

**Teacher and Student Perception of Learning English via Online during
The Covid-19 Outbreak at Smpn 1 Gondang**

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ABSTRACT

To prevent the life-threatening transmission of COVID-19, the Indonesian government requires educational institutions across the country to switch to online learning. These contactless meetings ensure that teaching and learning activities continue as they should be. The current research sought to find out what challenges teachers and students faced while online learning was applied and how they perceived the method. A total of three students and three teachers from SMPN 1 Gondang, Mojokerto, were interviewed to share their views on online learning. The researcher used guided questions to explore the participants' responses. From the data collected, technological barriers and demotivation are common challenges faced by teachers and students of SMPN 1 Gondang, Mojokerto, in organizing and participating in online classes. Although they favored the flexibility, they cultivated rather negative views of it. Several recommendations have been made to address these issues, ranging from improving the school's digital infrastructure, organizing training programs to fill literacy gaps, and encouraging parents to establish an effective learning environment for students, ensuring they can keep up with the classes.

Keywords: teacher perception, student perception, online learning, COVID-19

INTRODUCTION

The ongoing COVID-19 pandemic which started in late 2019, the world's population has to face numerous impacts on almost every aspect of life. The traditional practice of education has to adapt to the new challenge. Since the virus is mainly transmitted through human contact in public space, WHO (World Health Organization) released guidelines for the world to implement self-quarantine and public social distancing (WHO, 2021). This regulation urged schools and institutions to switch from the conventional face-to-face meeting to the digital online meeting to continue giving the students access to education regardless of the disruption from the pandemic.

The sudden change from offline learning to online learning does not only affect the education system but also the teachers and the students (Borup and Evmenova, 2019). It has exposed many inequities and inadequacies in the education systems experienced by teachers and students. From different capability to access the internet, technology and resources to different environments which is important to support the teaching-learning process (Schleicher, 2020). Many low-income teachers and students do not have digital devices or skills required for online learning. A study in 2020 reported that 67% of teachers in Indonesia admitted to have struggled in utilizing and accessing online learning platforms (UNICEF, 2020). Some teachers also face difficulty in improving the quality of online learning engagement as the communication between teachers and students during online learning is not the same

as offline learning. Some also never had any exposure to technology before the implementation of online learning and this led to struggle to utilize online learning technology and platform (Lie et al., 2020). Teachers also identified difficulty in choosing teaching methods as not all methods are applicable for online learning. Teachers admitted that there is less curriculum content in online learning and the lack of e-resources makes teachers need more time to develop their own e-resources (Putri et al., 2020).

Students also experience some difficulties in attending online learning during the pandemic. Students encounter similar problems with the teachers when it comes to technical difficulties. Most of the students have difficulties in utilizing learning applications and have limited internet access (Khrismaninda and Refnaldi, 2021). Students have to pay more to get sufficient and stable internet access and some are financially struggling to get this facility on their own (Sukman, 2021). Sufficient internet access does not always mean stable access. Some students subscribe for internet access but still have poor connection problems during online learning (Harahap and Ratmanida, 2020; Fitria, 2020; Nakhriyah and Muzakky, 2021). Same as the teachers, students also experience difficulty in online learning due to lack of learning resources or materials. In addition, some students also have difficulty in maintaining their learning motivation, some of them are demotivated during online learning (Prayudha, 2021). Indeed, students also experience another struggle from online learning besides the technical difficulties.

Psychological problems emerged from the sudden change in the educational system during the pandemic is also significant. Students experience several mental issues during the pandemic, such as stress, anxiety, depression and changes in sleep habits (Cielo et al., 2021). A study also explained that the stress students experience reached mild levels to severe stress levels. Students also experience social media fatigue, where students feel overwhelmed in using social media (Aditya & Ulya, 2021). Unfortunately, online learning also depends on social media as one of the platforms utilized in the learning activity. Severe stress also caused by lack of time to adapt themselves with the sudden change in education systems and heavy burden of responsibility as well as concerns about financial burden their parents have to bear to fulfill their academic needs during online learning at home (Aditya & Ulya, 2021). This shows the high vulnerability of young people to the negative psychological impact of the pandemic (Cielo et al., 2021).

