or 50.4 %) need more time to prepare materials/teaching materials for online lectures. In the 7th statement about the lecturers' time. There are 34 lecturers (29.6 %) are strongly agree, 61 lecturers (53 %) agree, 19 lecturers (16.5 %) are disagree, and 0 lecturers (0 %) are strongly disagree. It shows that most dominant English lecturers (61 or 53 %) use more teaching materials in online lectures than when offline (face to face). In the 8th statement about the lecturers' time. There are 31 lecturers (27 %) are strongly agree, 66 lecturers (57.4 %) agree, 16 lecturers (13.9 %) are disagree, and 2 lecturers (1.7 %) are strongly disagree. It shows that most dominant English lecturers (66 or 57.4 %) use creative and interesting teaching materials in online lectures compared to offline (face-to-face). In the 9th statement about the lecturers' time. There are 30 lecturers (26.1 %) are strongly agree, 61 lecturers (53 %) agree, 21 lecturers (18.3 %) are disagree, and 3 lecturers (2.6 %) are strongly disagree. It shows that most dominant English lecturers (61 or 53 %) use interesting and different teaching methods in online lectures than when offline (face to face).

In the 10th statement about the lecturers' control class. There are 14 lecturers (22 %) are strongly agree, 48 lecturers (41.7 %) agree, 49 lecturers (42.6 %) are disagree, and 4 lecturers (3.5 %) are strongly disagree. It shows that most dominant English lecturers (49 or 53 %) are difficult to master the class during online lectures. In the 11th statement about the lecturers' control of students. There are 4 lecturers (3.5 %) are strongly agree, 37 lecturers (32.2 %) agree, 60 lecturers (52.2 %) are disagree, and 14 lecturers (12.2 %) are strongly disagree. It shows that most dominant English lecturers (60 or 52.2 %) are difficult to control students during online lectures. In the 12th statement about the lecturers' opinion. There are 7 lecturers (6.1 %) are strongly agree, 22 lecturers (19.1 %) agree, 75 lecturers (65.2 %) are disagree, and 11 lecturers (9.6 %) are strongly disagree. It shows that most dominant English lecturers (75 or 65.2 %) feel that students are not more participative in taking online lectures than offline lectures (face to face). In the 13th statement about the lecturers' opinion. There are 4 lecturers (3.5 %) are strongly agree, 20 lecturers (17.4 %) who agree, 82 lecturers (71.3 %) who disagree, and 9 lecturers (7.8 %) who strongly disagree. It shows that most dominant English lecturers (82 or 71.3 %) feel that students are not more enthusiastic about participating in online lectures than in offline lectures (face to face). In the 14th statement about the lecturers' opinion. There are 5 lecturers (4.3 %) are strongly agree, 20

lecturers (17.4 %) agree, 84 lecturers (73 %) are disagree, and 6 lecturers (5.2 %) are strongly disagree. It shows that most dominant English lecturers (84 or 73 %) feel that students are more interactive (asking or discussing) in online lectures than in offline lectures (face to face).

No	Statements	Responses			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I have difficulty determining or assigning assignments or projects to students during online lectures	34 (29.6 %)	59 (51.3 %)	16 (13.9 %)	6 (5.2 %)
2.	I have difficulty holding mid-term or end-of-semester exams online, both in written exams.	31 (27 %)	57 (49.6 %)	19 (16.5 %)	8 (7 %)
3.	I have difficulty when conducting midterm or end-semester exams online both in oral exams	42 (36.5 %)	44 (38.3 %)	21 (18.3 %)	8 (7 %)
4.	I have difficulty when evaluating or assessing students during online learning	43 (37.4 %)	49 (42.6 %)	18 (15.7 %)	5 (4.3 %)
5.	I feel worried if students' abilities and grades are lower when studying online than offline (face to face)	35 (30.4 %)	52 (45.2 %)	25 (21.7 %)	3 (2.6 %)
6.	I was bored in teaching online lectures and wanted offline lectures	41 (35.7 %)	50 (43.5 %)	21 (18.3 %)	3 (2.6 %)
7.	I experience various problems, such as quota and internet connection, interference with the device used, and environmental conditions while teaching online lectures	41 (35.7 %)	49 (42.6 %)	21 (18.7 %)	4 (3.5 %)
8.	I don't know students more closely because I can't meet in person during online lectures	48 (41.7 %)	52 (45.2 %)	11 (11.3 %)	2 (1.7 %)

