

Students' Perceptions Of Lecturers' Roles In Online Classes At English Education Study Program Of Muhammadiyah University Of Bengkulu

Rinti Safetri¹, Kiagus Baluqiah²

1,2 Muhammadiyah University of Bengkulu

Email: rintisafetri@gmail.com kiagus@umb.ac.id

ABSTRACT

The purpose of this study is to determine students' perceptions of lecturers' roles in online classroom in the second, fourth and sixth semester students of English Education Program of Muhammadiyah University of Bengkulu. The researchers used the qualitative research method. The qualitative research was used to obtain more in-depth information on the students perceptions of lecturers' roles in online classes. The research subjects were all the second, fourth and sixth semester students of English Education Study Program at Muhammadiyah University of Bengkulu. There were 107 students in total. The researchers used the questionnaire as the instrument in this study. The questionnaire was adopted from Huang (2017). The findings indicated that the perception of the second semester students was positive response with the criteria good. The fourth semester students' perception is mostly positive response with the criteria very good, while many of the sixth semester students chose positive responses with the criteria very good. It means that the findings can guarantee that the students of English study study program of Muhammadiyah University of Bengkulu averagely have a good perception of the lecturers' role in online classes.

Keywords : *Students' Perceptions, Lecturers' Roles, Online Classes*

INTRODUCTION

In this pandemic era the education activity is changed from offline learning to online, it is also caused by a change in the way lecturers implemented their teaching materials. The role of lecturers is to educate because the lecturer is someone giving information for students. When students manage to understand the learning materials provided by the lecturer it means not separated from the role of lecturers in the learning process. But one thing that is important is that a lecturer must have a passion for teaching. If the lecturer does not have a passion for teaching, neither will the students. "Passion is the key to be a successful teacher". (Soenksekn Tauber (2007).

According to Goodyear, salmon, spector, steeples, and tickner (2001) can be that there are eight roles of lecturers in this online lecture, among others: content facilitator, technologist, designer, manager / administrator, process facilitator, adviser / counslor, assessor, research.

Roles	Task areas
Content fasilitator	Facilitate the learners understanding of the content (in-course activity)
Technologist	Making technology choices to improve the online environment
Designer	Designing worthwhile learning task(pre-course activity)
Manager/administrator	Administration and record keeping

Process faccilitator	Welcoming, establishing ground rules, creating community, managing communication, modeling social behavior, establishing own identity
Adviser/counselor	Providing students with advice or counseling on a one to one basis
Assessor	Provides grades and feedback
Researchers	Creation of new knowledge relevant to content

Literature Review

Process of Teaching and Learning in Muhammadiyah University of Bengkulu on Pandemic Era Before the covid 19 learning process at Muhammadiyah University Bengkulu took place offline. Offline learning is face-to- face learning in front of the classroom, such as lecturers explaining learning materials directly with students in the classroom. Some researcherss argue that offline/traditional teaching and learning is still a powerful learning method because lecturers can interact directly with their students in traditional learning.

Traditional/offline learning is learning in which all learning activities take place face-to-face, lecturers and stclasses are student opinions on the eight roles of lecturers in online classes. classroom and carry out the learning process, lecturers can make eye contact, reprimand, give praise directly to students. Swan (2003:11) argues "the behavior of the proximity of lecturers is to give praise, ask for points of view, humor, self-disclosure and non-verbal freshness behavior is physical closeness, touch, eye contact, facial expressions, movements, can reduce the psychological distance between lecturers and students that leads to greater".

Lecturers have an important role in the traditional learning process where the lecturers role can be seen as that of an instructor imparting knowledge to students as well as advice on "how do it" (Cowan, 2006, p.5). Since the spread of the covid 19 the learning process changed from offline to online. Online learning that uses the internet such as using certain programs is google classroom application, whatsapp, zoom. These applications help lecturers in the learning process. According to dabbagh and ritland (2005:5) "online learning is an open and spread learning system using pedagogical devices (educational aids) that are possible through the internet and network-based technology such as some applications that operate include many services to help lecturers monitor and evaluate students such as scoring and also seeing student attendance". Belisle (2006) "reveals that the benefits of online teaching make students become independent and understand that humans need to learn according to their time in teaching online, lecturers must have cognitive and metacognitive strata so that learning is achieved". With this covid 19, students are forced to be independent in using media as an application for learning in order to be able to follow the learning process, this is also done remotely so that students have to overcome problems in the learning process o their own.