A study investigated the underlying factors that affect students' mental health during the pandemic and mentioned that there are three main factors which have significant impact on students' mental health during the pandemic, that are economic factors, social factors and educational factors. What includes economic factors are low family income, the increase of unemployment rates, deprived from earnings and the rising poverty rates. Social factors include mutual interaction with peers and others, distance between friends which include physical and psychological distance in the friendship, family crisis as in the togetherness and the harmony of the family, and social distancing which urges them to stay inside the room for so long and lessen social interaction. Educational factors include online classes, school and institutions

being closed, session jam and risk of dropping out from school. These underlying factors lead to anxiety, suicidal and any mental conditions among the students during the pandemic (Uddin & Uddin, 2021).

Regardless of the downsides, online learning also offers some advantages, although the difficulties highlighted more. Online learning also has a positive influence on the improvement of technology use in the learning process. The three main elements in succeeding online learning is laid on the institutions, the teachers and the students. When all the three elements could utilize and integrate technology and online resources well, it will not only succeed in the implementation of online learning, but also help to improve technology use and innovation in the education process. Online learning also offers more flexibility than the conventional face-to-face learning process. The flexibility includes the chance to adjust learning schedules and materials based on the students' needs. Even though students have to pay for more internet access, there is no need to commute and travel to other locations for online learning. They can choose to study in the environment that supports their learning the best (Coman et al., 2020).

Having its own difficulties and advantages, teachers and students sometimes have different perceptions and preferences about online learning. A study conducted among the students of University of Timisoara mentioned that the students showed more positive perceptions towards online learning. They also preferred to attend online learning more than the conventional face-to-face learning since online learning gives them more benefit. Online learning gives them more time efficiency, convenience and accessibility (Gherhes et al., 2021). Similarly, a study conducted among students of Elementary School Teacher Education (PGSD), Physical Education and English Education, mentioned that most of the university students have a positive perspective and prefer to continue their study with online learning which is more accessible and flexible (Sujarwo et al., 2020). Different results showed by another study, conducted among the students of Hebron University, most of the students have a negative perspective towards online learning and they prefer to attend conventional face-to-face learning soon. This is because conventional learning has more benefits than online learning (Zboun & Farrah, 2021). Teachers also have a diverse perspective about online learning amidst the COVID-19 pandemic. Some studies investigated teachers' perspective towards online learning where most teachers admitted that online learning has its own challenges but also benefits teachers in some ways (Bhuana & Apriliyanti, 2021; Estrellan et al., 2021; Lestari, 2021; Mohamed et al., 2021; Nartiningrum & Nugroho, 2021)

These limitations and advantages are also related to how teachers and students accept the implementation of online learning during the pandemic. The factors underlying the acceptance of online learning during the pandemic includes perceived usefulness and perceived ease of use. In a study, 80.9% of the teachers have a positive acceptance towards online learning during the pandemic, regardless of internet access trouble, inadequate computer labs, lack of technology support and any other technical problems (Mohamed et al., 2021). Similarly, the instructors and students from Kuwait Educational institutions also have positive acceptance towards

online learning during the pandemic based on three main factors, that are personal factors, technological factors and institutional factors (Al-hunaiyyan et al., 2021).

Different environments and personal experience also affect teachers and students acceptance. That is why some studies show different results on teachers and students' acceptance towards online learning. Hence, this study will focus on the acceptance and the perception of online learning during the COVID-19 pandemic among the teachers and students in SMPN 1 Gondang, Mojokerto. The main reason to conduct this study is to investigate how learning English via online using web works in Junior High School students as well as the challenge and the impact of online learning at home for students. This study also aims to find out which learning style is easier to accept and understand for students in SMPN 1 Gondang, Mojokerto.

