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## Emergency Education Policy: EFL Undergraduate Students' Views on Online Learning during the COVID-19 Pandemic

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### Abstract

Anchored by sparse investigations on Students' voices regarding online learning from home during the COVID-19 pandemic in developing countries context, this study aims to investigate the responses of EFL students to the effectiveness of the learning from home policy in an Indonesian University. Fifteen students of fourth semester studying at English department were recruited. This research employed qualitative design with a case study approach as the methodology. Data were collected from semi-structured interview and then analyzed descriptively. The results showed that the students perceived that online learning from home was good policy initiatives. However, they also experienced ineffectiveness regarding the contents of learning that focus more on giving students the assignments than the learning process itself. Besides that, the students were not supported by conducive learning environment, enabling them to learn more effectively. Students experienced some problems during online learning from home, such as poor internet connection, electrical power disruptions, and day-to-day load expenses for prepaid internet access. The findings suggest that the lecturers should provide the students with appropriate learning instruction for online learning purposes and deliver teaching materials by making use of technology. Thus, policy recommendations are discussed in this article.

### Keywords

EFL, COVID-19 Pandemic, online learning, learning from home policy

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## Introduction

There is a significant change in teaching and learning at universities across the globe during the COVID-19 pandemic. A large number of universities around the world offer online classes including Indonesia. Most universities in Indonesia are now implementing distance classes or online classes in response to the spread of the COVID-19 pandemic. In addition to learning and teaching, a number of universities in the country have adopted a policy until further notice from the government so that all lecture activities carried out online learning, including midterm and final assignment guidance, theses and dissertation. This decision was taken based on consideration of the current condition of the spread of the COVID 19 pandemic at the national level. Thus, students and lecturers are asked to conduct teaching and learning activities using online applications such as video conference applications, e-mail, and other online social media during online learning. In other words, most of the teaching activities and communication between lecturers and the students are mediated by digital and electronic media (Kosasih, 2019).

However, online learning should be able to ensure all students know where they can access the material, ensure learning activities and knowledge transfers should not stop during learning from home. Considering the nature of university students who are familiar with the use of technology, the use of technology in learning should be able to offer students a number of learning aids that help them learn more independently (Hellystia, 2019). In addition, it is no doubt the online learning from home will make it difficult for a university to navigate teaching and learning activities. Meanwhile, students will also have difficulty consulting with the lecturers, especially on a subject considered to require deeper explanation and understanding such as concept theories and methodologies of knowledge in English curriculum. Besides, the unequal access and infrastructure of the internet, particularly students who stay in a rural area during the lockdown period where the place is far away from adequate internet facilities, will experience difficulties in catching up with the learning material. Apart from the internet facilities and connection issue, not all students have devices that support online learning, such as smartphones or laptops and internet access in their home.

Theoretically, several factors determine the effectiveness of e-learning, including students' access to the internet, sources, preparation, and willingness to obtain and learn well from the online environment (Tallent-Runnels et al., 2006; Aydın, 2007). Akbari, Eghtesad, and Simons (2012) and Cinkara and Bagceci (2013) revealed that students' attitudes toward e-learning are deep predictors in benefiting from e-learning optimally and influencing the outcomes. Furthermore, other eight factors affect the effectiveness of e-learning implementation, such as access, technology exposure and awareness, learning preferences, customs, objectives, aims, lifestyles, and personality (Schrum & Hong, 2001 in Topkaya & Erarlans, 2017). On the other hand, Tallent-Runnels et al. (2006) claimed that the language learning outcome through electronic learning or e-learning is derived from the learners' efforts and attitudes towards its use. Thus, assessing the effectiveness of e-learning depends closely on the effectiveness of its users and how they use it.

Since there are limited studies concerning online learning policy from home during the COVID-19 pandemic, this study investigates the responses of EFL students to the effectiveness of the learning from home policy, the reported problems or challenges to the policy, and the focus on the strategies to optimize EFL learning in Indonesia. The research questions are as follows: 1) what are EFL students' perspectives toward learning from home policy during the COVID-19 pandemic? 2) How are the responses of EFL students to the learning effectiveness from home policy during the COVID-19 pandemic? 3) What are the reported problems of EFL students for the uptake of online learning from home policy? 4) What are the EFL students' suggestions regarding the reported problems on online learning from home policy?

