



Students' Perspective on Online Learning During Covid-19 at Rural Area Thailand

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Abstract

The main reason for this exploratory study was to identify the general mentality of Thai high school. Students en route to mandatory virtual learning process amid coronavirus (COVID-19). The sample exam included 130 2nd school students for the 1st school, which included three different grades namely M1 (32 students), M2 (34 students) and M3 (30 students). Also the second school (30 students). An online survey method was used to collect information on Thai high school students' perspectives on internet education. The 10-item questionnaire was used to assess the effectiveness of online learning. A pilot test of the survey was conducted among students at Ban Nonsawan School in Loei & Sansern Islam School in Songkhla, Thailand. The majority Secondary education students surveyed have doubts about online/digital learning. Lack of access to internet facilities, lack of proper interaction and contact with students and teachers, and inefficient technology are some of the biggest challenges faced by high school students in Thailand. Especially in rural schools.

Keywords : Online Learning, Covid-19, Internet Issues ,Secondary Education.

Introduction

On March 11, 2020, Thailand's Ministry of Public Health (MoPH) announced six new laboratory-confirmed cases of COVID19, bringing the total number of cases in Thailand to 59. Certainly, like many other aspects of everyday life, COVID-19 has had a serious impact on students, instructors, and educational organizations around the globe (Mailizar, Almanthari, Maulina, & Bruce, 2020). Not every school means every teacher understands technology, the age of educators is also a consideration for implementing this virtual learning. Secondary School students were selected to get their perspective on online education in Thailand, specifically at Loei Ban Nonsawan School & Sansern Islam School.

Thailand needs to consider every region, however, in Thailand there are still many regions that are far from the reach of the internet. Not everyone has the tools for virtual learning. The current circumstances are unique; unlike normal digital learning situations, as some might argue, it is more accurately crisis learning (Pace, Pettit, & Barker, 2020). The individual understanding of web access is remarkable, as we know that COVID-19 has likely arrived without us having sufficient preparation to adapt quickly. The absence of access to fast, moderate and reliable web associations hinders the internet adaptation cycle, especially for individuals living in provinces such as areas far from civilized capital cities (Wains & Mahmood, 2008).

People who are normally trained before starting anything in this pandemic need to start something along with learning to understand without training. The abrupt change in internet learning is shifting to classic dexterity proportions (Wu,2020). With pedagogical foundations essentially centered on the exchange of pedagogical content with the world of computing and not explicitly on pedagogical techniques and dissemination on the Web. Lack of adequate communication with teachers is another major problem associated with Internet-based learning. The virtual classroom cannot be considered essential for students learning material. Traditional home- school teacher outreach is the main thing missing from Internet-based learning. Students are not free to explore comprehension of the material presented. This condition is a condition in which students must adapt quickly, more precisely in emergency learning (Pace, Pettit, & Barker, 2020).

The teacher must make the concept of learning as attractive as possible so that the students do not get bored, even learning cannot fulfill the standard teaching hours as normal conditions. The online learning has caused lack motivation for some students to learn whereas others were highly motivated. Cahyani, Listiana, & Larasati (2020),Motivation which is described as an 'engine of learning' (Paris & Turner, 1994). Argued that motivated students are able to engage in challenging learning activities that actively stimulate them to seek appropriate strategies to facilitate, enjoy, and point to better, persistent, and creative learning in their learning.

Method

The main reason for this exploratory study was to identify the general mentality of Thai high school. Students en route to mandatory virtual learning process amid coronavirus (COVID-19). The sample exam included 130 2nd school students for the 1st school, which included three different grades namely M1 (32 students), M2 (34 students) and M3 (30 students). And also the second school (30 students). An online survey method was used to collect information on Thai high school students' perspectives on internet education. The 10-item questionnaire was used to assess the effectiveness of online learning. A pilot test of the survey was conducted among students at Ban Nonsawan School in Loei & Sansern Islam School in Songkhla,Thailand. Appropriate revisions have been made based on your

comments and suggestions. The necessary changes have been made based on your ideas and comments. Here are some steps to analyze the data:

In analyzing the students' answer of questionnaire, the researchers gave score below:

Table 1. The Score of Scale Categories

| Category | Statement Score |
|----------------|-----------------|
| Agree | 3 |
| Somewhat Agree | 2 |
| Disagree | 1 |

In calculating the students' point based on the list of category above, the researchers used the formula below:

$$score = \frac{\text{total score of the student}}{\text{maximum score}} \times 100$$

Looking for the percentage of the students' classification, the researchers used formula below:

$$P = \frac{Fq}{N} \times 100\%$$

Note:

P = Rate Percentage

Fq = Number of Frequency

N = Total Sample

Results

Table 1

Research Question (RQ 1): I Feel qualified to use a computer/laptop

| No | Classification | Frequency | Percentage (%) |
|--------------|--------------------|------------|----------------|
| 1 | Agree (3) | 49 | 38.3% |
| 2 | Somewhat Agree (2) | 68 | 53.1% |
| 3 | Disagree (1) | 13 | 10.2% |
| Total | | 130 | 100% |

The table above shows that all students (100%) answered that they. When examining whether students feel qualified to use a computer/laptop for online learning, chose Agree that were 49 students (38.3%) of students believe they are

well qualified to use a computer/laptop for learning in line.