METHOD

The study was conducted at SMPN 1 Gondang, Mojokerto. This research would use qualitative design to investigate and further discuss the teachers' and students' perceptions towards online learning during the pandemic. The qualitative method best suits phenomenological study and is commonly employed to study the nature of subject phenomena (Busetto et al., 2020). The qualitative approach would also allow the researchers to interpret the data flexibly, openly and relate the data to the phenomena in the actual context. Further explained that qualitative research would enable researchers to present and bring the opinions, perceptions, insights, and comprehension of people related to their experience about the subject phenomena. Thus, to present and discuss the teachers' and students' perceptions on online learning during the pandemic thoroughly, this study would be conducted based on the rules and characteristics of qualitative research.

The participants included three school teachers and three students. The study used interviews as the main instrument and data collection technique. Open-ended interviews would be the main instrument utilized in this research to gather the data. Berg (2007) defined interview as not only the way to collect data that values word analysis and holistic snapshot, but also facilitate the interviewees to express their own opinion, feelings, and thoughts. Gubrium and Holstein (2002) further explained that open-ended interviews offer great flexibility to interviewers in terms of planning, organizing, implementing, and delivering the contents and the questions while the interviewees also earned flexibility and freedom in expressing themselves in a broad form of in-depth answer to the questions (Alshenqeeti, 2014). Roller (2020) explained that within the process of interview result analysis, the interviewer could take the role of interpreter or reporter. As a reporter, the interviewer would present the interview result without connecting the answers to what surrounds the phenomena. On the other hand, as an interpreter, the interviewer would connect the dots between interviewees' answers and the phenomena and make sense of the qualitative data acquired.

Several guided questions were used to achieve the objectives of the current study. The questions would differ for a group of teachers and students. The following questions were asked to determine how the interviewed teachers perceived online

learning: 1) What were the obstacles you experienced when teaching online? 2) Did the learning outcomes meet the targets that have been set? 3) What were the media that you operated to organize online learning and what obstacles did you experience while teaching using these media? On the other hand, the students were asked the following questions to uncover their perception of online learning: 1) What were the obstacles you experienced when studying online? 2) Could you receive the lesson well? 3) What media did you use to study online and what were the obstacles you encountered when learning using these media? The responses would be presented, researched, and analyzed to determine how they related to the investigated topic. Finally, the researcher examined, analyzed, and integrated the information gathered during the interviews, leading to data analysis and the formulation of findings and conclusions.

FINDING AND DISCUSSION

This section provides responses from all participants that correspond to the research objectives. All answers obtained from the interviews are presented in English to assist in analyzing the outcomes. This section is divided into two parts: one that explains discoveries related to teachers' acceptance and perception of online learning and one from students'.

Acceptance and Perception of Online Learning during the COVID-19 Pandemic among Teachers of SMPN 1 Gondang, Mojokerto

The first part of this section presents the interviewees' responses consisting of three teachers at SMPN 1 Gondang, Mojokerto, and an analysis of the information obtained regarding their perceptions of learning in the online environment during the spread of COVID-19. In addition, in this section, the researcher compares and contrasts those views with the corresponding publications to see how they complement, support, or contradict each other.

Q1: What were the obstacles you experienced when teaching online?

When asked about the challenges they faced when teaching in an online environment, all participants agreed that technology-related issues posed a barrier to effective teaching and learning. Unstable internet connections, insufficient internet quotas, and poor devices are among the challenges. As a result, the reported troubles impacted the learning process. One participant brought up the issue of a lack of internet quota, which made it difficult for students to participate in class activities. Furthermore, another participant stated that students frequently failed to submit their assignments due to the difficulties they were experiencing. In response, they agreed that they were having difficulty evaluating students' academic performance on a consistent basis.

The following are responses to the question:

The students claimed they did not have enough or no internet quota, which discouraged them from participating in the class. Some of them have cellphones

with poor specifications, while, for instance, to access online lessons, they would normally need a smartphone with a good camera and a large memory capacity, which some students do not own. Poor internet service also negatively impacted the course of learning and teaching activities. (Teacher M)

Even though the government has provided internet quota subsidies for all students at no cost, it is not a new occurrence that they still find it challenging to participate in online learning activities. It is believed that an unstable internet connection is a deterrent to learning, making it difficult for them to keep up with their studies. Consequently, they fell behind when it came to collecting assignments. Some of my students frequently submit late or, even worse, do not submit anything at all, and this is frustrating for me. (Teacher F)