## Literature Review

### *Learning from home policy*

The worldwide health crisis, the pandemic of covid-19, has forced approximately 107 countries to close their face-to-face learning modes directly into online home learning. According to World Health Organization (WHO) in Viner et al. (2020), the closure of schools had an impact on 862 million students worldwide. In the Indonesian context, the government of Indonesia responses that concerning the increasing spread of Corona Virus Disease (COVID-19), the physical and mental health of students, teachers, and all school-level stakeholders is a major consideration in the implementation of educational policies across the globe. In connection with this matter, the Minister of Education and Culture of Indonesia issued Circular Letter Number 3 of 2020, "Concerning prevention of COVID-19 in education units including university, learning at home and online learning from home is the context of preventing the spread of the disease."

However, policies implemented by the Indonesian government should consider the readiness of all aspects of education. Policies that should prepare but planning management of online itself could carry out properly. Home learning policy will have an adverse effect if this policy does not consider the readiness of all stakeholders. Readiness in online learning mode should be the government's full attention to the expected results later. Although this policy aims to break the chain of spreading of COVID 19, the learning implementation policy should consider many aspects such as the effectiveness of learning, technological readiness, psychology, and the ability of students or parents in implementing online policies.

### *E-learning concept*

The development of technology and the internet has influenced language classrooms so that electronic learning or e-learning significantly occurs in language teaching and learning today. In addition, more sophisticated features of technology brought more variation of language learning and teaching to the students where they access an e-learning material and delve either the audio, visual, or animation all at once (Ezza & Almudibry, 2018; Shyamlee & Phil, 2012). However, although e-learning needs more costs for the students, it apparently benefits the students in several aspects comprising of time-efficiency, students-centred

scheme of language learning, learners' ease and comfort during the learning, encouraging students to learn, providing different sources and platforms for the students to contact and practice their language learning with other students (Mohammadi, Ghorbani, & Hamidi, 2011).

Today, the enthusiasm and needs of e-learning have triggered people to take it into a formal level of education (Tallent-Runnels et al., 2006; Gluchmanova, 2015). On the other hand, regardless of a traditional language learning where teacher teaches the students directly in the classroom, also known as face-to-face teaching and learning process, an online system has fundamentally supported its process in which students practice what they have already learned in the classroom with other students through the electronic learning or e-learning. Nevertheless, we cannot measure the achievement of a learning process through the rapid development of technology. Thus, technology does not define the success of a learning outcome, but the learners and how they use the technology do (Zhao, 2003).

### ***E-learning readiness models***

Borotis and Poulymenakou (2004) define e-learning readiness as the mental or physical readiness of an organization learning experience. According to Proffitt (2008), e-learning readiness itself is the degree of readiness that an individual has personal attributes, skills and knowledge that contribute to success in online learning. Furthermore, Warner, Christie, and Choy (1998) defined with a three way online learning readiness, are; 1) face to face education that students prefer as the mode of education, 2) computer-aided communications for learning to utilize the internet as efficacies, 3) independent learning as the students skill to participate. In addition, Hung et al. (2010) mentioned that "self-directed learning, learner control, motivation, and online communication self-efficacy and self-efficacy toward learning as readiness for online learning scale. Moreover, Chapnick (2000) has also developed the e-learning model readiness of an organization with different factors. They are; psychological readiness, sociological readiness, human resources readiness, environmental readiness, financial readiness, technological skill readiness, equipment readiness, and content readiness. E-learning model readiness is designed to simplify obtaining information on the basis needed in implementing and developing e-learning. Model e-learning readiness is not only to measure the level of readiness of institutions implementing e-learning. More importantly, it can uncover factors that are still weak and require improvement and factors that are already considered successful in supporting the implementation of e-learning.

## **Methodology**

### ***Research design, site, and participants***

This research used a qualitative design with a case study approach as the methodology and semi-structured interview as the instrument. Creswell (2007, p.73) argued that "case study research is a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed,

in-depth data collection.” The sampling procedure was purposeful sampling. The researcher distributed a demographic questionnaire to find out their background information.