These changes all happened because of the COVID- 19 pandemic which made the shift of offline learning to online so that it also changed learning strategies that had an impact on the role of lecturers in teaching. Offline Learning vs Online Learning Traditional/offline learning is learning that is carried out directly, all learning activities take place face-to-face, lecturers and students meet in the classroom and carry out the learning process, lecturers can make eye contact, reprimand, give praise directly to students. So offline learning becomes warm learning between students and lecturers because of the real closeness. Anderson (1970); Jou (2010),

states that, the traditional class is an interaction in the classroom learning methods used with learning media. The learning media used is a textbook which is usually the main material for every meeting, offline learning does not require assistance from technology or the internet because this learning is done in real time and meets in the classroom to deliver learning materials.

Online learning has a negative effect on students because there may be a sudden disconnection of the network during a meeting such as a signal problem. In order to reduce the negative effects of online learning, it is necessary to provide an appropriate network environment (Hrastinski, 2009). Online learning is facilitated with several applications that are used by lecturers to start learning, lecturers must master technology so that they can choose what technology is suitable for use when they want to start meetings such as during lecture hours using the zoom application so that all students can access there. Zoom has become the standard as a teleconferencing platform in teaching during the coronavirus crisis because this application helps all students to keep up with learning as usual. Major et al (2020) revealed that Zoom had a positive impact on the learning experience, due to direct communication between students and lecturers takes place on zoom so that it is like face-to-face teaching directly.

Communication using social media is very interesting and simple. In social media, people are able to communicate with multiple people in one time. Social media can help and make people easy to do activities like: sharing information, chatting, work, Learning, (Maryansyah, 2019). Furthermore, supporting students remotely requires the use of more tangible communication tools. Such as google classroom, zoom, whatsapp, etc. This shows that the internet can be used in various ways to build communication between many parties. Social media is very famous among young people. By using social media, someone can communicate their feeling, ideas, information, and opinion. (Maryansyah, 2019).

So the lecturer must understand well in mastering technology so that there are no obstacles in implementing the material through the technology he uses. Technology is important in Higher Education (Galy et al 2011). Students need a computer to do assignments and also a cellphone to access all information in the whatsapp group or so on. In this online lecture, everything depends on technology, which is why technology is said to be very important, it can be said that technology is an important supporter during online learning. The Role of Lecturers in Online Classes Role is a position or status that must be accounted for in accordance with the status of the profession. Lecturers have a very important role in the learning process. The role of the lecturer is the entire behavior or actions of a lecturer to transfer his knowledge and insights to the learner. According to Goodyear, salmon, spector, steeples, and tickner (2001) can be that there are eight roles of lecturers in this online lecture, among others: content facilitator, technologist, designer, manager / administrator, process facilitator, adviser / counselor, assessor, research.

METHODOLOGY

Students meet in the

This study used qualitative research to describe the role of lecturers in online classes according to Creswell (1998), qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. This design is suitable for knowing students' perceptions of the role of lecturers in online classroom.

The subjects in this study were second, fourth, and sixth semester students at English Study program of Muhammadiyah University of Bengkulu. The researchers limit the research to skills courses (Listening, Speaking, Reading, Writing,).

Table Subject of the Research

Semester	Subject
II	30 students'
IV	29 students'
VI	47 students'
Total	107 Students'

Source from English Study Program

The instrument is a tool used to obtain and collect research data as steps to find results or conclusions. This study uses a questionnaire with a Likert scale and has 26 instrument items that describe students' perceptions of the role of lecturers in online classes. This instrument was developed and built by Qiang Huang based on the conceptual framework of Coppola's research and its reliability and validity have been fully discussed and proven in his previous research (Huang, 2017).

In doing the research, the researchers collected the data as follows. Researchers distributed questionnaires to students in semester 2, 4 and 6, the researchers gave instructions to students on how to fill out the questionnaire, the researchers gave a time limit in filling out the questionnaire, the researchers collected the results of the questionnaires for all students who have filled in for data.