Students expressed dissatisfaction with their troubles in online learning due to their unstable internet connection. That is not surprising given that we are in a rural area with limited internet access, which results in poor signal reception in this area. As a result, students were frequently late submitting their assignments through the internet. In the end, it often caused issues when I was tasked with assessing them. (Teacher T)

These findings corroborate the research results by Harahap and Ratmanida (2020), Fitria (2020), and Nakhriyah and Muzakky (2021), which reported the challenges teachers face in online learning. These studies discovered that students have a poor internet connection, which makes it challenging to deliver precise and understandable instructions. Ineffective online learning is also exacerbated by poor devices. The findings of a study conducted by Harahap and Ratmanida (2020) specifically linked this aspect to the problems that teachers had to deal with when delivering lectures and assessing students.

Q2: Did the learning outcomes meet the targets that have been set?

All participants agreed that online learning kept them away from the goals they hoped to achieve. It is believed to result from the technology-related issues that students face. Low instructional acceptance due to poor internet connection discourages students from joining the class and participating in learning activities. One teacher shared his disappointment about this:

These technical issues have greatly affected students' participation in learning. Many of them failed to join the class when they ran into problems, which cut down their time. In the end, I couldn't accomplish the goals I had established before. For example, I planned to finish a chapter by the end of today's meeting, but due to a poor internet connection that kept students logged in and out of our online meeting repeatedly, I had to drag it to the next meeting. (Teacher T)

The reported claims surrounding these technical issues are also evident in several other studies which stress the ineffectiveness of online learning in terms of unmet outcomes. For instance, in the study of Nakhriyah and Muzakky (2021), teachers regretted the poor internet connection and unsupportive devices that led to the ineffectiveness of learning in the online environment. In line with this discovery, Mohamed et al. (2021) also accentuated that online learning can only proceed as planned when these problems are solved. Only then can teachers ensure a smooth running of teaching and learning activities, ultimately achieving their objectives.

Q3: What were the media that you operated to organize online learning and what obstacles did you experience while teaching using these media?

In carrying out online learning, the teachers of SMPN 1 Gondang, Mojokerto, operated a variety of media, ranging from messaging applications, presentation software, video-communication services to other applications. Teachers use the chatting app WhatsApp and the learning platform Google Classroom to communicate about class schedules and assignment submissions. Meanwhile, online learning was carried out through Google Meet. Presentation slides, videos, and PDF files were examples of media teachers employed to deliver learning materials. They also sometimes sent voice notes when written messages were deemed insufficient.

In operating a series of applications and software, teachers admitted to climbing a steep learning curve. They would need a considerable amount of time to learn how to run the required applications to conduct their classes. A teacher boldly disclosed the issue:

Since I didn't have this technology back in my days, I had to dedicate a portion of my time to figuring out how to operate each of these applications and media from scratch. It is thrilling to encounter new things, especially those I know little about, but it is doable with persistence and self-discipline. At the same time, however, that translates to more workload in my luggage. (Teacher M)

Another teacher expressed her views on the application of emerging state-of-the-art technologies. Even though it required her to allocate her time to learning something new out of her expertise, she acknowledged that it was worth it.

Before the virus outbreak, I had consciously overlooked the need to improve my skills, especially my computer literacy. I just did what was necessary to do, but I knew I couldn't survive – my class couldn't survive – the pandemic if I didn't tear down those walls. So, I literally jumped into the challenge. And learning new things is never easy. I could feel it when I encountered those programs for the first time. The main barrier I have is time. The COVID-19 pandemic has hit us very abruptly, and I don't think any teacher was ready to make that transition from the face-to-face classroom to online learning. While it was frustrating that I had so little time to prepare myself for this, it was worthwhile to learn how to

execute the necessary applications to ensure my classes run smoothly. (Teacher F)

The technological barrier found in the current study supports a study by Borup and Evmenova (2019). Despite the high demand for quality online learning, most teachers are not prepared to respond to this growing need. Several barriers are suspected to be the cause of the slow adaptation, where concerning this study, they are professional development opportunities involving a series of training to increase teachers' knowledge and skills regarding advanced technologies.