There were fifteen students of the fourth semester studying in the English department at one public university in Jambi, Indonesia, as participants. The researcher chooses them as participants because they had enrolled and passed technology and enhanced language learning subject in their department. It assumed that students got involved in this study. They were familiar with all technology applications, including methods, approaches, and theoretical perspectives of using technology in learning a language since they passed technology and enhanced language learning.

### ***Data collection and analysis***

The interviews took place in an informal online setting with the participants through video conference. The participants interviewed for about 45 minutes to investigate their perspectives toward the online learning from home policy in terms of the effectiveness of online learning, problems, and suggestions regarding the problems to improve the policy of learning online from home. All interviews were recorded with the consent of the informant and were transcribed by the researcher.

Several measures took to ensure the trustworthiness of the data collected. To establish trustworthiness, the researcher verified data accuracy, findings, and interpretations (Creswell, 2007). The researcher's first thing in conducting the trustworthiness was to give the transcription to the informant that had been interviewed before making sure what participants had said were original. Participants' feedback was one of the other ways of doing trustworthiness. In doing the informant feedback, the researcher needs to share the interpretations of the participant's point of view with the informant. Data reduction is “a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that conclusion can be drawn and verified” (Miles & Huberman, 1994, p.11). In finding the significant statements, the researcher needed to clarify the words or phrases or sentences that the researcher thought important and relevant to the topic. Then it was classified into a theme. Johnson and Christensen (2008, p. 399) stated that the researcher should be able to describe the fundamental structure of the experience (the essence) of the participants, in other words, that is, “clusters of meanings”. During this process, the researcher organized, grouped, or clustered the significant statements into themes or meaning units, removing overlapping and repetitive data or statements” (Creswell, 1998; Moustakas, 1994; Patton, 1990). Thus, in this data analysis based on Johnson and Christensen (2008), the researcher made a detailed description of the fundamental structure of the informant experience. This process was essential so that they were meaningful and interrelated to each other among categories or themes.

### **Findings and Discussion**

The participant's demographic information was related to their perspectives on the learning from home policy during the COVID-19 pandemic. The participants of this research were EFL students at an English department at one public university in Jambi. They

were fourth-semester students who enrolled and passed technology and enhanced language learning subject. Demographic information background showed eleven female (73.3%) and four male (26.6%) students as participants in this research. Only two students (13.3%) had wireless internet at home, and two (13.3%) went out from home to find free Wi-Fi, whereas there were about eleven participants (73.3%) used prepaid internet provider. Five major themes emerged from the interview with the participants. The table below shows themes and sub-themes of the findings.

**Table 1.** *Themes and sub-themes of the interview results*

Themes	Sub-themes
Students' perspective on learning from home policy	Good policy initiatives
EFL students' experiences on the effectiveness of online learning home policy	Ineffective online learning from home Learning only for assignments Not conducive learning environment
EFL students' problems	Technological problems (poor internet connection) Power electrical disruptions (infrastructure problem) Daily load expenses for prepaid internet (financial problem) Inadequate content learning problems
Students' suggestions to improve online learning effectiveness	Lecturers' readiness and adequate content materials Infrastructure readiness

### ***Students' perspective on learning from home policy***

The rapid spread of the COVID-19 pandemic has changed educational policy across the globe. All education units from kindergarten to university level forced students, teachers, and other stakeholders to stay at home to break the virus chain. Referring to the circular of Minister of Education and Culture No. 3 of 2020 concerning prevention of the COVID-19 in education units, and number 36962 about teaching and learning activities are also carried out online to prevent the spread of the COVID-19. Several local governments have already closed schools and universities to anticipate the spread of the COVID-19. Furthermore, the government emphasizes that the solutions in this situation learning at school or university is replaced by online learning or online class from home. All education units welcomed this learning positively from home policy, including university students as part of the policy. Based on the interview results below, university students strongly supported learning from home policy during the COVID-19 pandemic.

“I think the online learning from home policy during the COVID-19 pandemic is good policy initiatives for all of us because we know that the virus is deadly and it is

happening worldwide. The government has also prepared and recommended learning applications that students can use.” [student A]

“In my opinion, this is a good policy during the Covid-19 pandemic, because the spread of this virus through the crowd. The only way to stop the transmission is by applying learning from home and avoids the crowd.” [student F].

