From Online to In-Person: Indonesian Students' Insights on Education Post-pandemic

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Abstract. As the COVID-19 outbreak starts to subside, Indonesian schools have started to reopen their campuses for students. Regarding this, consideration must be given to the change from online to face-to-face learning and its effects. The current study focuses on the learning and teaching that students liked best during the pandemic. This will help improve face-to-face education by making it more relevant to their needs. A survey was given to a random group of students at a private university in East Java, Indonesia, and they were asked what kind of education they liked. The results show that the students asked about their preferences wanted different things – for example, using online learning environments to access resources and take exams, getting better interaction, and having their teachers help them use electronic learning tools. For this, the primary parties in education could consider these findings to create a balance between face-to-face and online learning, most likely in the form of blended learning to create a viable educational system for the future.

Keywords: Indonesian college students' perception · online education · face-to-face education · COVID-19

1 Introduction

Today, the pandemic appears to have stopped, and life is gradually returning to normal. Due to this, the education sector requires particular concern, notably the trend back to face-to-face schooling and its repercussions. It is vital to study which online education facets should be incorporated into the present form of education, face-to-face education, during a pandemic. Essential elements include the adoption of technology in the classroom, creative and intelligent technologies [1], new instructional approaches, and the experiences and perspectives of students.

Online education during a pandemic has been the subject of considerable, multifaceted research [2–4]. The study focused on how students felt about learning and teaching in both online and face-to-face settings. However, scholars need to pay more attention to what transpired after the pandemic and how students think and perceive the

return of face-to-face instruction. The present study examines how students feel about returning to face-to-face learning after a pandemic. The trend has also been studied in Indonesian research. The studies have examined issues such as students' and teachers' viewpoints of online learning [5, 6], the tools and methods used in the online education process [7], the comparison of the advantages and disadvantages of face-to-face learning versus online learning [8], and students' behavior in online classes [9]. No study has been done on how the pandemic would affect education or how technology and other valuable online learning components will influence or become more common in face-to-face instruction. For learning reevaluation during the COVID-19 pandemic and develop a more long-term solution, analyzing students' experiences and perspectives on these problems. The current study concentrates on this subject to bring originality to the education field in all facets, including learning and teaching.

Online learning is one of the newest learning models, aiming to increase students' productivity. Besides, online learning can train learners to be more responsible in education [10]. With online learning, students can be better able to discover, assess, improve, and gain learning skills at a higher level. Indeed, it can emphasize student-centered learning. Additionally, online learning activities can be directed by educators at various digital technology sources that can be done from anywhere and at any time [11]. Then, the teacher's role is more expansive than providing information in this learning environment. In other words, online learning can promote better education and give meaning to students' knowledge further [12].

A general definition of online learning is the utilization of the internet in certain capacity to strengthen the teachers' and students' bond [13]. This online distribution includes two ways of communication: synchronous and asynchronous. A synchronous learning environment is set up so people can take classes online, interact with instructors in real-time, and receive rapid learning feedback. Here, synchronous learning can offer many possibilities for socializing [12], such as email contact, newsgroups, and meeting tools, such as chat groups. Nevertheless, asynchronous education environments are not organized properly. It occurs in online education due to indirect contact between teachers and students [12, 14]. In such a learning environment, learning material is available through multiple learning structures and forums rather than live lectures or sessions. Instant feedback and prompt action are not possible in such a setting.

From the explanation, it can be implied that online education has some benefits for universities. Applying the learning type can attract students with full-time jobs or who reside in distant regions. In this condition, the students have flexibility in learning [15, 16]. As a result, they can save money by working and learning simultaneously [16, 17]. Moreover, online learning allows students to access material quickly and learn at their own pace [17].

In addition to the benefits learners receive from online learning, they often encounter downsides. The majority are associated with their physical and mental health [18]. The learners' physical issues include eye strain and stiffness in the neck area. Meanwhile, the problems related to student's mental health problems are anxiety, unhappiness, disillusionment, anger, and complete disgrace. One of the problems students face with online teaching is the excess information obtained [19] which affects the quality of online instruction [5]. In addition, teachers have yet to be able to adapt their lesson plans to an

online teaching format. Research reports that when learning online as opposed to learning face-to-face, students are dissatisfied with how the teacher teaches the material. It is because of the numerous tasks assigned to learners [20]. However, there is also a positive side to be gained from online teaching. Students feel more comfortable asking questions through the chat column in the Zoom application, so they refrain from interfering with interactions in online classes [21].

This study aims to find out the Indonesian students' perceptions of their learning experience during the pandemic and what they want from education after the pandemic. More specifically, the research objective is formulated as follows: to explain the features of online learning and teaching that students should have encountered in face-to-face learning but did not.

2   Methodology

The research team collected the data using a questionnaire-based survey, a quantitative tool for researching social problems [22]. The study subjects were 148 students from all departments, and they were willing to be involved in the study. The questionnaire was adapted from Stoian et al. works [23]; it had nine questions that consisted of closed-ended and open-ended items. Closed-ended scales have five measurement levels. They compare face-to-face classroom instruction to online instruction and examine how learners adjust to switching back to face-to-face learning.