There are several steps by researchers to collect the data, as follows:

1. The researchers used percentage formula to account the frequency of the items that they chose.

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

Note:

P: Percentage

F: Frequency of Answer

N: Number of Students

Source: (Hertberg:1993)

2. The researchers used the assessment criteria adapted from Akbar (26) as follows.

Table Percentage of Assessment Criteria

Percentage	Criteria
81-100%	Very Good
61-80%	Good
41-60%	Good enough
21-40%	Bad enough
0-20%	Bad

3. The researchers grouped the results of students' answers.
4. The researchers described the data.
5. The researchers concluded the data results

FINDING AND DISCUSSION

The research findings and discussion based on the theory. The researchers examines and discusses the data that has been reviewed previously and explains the data. The data source is taken from students' perceptions of lecturers' roles in online classes for second, fourth and sixth semester students in the English Education Study Program at the Muhammadiyah University of Bengkulu. Lecturers who teach skills courses, namely Listening, Speaking, Reading, Writing, which are the object of research and based on data, second semester students study skills, intermediate reading, listening to authentic material, and speaking for group activities. Fourth semester students study skills courses including paragraph writing, speaking for debate. Sixth semester students study the skills subject, namely scientific writing.

Students' perceptions of lecturers' roles in the subject of skills

No	LR	IR	LA M	SG A	Total	Criteria
1	Content facilitator	92	75	80	82	Very good
2	Technologist	78	67	77	74	Good
3	Designer	78	70	64	70	Good
4	Manager/administrator	87	80	83	83	Very good
5	Process facilitator	74	67	71	71	Good
6	Adviser/counselor	73	58	64	65	Good
7	Aseessor	72	60	58	63	Good
8	Researchers	71	64	60	65	Good
Mean		78	68	70	72	Good

Note : LR (Lecturers' Roles)
 IR (Intermediate Reading)
 LAM (Listening To Aunthentic Materials)
 SGA (Speaking For Group Activities)

Based on students' perceptions of the lecturers roles in online classes, the table above shows three skill courses in the second semester. The results of student answers among the eight roles of lecturers, students have very good perceptions of two roles, namely the role of lecturers as content facilitators and managers/administrators and there are six roles of lecturers that fall into good criteria including the role of lecturers as technoloist, designer, process facilitator, adviser/counselor, assessor and researchers. It means that in skills courses, intermediate reading, listening to authentic material, speaking for group activities, many students have good perceptions.

Students' perceptions of lecturers' roles in online classes in the fourt semester in the subject of skills

No	Lecturers' roles	Speaking for Debate	Paragraph Writing	Total	Criteria
1	Content facilitator	100	79	90	Very good
2	Technologist	93	83	88	Very good

3	Designer	89	82	86	Very good
4	Manager/administrator	93	93	93	Very good
5	Process facilitator	97	84	91	Very good
6	Adviser/counselor	93	84	89	Very good
7	Assessor	84	77	81	Very good
	Researchers	90	76	65	Good
Mean		92	82	87	Very good

Based on the table above on students' perceptions of lecturers roles in online classes, there are eight roles of lecturers in two skills courses in semester forth. The results of the answers on student perceptions that among the eight roles of lecturers in online classes there are seven roles of the lecturers who meet the criteria very good, namely lecturers as content facilitators, technologists, designers, managers/administrators, process facilitators, mentors/counselors, and assessors, one other role of the lecturers is a researchers, entered in good criteria. It means that students' perceptions of the two courses of expertise in that semester are very good.

Students' perceptions of lecturers' roles in online classes in the sixth semester in the subject of skills

No	Lecturers' roles	Scientific writing	Total	Criteria
1.	Content facilitator	86	86	Very good
2.	Technologist	85	85	Very good
3.	Designer	87	87	Very good
4.	Manager/administrator	94	94	Very good
5.	Process facilitator	84	84	Very good
6.	Adviser/counselor	84	84	Very good
7.	Assessor	90	90	Very good
8.	Researchers	88	88	Very good
Mean		87	87	Very good

Based on the table above on students' perceptions of the role of lecturers in online classes, of the eight roles of lecturers in online classes, overall sixth semester students have very good perceptions of scientific writing skills courses.

CONCLUSION

Based on the results of this research on students' perceptions of lecturers' roles in online classes, the researchers concluded that the eight roles of lecturers were content facilitator, technologist, designer, manager/administrator, process facilitator, adviser/counselor, assessor, and researcher. In learning skills courses (Listening, Speaking, Reading, Writing) the average student has very good perception because it is in accordance with the criteria that many students have positive responses. In the second semester, the students have a good perception with an average positive response, the fourth semester students have very good perception with an average positive response, and the sixth semester students also have very good perception with an average positive response

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