Online learning from home during this pandemic creates new challenges for education, especially the readiness of all units to provide effective delivery of online learning based materials. This part discusses theoretical perspectives consequently on the effectiveness of online learning delivery system that has been implementing during the COVID-19 pandemic. In terms of the students’ perspective on learning from home policy, the participants supported and had a positive attitude. The participants had good appreciation for government initiatives to stop face-to-face learning from school to home learning through the online learning system. Therefore, assessing the effectiveness of online learning from home is crucial because it needs to consider the readiness of all aspects, including technology, facilities, financial, and any related things.

#### ***EFL students’ experience on the effectiveness of online learning from home***

Learning from home during the COVID-19 pandemic is good policy initiatives. However, the policy should consider the readiness of all units of education, including university. Suppose the government do not take into account the university stakeholder’s readiness. In that case, it will become a major obstacle in online learning from home, such as the psychological readiness of students, lecturers, facilities, technology and even the environment. The effectiveness of online learning is a challenge for all stakeholders, especially the transfer of knowledge, methods and strategies for learning in the delivery of materials. Furthermore, the participant’s point of view on the effectiveness of the online learning from home policy was as stated below:

“I think learning from home that based on online is ineffective because learning might not work optimally when compared to face-to-face activity. Then, I felt that my concentration was a little disturbed and it was difficult to get better learning.” [student D]

“In my opinion, the application of online learning is ineffective. That is because lack of direct communication sometimes makes misunderstanding of information. The second reason is that not all students can get internet access well, for example, in remote areas, so they are often time left behind in lectures and various assignments. The next reason is the inefficiency of time when conducting lectures via chat. Then also, If we use a video or conversation based application, it also has limitations. An example is an access to video applications that have certain limits for the number of users which will certainly hinder the learning process.” [student H]

“I rate this policy as ineffective because honestly discussing via online makes it difficult for me to understand the material being discussed. Besides, there is often time a misunderstanding about the material being taught. Then, I also feel limitations in this online learning, for example, lack of feedback given in discussions so that sometimes makes me still confused about the material.” [student N]

Another issue on EFL students' experience on the effectiveness of online learning from home was learning only for assignments. Learning at home does not mean giving a lot of assignments to students but presenting effective teaching and learning activities according to the conditions of their respective regions. According to Kemendikbud (2020), “the teaching and learning activities process can refer to the Minister of Education and Culture Circular Letter Number 3 of 2020 concerning Prevention of COVID-19 in Education Units, and Number 36962 / MPK.A / HK / 2020 concerning online learning and working from home in the context of preventing the spread of coronavirus disease (COVID-19), as well as circular and instructions from the head of the region, and the rector of each university”. The results of the interview as stated below:

“In my opinion, our lecturers always give assignments in every meeting; instead, they should give a clear concept of learning before giving a bunch of assignments.” [student A]

“..... most lecturers just give us assignments without explaining further about the content materials. Perhaps, universities should give a standard of how to conduct an effective online lecture.” [student C]

“..... online learning only gives assignment and not giving about the appropriate learning materials”, I think our lecturer did not ready yet with this situation. A university should provide a digital library for all of us so we could get access library through an online system and connected to our lecturers.” [student B]

Furthermore, a not conducive learning environment is one reason that learning online from home is ineffective. Learning environment or learning atmosphere is one factor that should be considered during online learning, because psychologically students need to focus and concentrate on learning. The results of the interview showed below:

“ ..... then the difference is the atmosphere, it sometimes difficult for me to focus or concentrate on the material provided. Not to mention when we are busy with other matters at home such as helping parents and others.” [student G].

“I think it very difficult for me to concentrate because of the noise from my family members, and I feel more disturbed when they were around me, particularly technical problems with the connection. So I think learning environment made ineffective learning from home.” [student I]