The researcher chose open-ended questions to help them achieve their aims because there is little study on the benefits of online learning in the wake of the epidemic or on this demographic. They asked participants what they loved best about online learning and what they wanted more of in face-to-face classrooms. Researchers divided them into broad groups to study and interpret their answers. Students finished the anonymous, online questionnaire at their own pace and could stop at any time.

3   Results and Discussion

3.1   Online Learning Features Required by Students in Face-To-Face Learning

In terms of online learning, the facets students need to get into face-to-face learning include a greater variety of educational references and more time devoted to each subject. Additionally, they require more accurate evaluations of student progress, greater ease of access, and more chances to gain practical experience and better interaction (Table 1).

The first issue is the need for more electronic educational references in face-to-face teaching. Response is 16.89%. In addition, students want more time for each topic in face-to-face learning. This is raised by over 13% of responses. Each of the following categories receives 6.76%: more accurate assessments of pupil progress, easier access, better interaction, and others. Online learning helped other pupils learn better (4%). When they return to face-to-face learning, they struggle with classroom seating. Comfort (1.76%) and stress-free learning (1%) are also in the other group.

Table 1. Online learning features are favored by learners in face-to-face instructional process

Aspects	Total	Percentage (%)
More electronic educational references	25	16.89
More time devoted to each subject	20	13.51
More accurate assessments of student's progress	10	6.76
Greater ease of access	10	6.76
More chances to gain practical experience	8	5.45
Better interaction	10	6.76
Others	10	6.76
No answer	8	5.40
The online environment does not offer anything for borrowing.	47	31.76

Another aspect the students desire to experience in face-to-face learning is *more chances to gain practical experience* (8.45%) as they have in their online learning experiences. The item's accumulation is comparable to the category of *no answer*, representing 5.40% of the respondent's responses. As the results demonstrate, respondents thought there are no distinctions between the two methods of instruction, with 31.76% saying that the online environment does not offer anything to borrow.

Students expect teachers to include various digital academic references in their face-to-face learning. In the pandemic era, online resources were essential for supporting teachers in the teaching process [11]. Because anyone could access them at any time from any location, online educational resources proliferated throughout the epidemic and quickly gained popularity among students [8, 11]. The Moodle platform has been used to conduct both synchronous and asynchronous teaching activities across all degree programs at the university where the research is conducted. For this, there has been ongoing training for the faculty in the use of the system in various teaching, learning, and assessment tasks, as well as for managing communication with students and making use of and modifying learning resources for the subjects they are responsible for. Solutions and alternate educational pedagogies [3] were suggested by research on the function of virtual platforms in education conducted during the pandemic [7, 8].

3.2   Online Teaching Features Required by Students in Face-To-Face Learning

Table 2 summarizes of the results referring to online teaching students need in face-to-face learning.

Table 2 shows that several features of online teaching become the students' preferences when they return to face-to-face learning. *Online course support* is still needed by the respondents (20.27%) in their face-to-face education. In addition, the *interactive presentation* from the lecturers reaches 13.51%. In the findings, the *program flexibility* and *electronic open book/quizzes* are each rated at 5.40%, while *better interaction* is rated at 13%. For the *other* category, 8.11% of respondents mention *time- saving* (3.11%), *saving costs* (2%), *teamwork* (1%), *shorter class duration* (1%), and *faster feedback*

Table 2. Online teaching features are favored by learners in face-to-face instructional process

Aspects	Total	Percentage (%)
Digital course materials	30	20.27
Interactive presentation	20	13.51
Program flexibility	8	5.40
Electronic open book/quizzes	8	5.40
More organized presentation	7	4.73
Better interaction	13	8.78
Other	12	8.11
No answer	5	3.38
The online environment does not offer anything for borrowing.	45	30.40

(1%). *No answer* indicates 3.38% of the respondents' preferences. For the last category, *the online environment does not offer anything for borrowing*, earns a score of 30.40%.

Here, the study results for the second focus are similar to the previous one. The request of the students to utilize digital course materials in face-to-face learning provides them with the flexibility of learning [11]. Students also want face-to-face classes to include interactive presentations like those they find in digital courses. In online education, the instructor actively uses technology to enhance the learning experience [1].

4   Conclusions

The study aims to identify the Indonesian students' perceptions of switching from online to face-to-face education regarding learning and teaching. The research shows that teachers can benefit from incorporating elements of online learning into traditional classrooms, including the use of electronic educational resources, increased focus on particular subjects, more precise evaluations of students' development, interactive materials, and increased opportunities for collaboration. Universities should pay attention to these factors and put resources into creating an educational platform and training their teaching team to ensure the longevity of the educational activity. Furthermore, improving assessment tools is crucial to strengthening pedagogical efforts. Besides, blended learning is most effective since students still request online education. It is useful when it follows the guidelines for developing such academic programs, which aim to strike a harmony between face-to-face classroom instruction and online learning. The improvements to the classroom experience might be uncovered through qualitative research with instructors.

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