Table 2

Research Question (RQ 2): I am Comfortable Communicating Electronically

| No | Classification | Frequency | Percentage (%) |
|--------------|--------------------|------------|----------------|
| 1 | Agree (3) | 68 | 53.1% |
| 2 | Somewhat Agree (2) | 57 | 44.5% |
| 3 | Disagree (1) | 5 | 3.9% |
| Total | | 130 | 100% |

According to the table, 53.1% of the students indicated that they were comfortable with digital communication. Digital learning improves access to education and knowledge, empowering students with the mindsets and skills that will make them successful now and in the future. While students reported that 3.9% reported having problems with digital communication.

Table 3

Research Question (RQ 3): No difference between online and conventional learning

| No | Classification | Frequency | Percentage (%) |
|--------------|--------------------|------------|----------------|
| 1 | Agree (3) | 32 | 25% |
| 2 | Somewhat Agree (2) | 48 | 37.5% |
| 3 | Disagree (1) | 52 | 40.6% |
| Total | | 130 | 100% |

Based on the table 3 & 4, 51.6% of students said that online learning is very different from conventional learning. Even though e-learning provides us with convenience in the teaching and learning system. Only by using an internet connection can students do this easily. Some lessons don't even require an internet connection. While conventional learning, students said, 37.5% somehow agreed. There is little difference between online learning and conventional learning. Only 15.6% of students think online learning is more motivating than traditional learning, while the majority of students (51.6%) voted against the idea that online learning is more motivating than conventional learning.

Table 4

Research Question (RQ 4): Online learning is more motivating than conventional learning

| No | Classification | Frequency | Percentage (%) |
|----|--------------------|-----------|----------------|
| 1 | Agree (3) | 20 | 15.6% |
| 2 | Somewhat Agree (2) | 45 | 35.5% |

| | | | |
|--------------|-------------|------------|-------------|
| 3 | Disagree(1) | 66 | 51.6% |
| Total | | 130 | 100% |

Based on data which, from the experience of students themselves, has disputed that online learning is more motivating in learning than conventional learning.

Table 5

Research Question (RQ 5): Complete school courses can be completed effectively through internet

| No | Classification | Frequency | Percentage (%) |
|--------------|--------------------|------------|----------------|
| 1 | Agree (3) | 39 | 30.5% |
| 2 | Somewhat Agree (2) | 77 | 60.2% |
| 3 | Disagree (1) | 14 | 10.9% |
| Total | | 130 | 100% |

Courses that can meet directly with teachers or mentors. A teacher can certainly respond dynamically to the different learning styles of students. The disadvantage of traditional education or courses is that they are more expensive compared to e-learning. 77 (60.2%) of the students stated that they tended to agree. This factor is also an obstacle and causes many people to opt for courses and training courses using e-learning methods.

Table 6

Research Question (RQ 6): It is easy to complete group projects/assignments digitally

| No | Classification | Frequency | Percentage (%) |
|--------------|--------------------|------------|----------------|
| 1 | Agree (3) | 42 | 32.8% |
| 2 | Somewhat Agree (2) | 67 | 52.3% |
| 3 | Disagree (1) | 23 | 18% |
| Total | | 130 | 100% |

Easily completing project/group tasks digitally is a social interaction model that aims to build collaborative, interactive, and productive relationships among students. This learning model can provide students (students) with experience in solving problems in their own way and in groups in a democratic way. 67 (52.3%) of the students tended to agree. few students 23 (18%), which means they can digitally adapt to the online learning system through group projects/assignments.

Table 7

Research Question (RQ 7): Face-to-face contact with the instructor is necessary for learning

| No | Classification | Frequency | Percentage (%) |
|--------------|--------------------|------------|----------------|
| 1 | Agree (3) | 42 | 32.8% |
| 2 | Somewhat Agree (2) | 67 | 52.3% |
| 3 | Disagree (1) | 23 | 18% |
| Total | | 130 | 100% |

When reporting the effectiveness of face-to-face interaction, 52.3% of students believe that face-to-face contact with an instructor is necessary for distance learning and training.