From the findings of this study that participants stated the online learning was not effective. One of the factors is that the interactions between students and lecturers are not developed flexibly. The rigidity of the interaction between the students and lecture might not have open communication. It becomes a problem in understanding the material presented. Besides that, the very limited time in delivering material makes the interaction not optimal between students and lecturers. It can be concluded that the unpreparedness of students and lecturers in online learning is not yet ready physically and mentally. According to Haney (2001), before the online learning policy is carried out, several things should be considered: the initiation of the implementation, online material readiness, and the use of e-learning itself. This is important because by knowing the policy planning, it will be more able to see the goals, needs, motivations and problems. Furthermore, Farajollahi and Moenikia (2010), McLoughlin (2002), Oliver (2001), and Oliver and Herrington (2003) argued that the most important component in online learning is support for online learners. When the support has been fulfilled properly, online learning can be said to be effective and efficient following the intended goals and outputs. Similarly, Kaur and Abas (2004) informed that to see the readiness of e-learning in learning intervention and institutional assistance is needed because online learning designs should have standards set by the institution so that this learning can be implemented well. In this case, the researcher argued that the involvement of the university in establishing online learning system standardization is necessary, such as how lecturers might be connected to the university's digital library so that the unpreparedness of lecturers to obtain learning material did not become an obstacle in the online learning process.

Furthermore, the problems that arise due to the ineffectiveness of this online learning process are learning only to do assignments and environments which were not conducive to learning. Learning just to do the task indicated that there was no readiness in this online learning policy. Many factors should consider that online learning was only focused on the task; it might be a lack of readiness from institutions or individuals such as appropriate and adequate digital learning materials. University as responsible institutions should provide advanced equipment digital materials through lecturer's account which is connected to a digital library or digital network with other institutions or universities. Therefore, lecturers could create a more meaningful experience on online learning. Moreover, giving assignments in online learning was due to limited access to material given to students. As the researcher mentioned above, there was no connectivity of lecturers to digital libraries in university, so lecturers had not been able to develop materials according to what was expected by students. Meanwhile, Rahmawati (2016) argued that if a lecturer has innovation in online learning, it will make it more meaningful following online learning objectives. It can be assumed that the more innovative and creative a lecturer in online learning will make learning effective and efficient. Another problem that arises in the effectiveness of online learning is the readiness of the environment around the learners. Psychologically the environment will be very supportive in the online learning process if an environment that is not conducive will disrupt the concentration of students. Liaw (2008) agreed that a comfortable and conducive learning environment can improve student learning satisfaction and create new experiences in teaching and learning activities online.

*EFL students' problems on online learning from home*

Online learning from home policy created problems in the teaching and learning for EFL students. The problems include technological problems (poor internet connections), electrical power disruptions, financial problems, and inadequate content materials. Research findings on the technological problems stated in the following interview below:

“My problem is the signal of the internet that are sometimes unstable because I use prepaid network provider.” [student O]

“Some of the problems happened when I used prepaid network internet that I experienced weak signal connections. It loaded for a long quiet time.” [student L]

“So far the problem was bad internet connection because at home I did not use Wi-Fi. Sometimes, with a bad internet connection makes me missed online lecture then I felt unmotivated.” [student K]

“In my place where I stayed somewhere in regency (out of the city) that I was not able to have a good internet connection, it was really frustrated.” [student C]

“the problem I experienced that it was difficult to have a strong and good internet connection.” [student G]

Another finding in this research was electrical power disruptions. Electrical power disruption should not be a problem or an issue in online learning. However, participants faced this problem, and it became one of the major issues in online learning. As for the statements mentioned in the interview as follows:

“There are many other factors that make learning from home problematic, namely the issue of electricity. It was really frustrating when suddenly blackout during the online learning because I used desktop at home.” [student F]

“...first is the connection problem, wherein my residence the connection to the internet is a bit difficult so I have to wait for a long loading. In addition to the frequency of blackouts in my area.” [student N]

“I think not the only university should be ready with infrastructure and facilities of technology, local government also should guarantee for the electrical issue, so we would not have any burden when we study online from home.” [students E].