Table 3:   English Lecturer's Difficulties during Online Learning during Pandemic

The table above shows the English lecturers' difficulties in conducting online learning during pandemic Covid-19. In the 1st statements, there are 34 lecturers (29.6 %) are strongly agree, 59 lecturers (51.3 %) agree, 16 lecturers (13.9 %) are disagree, and 6 lecturers (5.2 %) are strongly disagree. It shows that most dominant English lecturers (59 or 51.3 %) have difficulty determining or assigning assignments or projects to students during online lectures. In the 2nd statement, there are 31 lecturers (27 %) are strongly agree, 57 lecturers (49.6 %) agree, 19 lecturers (16.5 %) disagree, and 8 lecturers (7 %) strongly disagree. It shows that most dominant English lecturers (57 or 49.6 %) have difficulty holding mid-term or end-of-semester exams online, both in written exams. In the 3rd statement, there are 42 lecturers (36.5 %) are strongly agree, 44 lecturers (38.3 %) agree, 21 lecturers (18.3 %) disagree, and 8 lecturers (7 %) strongly disagree. It shows that most dominant English lecturers (57 or 49.6 %) have difficulty when conducting midterm or end-semester exams online both in oral (spoken) exams. In the 4th statement, there are 43 lecturers

(37.4 %) are strongly agree, 49 lecturers (42.6 %) agree, 18 lecturers (15.7 %) disagree, and 5 lecturers (4.3 %) strongly disagree. It shows that most dominant English lecturers (49 or 42.6 %) have difficulty when evaluating or assessing students during online learning.

In the 5th statement, there are 35 lecturers (30.4 %) are strongly agree, 52 lecturers (45.2 %) agree, 25 lecturers (21.7 %) disagree, and 3 lecturers (2.6 %) strongly disagree. It shows that most dominant English lecturers (52 or 45.2 %) feel worried if students' abilities and grades are lower when studying online than offline (face to face). In the 6th statement, there are 41 lecturers (35.7 %) are strongly agree, 50 lecturers (43.5 %) agree, 21 lecturers (18.3 %) disagree, and 3 lecturers (2.6 %) strongly disagree. It shows that most dominant English lecturers (52 or 43.5 %) sometimes are bored with teaching online lectures and wanted offline lectures (face to face). In the 7th statement, there are 41 lecturers (35.7 %) who strongly agree, 49 lecturers (42.6 %) who agree, 21 lecturers (18.7 %) who disagree, and 4 lecturers (3.5 %) who strongly disagree. It shows that most dominant English lecturers (49 or 42.6 %) experience various problems, such as quota and internet connection, interference with the device used, and environmental conditions while teaching online lectures. In the 8th statement, there are 48 lecturers (41.7 %) are strongly agree, 52 lecturers (45.2 %) agree, 11 lecturers (11.3 %) disagree, and 2 lecturers (1.7 %) strongly disagree. It shows that most dominant English lecturers (52 or 45.2 %) don't know students more closely and personally because they can't meet in person during online lectures.