This challenge will be more pronounced, especially for teachers who have a negative attitude towards change, as shown in the studies by Nakhriyah and Muzakky (2021) and Fitria (2020). Consequently, teachers who embrace change are more likely to find working with new technologies enjoyable. To overcome this, stakeholders should organize training programs for teachers to increase the knowledge and skills of teachers in operating the tools they need to effectively perform their duties in an online learning environment.

However, based on interviews with teachers at SMPN 1 Gondang, Mojokerto, it can be seen that they cultivate a positive attitude towards changes in the learning mode even though the process taken was rather time-consuming and arduous.

Acceptance and Perception of Online Learning during the COVID-19 Pandemic among Students of SMPN 1 Gondang, Mojokerto

In this part, the researcher details the responses from the students of SMPN 1 Gondang, Mojokerto, regarding their views about online learning during the COVID-19 pandemic. A comprehensive discussion of the relationship between these statements and previous studies also completes this part. They provide an in-depth explanation of the topic being studied and ultimately serve as the missing pieces of the puzzle from the bits of information their teachers supplied at the beginning.

Q1: What were the obstacles you experienced when studying online?

Students were asked what obstacles they often ran into while attending their classes online, and they agreed on one concern that troubled them the most; it comprised technical-related issues. Their concerns resonated with the problems their teachers have quoted, and here are what they said regarding the matter:

It's difficult to get a stable internet connection in my area. Besides, I think the internet quota price is ridiculous. For a student like me, it's relatively unaffordable. Even when I have them (internet quota), but with poor signal reception, it doesn't really help with my study. (Student A)

Interestingly, one student honestly reported that the same issue had impacted his motivation to study. The instability also caused a decrease in the student's interest in learning.

It's tiresome that my teacher's lesson broadcasts were often intercepted halfway due to unstable internet signals. On a day where it was so bad, I had to endure being logged out and into the class many times. It didn't just happen once, though. And, since the same problem occurred repeatedly, it began to demotivate me. I thought that, at one point, online learning had no longer been of interest to me. It also became difficult for me to catch up with the lessons well. I'm sure it has also negatively affected some of my friends. (Student I)

One student went into further detail about the obstacles he faced and how it had made him lazy to "get up and go to school:"

I often ran out of quota, which prevented me from joining classes. Also, on the day that I ended up having several, it bugged me how the signal was so bad that I couldn't really understand what was showing on my phone screen. Knowing that I had to go through the same thing again the next day slowed me down a bit to attend class, and over time, it became a habit for me to wake up late in the morning, so I would have an excuse to miss the day's lessons for a few minutes in the beginning. But obviously, I'm not proud of myself for this. (Student R)

These assertions supported several earlier studies, such as Khrismaninda's and Refnaldi's (2021). The study revealed the dissatisfaction of SMAN 1 Payakumbuh students towards the slow internet network, and they preferred face-to-face meetings over online learning because of it. Besides, Sukman's (2021) study on Thai university students pointed out similar challenges, where internet connections were either unstable or poor over time. The incapability of families with monetary limitations to purchase internet packages was also the challenge that mainly contributed to preventing them from joining online classes, as reported in a study by Uddin & Uddin (2021). Furthermore, Prayudha's (2021) and Zboun's and Farah's (2021) analyses also indicated students' demotivation during online learning caused by technical issues.

Nevertheless, studies by Harahap and Ratmanida (2021), Gherhes et al. (2021), and Sujarwo et al. (2020) presented different findings, where inaccessibility did not pose a significant obstacle to students' learning activities. They positively perceived online learning, where easy access to the internet is deemed to promote the ideal learning conditions. Surprisingly, respondents in Harahap and Ratmanida's (2021) study remained optimistic about the idea even when the poor internet connection interrupted their classes.

Q2: Could you receive the lessons well?