“there was a time in my area where I live, the electrical power disruption (blackout) happened five times in a day, so I would rather not join the online class.” [student A]

Financial problems or daily load expenses for prepaid internet providers are also major issues on online learning from home. As stated in the earlier page's demographic information

background, more than half (73.3%) of the participants used prepaid internet network provider. The participants mentioned in the interview as stated below:

“Online learning is quite draining the pockets of students because of the high price of prepaid internet; this is a real problem for us as students. One time I used free internet from one prepaid provider unfortunately, it was so slow loading and frustrated.” [student C]

“the cost to buy prepaid internet so expensive, especially if we used video and other applications which consumed big data, so sometimes we had no choice we had to have this prepaid otherwise we were not able to attend online class.” [student O]

“I think one of the big problems in this online learning was that student need to spend more money to buy prepaid internet because they could not buy every week especially if we used big data such as video and other big applications” [student L]

“when I used my prepaid internet suddenly cut off, because I had no enough load for internet connection, so I decided not to continue attending the online class.” [student G]

Thus, inadequate content learning materials issue was part of EFL students' faced during online learning. Participants in this research claimed that inadequate content learning became an obstacle that should be considered because inadequate content learning materials would affect students' understanding of the concept of knowledge given. The interview results stated as follows:

“sometimes, our lecturer did not explain in detail the concept theories from learning materials. They just gave us concept theories from e-book or journal articles then let us read it for assignment. Then next meeting, the lecture did not discuss previous materials. This is really inadequate.” [student B]

“ there was time that we misunderstood about the material being taught. Then, I also feel limitations in this online learning, for example, lack of feedback given in discussions so that sometimes make me still confused about learning materials.” [student D]

“the problem was when learning online from home, I thought the explanation from my lecturer was unclear with regards to the content learning, I could not understand the material well. The integration of technology into content learning is almost none.” [student K]

“Lecture sometimes did not flexible to communicate with us. Inflexible group discussion and no further explanation about contents materials provided. So I was frustrated with this situation, but we had to face it.” [student M]

The research findings were namely technological problems such as weak internet connection, frequent power failures, financial problems for internet purchases for students who depend on prepaid internet providers, and materials content problems. Many previous types of research proved that technology readiness is a major issue in online learning research. Rogers (2003) argued that technological readiness is a prerequisite for the effectiveness of online learning and how the adaptation of learning innovations might be developed if the readiness of technology supports students and lecturers. According to Tait (2003), the readiness of technology with adequate facilities and services can increase the effectiveness of online learning. Furthermore, Oliver and Towers (2000) state that easy access to internet connectivity and adequate facilities will help create online learning effectively. Likewise, Carr-Chellman, Dyer and Breman (2000) emphasize that a weak internet connection will frustrate students with online learning. Therefore, if university students, teachers, environment, facilities and infrastructure are ready, it will certainly be effective. Furthermore, the most surprising issue is the electricity problem. Electricity readiness as supporting facilities for online learning is a very crucial issue. Most of the findings of previous studies indicated the problem of online learning is a matter of technology, problems of learning content, problems of socio-culture, and problems of learning psychology (Bates, 1992; Psycharis, 2005; King, 2002). However, the electrical problems in this study's findings should consider making online learning policies from home. The readiness of the government must be a priority to anticipate problems arising from technology. Thus, electricity is a basic infrastructure that should be met before the technology itself. If these basic needs are met, the effectiveness and efficiency of home learning using technology might be met.

Financial problems or daily expenses load for prepaid internet is one problem that arises in learning online from home in this study. The problem arises because most of the students (73.3%) use prepaid internet providers, causing problems, namely the inability of students to provide sufficient funds to support online learning activities at home and psychologically reduce their interest in learning to attend online lectures. As stated in the interview above, *"when I used my prepaid internet suddenly cut off, because I had no enough load for internet connection, so I decided not to continue attending the online class"* [student G]. This is in line with the opinion of Chapnick (2000), Psycharis (2005), and Lopez (2007) that financial readiness should be considered in the application of technology. Inadequate content learning also become a problem in online learning policies from home. According to Pennings et al. (2014) and Psotka (2012), that content learning material should create interactions with the correct teaching methodology between students and lecturers. Furthermore, they argued that the right online teaching methodology would give satisfaction to students in attending online lessons. Designing for content learning requires adequate understanding and skills and should be possessed by lecturers. If the lecturer has sufficient skills in designing online learning, it is expected that the problems caused by online learning can be minimized.

In addition, lack of feedback from a lecture during class discussion also became an issue. It indicated that students could not fully grasp the knowledge given by lecture, especially concept theories in the specific subject which need further elaboration. This could be quoted from the results of the interview with one participant *"there was time that we misunderstood about the material being taught. Then, I also feel the limitations in this online learning, for example, lack of feedback given"*

*in discussions so that sometimes it makes me confused about learning material*" [student D]. Thus, feedback is important for both lecturers and students in an online course.