No	Statements	Responses			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I am satisfied that I can carry out online lectures during the pandemic in these few semesters well	23 (20 %)	64 (55.7 %)	28 (24.3 %)	0 (0 %)
2.	I feel online lectures more interesting and challenging than offline lectures	46 (40 %)	47 (40.9 %)	19 (16.5 %)	3 (2.6 %)
3.	I have more teaching load in online lectures than offline (face to face)	44 (38.3 %)	45 (39.1 %)	23 (20 %)	3 (2.6 %)
4.	I receive more compensation for teaching online lectures than offline	14 (22 %)	16 (13.9 %)	81 (70.4 %)	4 (3.5 %)
5.	I hope can teach offline and online (blended learning) in the next semester	47 (40.9 %)	61 (53 %)	5 (4.3 %)	2 (1.7 %)

Table 4:   English Lecturer's Perception after Conducting Online Learning

The table above shows the English lecturers' perception after conducting online learning during pandemic Covid-19. In the 1st statement about the lecturers' satisfaction. There are 23 lecturers (20 %) are strongly agree, 64 lecturers (55.7 %) agree, 28 lecturers (24.3 %) are disagree, and no lecturer (0 %) are strongly disagree. It shows that most dominant English lecturers (64 or 55.7 %) are satisfied that they can carry out online lectures during the pandemic in a few semesters. In the 2nd statement about the lecturers' feelings. There are 46 lecturers (40 %) are strongly agree, 47 lecturers (40.9 %) agree, 19 lecturers (16.5 %) are disagree, and 3 lecturers (2.6 %) are strongly

disagree. It shows that most dominant English lecturers (47 or 40.9 %) feel online learning is more interesting and challenging than offline learning. In the 3rd statement about the lecturers' teaching load. There are 44 lecturers (38.3 %) are strongly agree, 45 lecturers (39.1 %) agree, 23 lecturers (20 %) are disagree, and 3 lecturers (2.6 %) are strongly disagree. It shows that most dominant English lecturers (45 or 39.1 %) have more teaching load in online lectures than offline. In the 4th statement about the lecturers' compensation. There are 14 lecturers (22 %) are strongly agree, 16 lecturers (13.9 %) agree, 81 lecturers (70.4 %) are disagree, and 4 lecturers (3.5 %) are strongly disagree. It shows that most dominant English lecturers (81 or 70.9 %) do not receive more compensation for teaching online lecturers than offline. In the 5th statement about the lecturers' hope. There are 47 lecturers (40.9 %) are strongly agree, 61 lecturers (53 %) agree, 5 lecturers (4.3 %) are disagree, and 2 lecturers (1.7 %) are strongly disagree. It shows that most dominant English lecturers (61 or 53 %) hope can combine offline and online (blended learning) in the next semester.

Discussion
Most English lecturers implement online learning during four semesters. The five dominant applications used in online learning during pandemic Covid-19 are Zoom Meeting, WhatsApp, Google Meet, Institutional E-Learning, and YouTube. Various educational platforms are certainly very familiar in the world of education today. Either paid or free can be used. It remains only for the school or institutions to choose which platform can be applied by looking at the various characteristics of the school, which of course differ from one school to another. After the implementation of online learning, most English lecturers implement online learning during 4 semesters, and the dominant applications used are Zoom Meeting, WhatsApp, Google Meet, Institutional E-Learning, and YouTube. During conducting online learning, 1) they have the flexibility of place and time in teaching, 2) they have the freedom to choose and use the type of e-learning apps and they feel satisfied with the use of application features in online learning to support online lectures. However, they require more time to develop materials, utilize more teaching materials, and resources that are creative and engaging, and employ interesting and unique teaching approaches.

The English lecturers also face difficulties during conducting online learning such as 1) difficulty to master the class and control students. 2) the students are not more participative, enthusiastic, and interactive in online lectures, 3) difficulty determining/assigning assignments/projects, and 4) difficulty holding mid-term or end-of-semester exams online both written and oral exams. 5) difficulty in evaluating/assessing students during online learning. 6) feel worried about students' abilities and grades. Sometimes they feel bored teaching online. Besides, they experience other various problems, such as quota and internet connection, interference with the device used, and environmental conditions while teaching online, even if they don't know students more closely and personally. After conducting online learning, English lecturers feel satisfied with online learning for several semesters and feel online learning is more interesting and challenging, but they have more teaching load in online lectures than offline even do not receive more compensation for online learning.