At this point, it was clear that, according to the teachers interviewed, the students of SMPN 1 Gondang, Mojokerto, could not receive the lessons well. As mentioned earlier, technical issues like limited access to the internet and working devices deterred the effectiveness of online learning. While there may be a range of potential triggers for students' poor understanding of the material presented,

teachers could not detail the exact reasons. However, further interviews with students revealed the cause of the retention ineptitude. The following are students' explanations regarding potential reasons why they could not keep up well with the lessons:

I've always felt that I wasn't the type of kid who could learn independently, and that's why I depended so much on what was given from the outside. Unfortunately, online learning could not satisfy my condition. Since we had to study from home, I could not interact directly with my teacher. And it slightly influenced how I processed the information. Also, I need to mention the distractions that surround me all the time. While I'm glad that online classes can give me the flexibility to study from my own bedroom, I'm not that excited about anything else that could potentially threaten the enjoyment of my studies. Let's say I sometimes have to help my parents with household chores, and because of this kind of stuff, I have to leave in the middle of the lecture for a while. The short break may not seem like a dangerous threat, but imagine if it happened time and time again. It cut down a lot of my time to follow the lesson. (Student I)

There were times when I was in great condition and ready to learn, but sometimes I wasn't. I realized that my readiness to study in one way or another was influenced by the quality of my internet network that day. When it didn't work out well, I couldn't take my teacher's explanations very well; they were indecipherable. Because I could only get bits and pieces of the lecture, I couldn't really grasp the lesson's content. (Student A)

Based on these remarks, the researcher concluded that two factors affect the acceptance ability of the students of SMPN 1 Gondang, Mojokerto, while online learning is being implemented during the COVID-19 pandemic era; they are: 1) distractions in the home environment, and 2) the quality of the internet network. The students cannot study well as long as the distractions are not eliminated and the internet connection is not improved.

The current study corroborates the findings of Winter et al. (2010) and Kaler (2011), where students admitted that online learning, like face-to-face learning, also carries its own distractions. While studying from home, students have blurred boundaries between study and personal environment. Also, still expressed by the same investigation, students voiced they found it difficult to focus on ongoing activities due to online distractions, such as social media and online games (Kaler, 2011).

Furthermore, it is interesting to look into a student's expression about the lack of physical contact with the teacher as one of the potential demotivating factors. Such nonexistent contact may affect the ability of non-self-regulated students to attend classes, as revealed in the study of Barnard-Brak et al. (2010), where students with self-regulated characteristics in a classroom environment will obtain satisfactory academic results in an online environment. This poses a new agenda for educators

and educational institutions to develop and implement teaching strategies that accommodate both self-regulated and non-self-regulated students.

Q3: What media did you use to study online and what were the obstacles you encountered when learning using these media?

Whether it's to access online learning materials, communicate with teachers and peers, or to take classes, students at SMPN 1 Gondang, Mojokerto, use a variety of applications and software. They are WhatsApp (a chatting app), Google Meet (a video conferencing app), PowerPoint (a presentation program), Google Classroom (an online learning platform), and Google Form (a survey administration software). To use these media, students must learn how to run each program at the beginning. There were divided opinions among the students, with some admitting they needed guidance from their parents to use a specific program while some were self-taught. However, the majority of students agreed that it would take them a while until they could independently run the applications they needed to take online classes.

When asked about how they view online learning from the standpoint of interacting with technology, the students admitted that it is convenient to study with advanced technologies. However, there was no denying that the students sometimes found it was tiring to "sit in front of the laptop most of the day" and "not get any rest even when they are on the phone" because they were constantly in touch with their friends and teachers for school-related matters, as expressed by one student:

I used to take a break by playing on my phone after school, whether it was to use social media, play online games, or watch videos. But since I have to study from home, it is almost impossible to feel like I am resting when I keep getting messages from my friends or teachers throughout the day regarding, for example, assignments or exams for the next day. (Student R)

A similar problem was previously reported in a study by Aditya & Ulya (2021) regarding stress in students due to online learning. The stress level may range from moderate to severe as a result of an overwhelmingly long-duration use of social media. A study also revealed that the stress caused by excessive exposure to social media can result in depression and anxiety to changes in sleep habits (Cielo et al., 2021). While students' self-discipline and good time management may help to cope with these mental pressures, teachers and parents should assist them with establishing boundaries between study and rest.