Discussion

Based on the data above, 63.3% of students said availability/signal strength are the main issues behind limited internet access, 18% considered internet services too expensive for normal online connectivity, 14.8% reported other reasons for limited internet access. When examining whether students feel qualified to use a computer/laptop for online learning, 38.3% of students believe they are well qualified to use a computer/laptop for learning in line. 53.1% of students said they felt comfortable communicating digitally, while 3.9% said they had trouble with digital communication.

While answering whether e-learning and conventional learning are the same, 40.6% said that e-learning is very different from conventional learning, while 37.5% said there was little difference between online learning and conventional learning. Only 15.6% of students think online learning is more motivating than traditional learning, while the majority of students (51.6%) voted against the idea that online learning is more motivating than conventional learning. Internet without difficulty, 10.9% of students said that it is not possible to complete entire school courses effectively through online means. In comparison, 30.5% said it is possible to complete a full course through distance learning. 18% of students reported having difficulty completing group projects or assignments through distance learning, while 32.8% of students believe that group projects and assignments can be completed numerically. When reporting the effectiveness of face-to-face interaction, 52.3% of students believe that face-to-face contact with an instructor is necessary for distance learning and training.

The majority of secondary education students surveyed have doubts about online/digital learning. Lack of access to internet facilities, lack of proper interaction and contact with students and teachers, and inefficient technology are some of the biggest challenges faced by high school students in Thailand. Especially in rural schools. The sudden shift from traditional classroom and face-to-face learning to online learning has resulted in a radically different learning experience.

This sudden and massive change in the learning system leads to unforeseen changes in the curriculum. Students present a variety of applications for lessons on digital platforms. High school takes place through various digital conferencing mediums such as Zoom Cloud Meeting, Google Meet and LINE. Students have access to e-learning materials, textbooks and modules, with additional learning materials provided in audio or video form. The assignments, exercise, assessment or examination are implemented by computer-based system (Khalil et al, 2020).

Teachers are also struggling to transform face-to-face pedagogy online due to a lack of knowledge for online teaching. They lacked information and knowledge related to online fluency during continuing education, where they lacked the necessary computer skills. While some schools and teachers can take online learning, many students have their own issues. They may not be able to take online learning due to a lack of computer skills. This situation happened especially for those who have no proper instrument to facilitate the online learning like computers, laptops or smart phones, and insufficient internet access and quotas (Simamora, 2020).

Due to the limited resources of educational institutions, only a few institutions were able to introduce effective online courses during the first months of COVID-19. The research also highlighted additional challenges faced by students, such as lack of academic socialization, group study issues, and instructor response time. Participants also reported that traditional classroom learning was more effective than online or distance learning. Therefore, it can be concluded that e-learning cannot produce effective results in developed countries like Thailand, where the vast majority of students cannot access the Internet due to technical and monetary issues.

One of the least talked about areas of online education is the need for motivation for online learning. In traditional classrooms, students usually actively participate in academic activities due to their face-to-face engagement with the instructor and their classmates. 51.6% of students said that conventional classroom learning is more motivating than distance learning. As most of the students said, they can effectively manage their study time online and complete their homework effectively on time, but full courses cannot be completed online

Conclusion

COVID-19 impacted the conventional way of learning in academic institutions around the world. School, college and university administrations have turned to online lectures/courses as an alternative way to resume education. While online learning is proving useful in protecting student and teacher health amid the COVID-19 pandemic, it is not as effective as traditional learning. Online learning cannot achieve the desired results in developed countries like Indonesia, where the vast majority of students do not have access to the Internet due to technical and financial problems. Since online learning requires students to attend at their own risk for

their own learning, they cannot simply attend classes with other students. Individual understanding should be emphasized when accessing the internet, as we know that COVID-19 may have arrived without adequate preparation to adapt quickly.

Apart from technical and monetary issues, students also reported a few other difficulties like lack of interaction with the instructor, response time and absence of traditional classroom socialization. The result of this study also indicated that educational organizations need to improve their curriculum and design appropriate content for online learning. Due to the difficulties mentioned above, 52.3% of students voted somewhat agree possibility of effectively completing entire courses through online learning.

As per the instructions of WHO, we now have to adjust our daily activities with COVID-19 for some time at least, which means that online teaching and learning are the design of education in a new normal and way of life, which both teachers and students need to adapt to in the rapidly changing world. To be able to adapt to a new normal life, strongly and happily, new lifestyle activities can be organized. Whether it's tightening the curriculum, focusing on the content required by the standards of each age group alongside prioritizing. Online learning increases the flexibility of time, raise assessments for development even if students are unable to come to school as normal as before, but developmental assessments must continue to their current school so better learning outcomes can be achieved.

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