### ***Students' suggestions to improve online learning effectiveness***

In terms of students' suggestions to improve online learning effectiveness is crucial. The research participants had underlined some issues related to the ineffectiveness and problems during the online learning from home. However, there were only two aspects that university or lecturers need to consider during online learning to become more effective. They are; lecturer readiness aspects and technological readiness. The following statements are as follows:

"The lecturer should review the right method when learning online and try to find out the conditions and constraints of students. Furthermore, to make this online learning effective, I think not by imposing many assignments, but how the material delivered can be understood by students. Lecturers should provide learning videos, e-books or learning material links so students can access to study independently. Besides, a good internet connection is really important." [student H]

"My suggestions toward online learning are that the lecturer should be more interactive to students to not feel bored. Then, the lecture should give more opportunity and let students discussed in group online then the lecturer gives feedback after the discussion part." [student L].

"My suggestion is when conducting an online class, the lecturer must participate in class to explain the material, and the lecturer does not have to burden the student with the assignment. Then we have to be ready with technological aspects." [student D]

"Indonesian government should know that not all regions in Indonesia have adequate technology that supports online learning. Indonesia should have good preparation if online learning ran well. In another word, speed internet connection need to take into account to support online learning in all areas." [student G]

"minimize the assignment and increase the online discussion and increase the speed internet connection." [student M]

"my suggestion is the lecturers should upload their teaching videos on Google drive so we can watch it. I think video is more effective to make students understand rather than give us many files, books, articles that we could not understand, and might be some students also too lazy to read those." [student C]

In terms of students' suggestions to improve online learning effectiveness, participants have suggested two main points: lecturers' readiness and adequate content material and technological readiness. According to Fageeh (2016), technology aims to help students achieve learning goals and create new opportunities in self-development for more independent learning. However, aspects of lecturer readiness should be a starting point in creating effective learning.

Lecturers are innovative, creative, and skilled in creating learning content that can answer the needs of students in online learning. This also concerns the readiness of the university in meeting the needs of lecturers in developing teaching materials that are suitable to the needs of their students. Suppose the university is able to provide adequate facilities and infrastructure such as the availability of digital libraries connected with advanced technology tools such as virtual reality equipment, high-speed internet connection, and inter-university digital equipment sharing. In that case, it is believed that it might develop innovations in online learning. Furthermore, infrastructure should be a full concern for policymakers, such as providing a high-speed internet connection for students and lecturers doing online learning, digitalized materials connected to the digital library to provide more accessibility to enhance effective learning. Thus, the final statement from the interviewee was, *"Indonesian government should know that not all regions in Indonesia have adequate technology which might support online learning. Indonesia should have good preparation if online learning runs well. In other words, high-speed internet connection needs to take into account to support online learning in all areas."* [student G]

### **Conclusion and Recommendations**

The study results showed that there were still many problems in online learning from home, even though research participants claimed that this policy initiative is a good policy. The conclusion from the results of this study illustrates that the government should consider a form of policy that can support the readiness of online learning technology from home. The very basic thing is the electrical infrastructure's readiness, which does not need to happen in online learning. If the basic electricity infrastructure has not been fulfilled properly, it is difficult to support the readiness of technology that depends on electricity itself. The recommendation that researchers can put forward is that technology readiness should be a top priority for university development, especially with the digitalization of learning materials through the availability of integrated digital libraries in student and lecturer accounts. Second, universities should provide integrated and innovative training for lecturers in designing digital content materials which can support and facilitate students to learn. Third, the establishment of collaborative networks between universities and the availability of digitalizing material that is easily obtained by lecturers in tertiary institutions so that the relevance and needs of students to the knowledge taught can be met properly. For future research, this research is still very limited because the number of participants is only 15 students and cannot represent the opinions of all students. This makes it difficult to generalize the results of this study. Further studies to determine the readiness and problems that arise in the application of online-based education from home during COVID-19 became a reference for large-scale research.

### **Disclosure statement**

The authors declare no conflict of interest in the design of the study; in the collection, analysis, or interpretation of data; in the writing of the manuscript, or in the decision to publish the results.

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