CONCLUSION

The COVID-19 pandemic has prompted a sudden change in Indonesia's education system. To curb the rate of virus transmission, brick-and-mortar schools must shift their teaching and learning activities to an online environment. Interviews with teachers and students of SMPN 1 Gondang, Mojokerto, unveiled various things about the implementation of online learning in the school and how all parts of the institution responded to this learning model.

In delivering their online classes, teachers use a variety of online tools, from chatting apps, video conferencing programs, to presentation software. To operate the applications smoothly, teachers have to climb a steep learning curve, where they have to set aside some of their time in the day to improve their computer skills. Students should also familiarize themselves with this new learning model by learning how to log into online learning platforms and video conference websites, access study materials via relevant software, and submit their assignments, all online. The adaptation takes some time for both teachers and students. The adaptation took some time for teachers and students, but it was doable. However, technical barriers such as poor internet connection and expensive internet quota often hinder learning, to the detriment of both teachers and students. For teachers, it prevented them from bringing clear instructions. In the end, the students failed to catch the messages that were conveyed, and it affected their academic performance and learning motivation in the long term. Students reported submitting late, posing a challenge for teachers to assess them.

The researcher also concludes that the students and teachers of SMPN 1 Gondang, Mojokerto, perceived the online learning at the institution to be ineffective in terms of unfulfilled results due to several factors, including unstable internet connections and unsupportive devices. Demotivation is the rampageous issue with the ineffectiveness. Considering that online learning at the school has been going on for almost two years, the students' learning motivation is presumably to be at a low level. Findings of the current study point to other dominant factors that make students lazy to attend their classes; it is the distractions of their surroundings. These distractions can come from a variety of things, from social media to interactions with family members. So far, social media is the dominant aspects that interrupted students' concentration in both studying and resting. They acknowledged the restlessness caused by overexposure to social media almost all the time.

From these findings, the researcher construes that teachers and students of SMPN 1 Gondang, Mojokerto, although they have positive attitudes towards online learning, negatively perceive the learning model. However, further research are necessary to be conducted to observe how the implementation and challenges that online learning presents affect teacher and student acceptance and perception. Also, future studies should broaden the scope of the investigation to discover whether several educational institutions in a geographic area may list similar challenges or views on online learning during the COVID-19 outbreak. Employing different research instruments such as surveys will also provide a more specific picture of the topic being studied.

Meanwhile, based on the results of the current research, the lawyer would like to propose some recommendations for schools, teachers, and parents in their respective roles to help students learn as best they can.

Providing effective and quality online learning is only possible if teachers are ready for it. Therefore, schools should design training programs to increase skills and knowledge in the new system. Such a series of training will also increase the confidence of teachers in their teaching abilities, especially in operating applications

and programs that they are not familiar with. The scheme is expected to improve teachers' performance and boost their effectiveness and efficiency while working. Also, where possible, educational institutions can improve their existing technology infrastructure to make it easier for students to access online learning, especially for those who live in outskirts areas with poor internet reception. They may wish to vary how learning will be carried out over time while still upholding strict health protocols.

Next, it is the responsibility of the teachers to motivate the students. They can try several ways to involve students in teaching and learning activities. If students seem distracted or zoned out in the middle of a lesson, teachers should change their current learning methods by replacing them with other techniques such as holding question-and-answer sessions or group discussions. However, it is still best to consider the characteristics and learning styles of the students. Also, teachers should pay attention to the readiness of students in learning before intending to choose a technique to implement. Moreover, it is necessary to research what methods are most suitable for the online environment for best results.

Ultimately, parents are in charge for creating a comfortable learning environment for students. It is clear that students encounter various kinds of distractions while they are studying at home during the COVID-19 outbreak. Setting up an effective learning environment can go a long way to motivating and improving student learning outcomes. Parents can set up a distraction-free space for students where they can focus on their classes. In addition, they should provide tools that work and sufficient internet quota; thus, students can maximally maintain their learning flow, ensuring that they receive all instructions properly. Ultimately, it will secure students' academic achievements in the long run.

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