This result is in line with Simamora et al.'s (2020) study findings that online learning programs can help some teachers/lecturers provide course content without face-to-face learning although there are certain challenges, such as insufficient internet connectivity. Some campuses provide

self-developed programs to help lecturers teach and provide students access to lecture content. Some teachers additionally used third-party apps or online learning service provider programs such as YouTube, Zoom, Google Meet, Google Classroom, and other online tools. Overall, university lecturers can employ current learning software. Further development, training, and infrastructure improvements are required to enable online learning in the future. Because it is very connected to technical improvements and ever-changing times when everything is rapid and affordable, online learning has significant prospects and potential to be implemented.

Online learning provides benefits for both lecturers and students (Singh, & Worton, 2005). Online learning is an alternate mode of education that does not need students to be physically present in class. In addition, this learning will foster a culture of autonomous learning and promote student engagement, particularly among students who are not typically outspoken; therefore, they will be able to voice their opinions/questions more freely in writing if online learning is used. Online learning techniques will replace traditional teaching ways, which will subsequently increase job professionalism (Fitria, 2021). Online learning also enables teachers to examine and evaluate the learning progress of each student more quickly, as they may communicate immediately and keep a record of their activities.

Additionally, online learning has disadvantages. This will impact the effectiveness of online learning during the Covid-19 epidemic. Therefore, it can be claimed that the level of efficacy is relative, dependent on each component that supports or participates in this online learning process. It is intended that, despite the current limits, this learning will provide the greatest outcomes possible. Students are encouraged to be independent and more engaged in their study, utilizing not just the provided content but also information from other sources. Professors and faculties/universities should adapt the curriculum to the contemporary environment so that online lectures may continue to be conducted effectively. All sorts of pupils also require an engaging, interactive, and acceptable learning approach. During the Covid-19 epidemic, the government is also doing its utmost to ensure the continuance of education. Long-term, online learning might limit field activities or practicums that complement courses, necessitating advances in blended learning when circumstances have begun to improve and permit campus-wide application of health regulations.

The success of learning media is evaluated not just from a technical standpoint, but also concerning the individual qualities of each learner. According to Nakayama et al. (2007), e-learning suggests that online learning will not be successful for all students. This is linked to the learning environment and individual student characteristics. Regarding the output, many students believe they do not comprehend the topic, have more individual projects, and struggle to complete practicum courses as supporting courses. Due to restricted equipment and experimental samples, online practicums cannot always be replicated at home. Because online learning is confined to media, it is also more difficult for professors to oversee students; as a result, there may be students who fall asleep when the lecturer presents content or students who are physically there but do not pay attention. In addition, the internet connection is still weak in some locations, which hinders the learning process and is thus a disadvantage of online education. Each university's online education uses a distinct set of methods and formats. Therefore, recognizing the benefits of e-Learning and learner characteristics, as well as how to study with e-Learning information, might be a crucial factor in encouraging student success in online learning.

CONCLUSION

Most English lecturers implement online learning during 4 semesters, and the dominant applications used are Zoom Meeting, WhatsApp, Google Meet, Institutional E-Learning, and YouTube. During conducting online learning, 1) they have the flexibility of place and time in teaching, 2) they have the freedom to choose and use the type of e-learning app and they feel satisfied with the use of application features to support online lectures. But, they need more time to prepare materials, use more materials, use creative and interesting materials also use interesting and different teaching methods. The English lecturers also face difficulties during conducting online learning such as 1) difficulty to master the class and control students. 2) the students are not more participative, enthusiastic, and interactive, 3) difficulty determining/assigning assignments/projects, and 4) difficulty holding mid-term and end-of-semester exams online both written exams and oral exams. 5) difficulty in evaluating/assessing students during online learning. 6) feel worried about students' abilities and grades. Sometimes they also feel bored teaching online. Besides, they experience other various problems, such as quota and internet connection, interference with the device used, and environmental conditions, even though they don't know students more closely and personally. After conducting online learning, English lecturers feel satisfied with online lectures for several semesters and feel online learning is more interesting and challenging, but they have more teaching load in online lectures than offline even do not receive more compensation for teaching online.

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