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Students' Perceptions Toward Online Learning in English Education

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Abstrak | Bahasa Indonesia

Penelitian ini membahas persepsi mahasiswa terhadap pembelajaran daring dalam pendidikan bahasa Inggris. Pembelajaran daring menjadi salah satu metode yang banyak digunakan sejak perkembangan teknologi digital dan perubahan sistem pendidikan modern. Penelitian ini bertujuan untuk mengetahui pandangan mahasiswa mengenai efektivitas, fleksibilitas, serta tantangan dalam pembelajaran daring. Metode yang digunakan dalam artikel ini adalah *descriptive qualitative* dengan pendekatan *literature review*. Hasil penelitian menunjukkan bahwa pembelajaran daring memberikan kemudahan akses belajar dan meningkatkan fleksibilitas waktu belajar. Namun, beberapa mahasiswa juga mengalami kendala seperti kurangnya interaksi langsung, koneksi internet yang tidak stabil, dan kesulitan memahami materi tertentu. Oleh karena itu, pembelajaran daring perlu didukung dengan metode pengajaran yang interaktif agar proses belajar menjadi lebih efektif.

Kata Kunci: Online Learning; English Education; Students' Perceptions; Digital Learning

Abstract | English

This study discusses students' perceptions toward online learning in English education. Online learning has become one of the most widely used learning methods due to the development of digital technology and modern educational systems. This study aims to identify students' views regarding the effectiveness, flexibility, and challenges of online learning. The method used in this article is *descriptive qualitative* with a *literature review* approach. The findings show that online learning provides easier access to learning materials and increases learning flexibility. However, some students also experience challenges such as lack of direct interaction, unstable internet connections, and difficulties in understanding certain materials. Therefore, online learning should be supported by interactive teaching methods to make the learning process more effective.

Keywords: Online Learning; English Education; Students' Perceptions; Digital Learning

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1. INTRODUCTION

The development of digital technology has significantly influenced the education sector, including English language learning. Online learning has become one of the most widely used learning methods in schools and universities because it provides flexibility and easier access to learning materials. Platforms such as Zoom, Google Meet, Google Classroom, and other online learning applications help students continue learning activities without limitations of place and time.

Students' perceptions toward online learning are important because they influence students' motivation, participation, and learning outcomes. According to Dhawan (2020), online learning provides flexibility and accessibility that support the learning process in modern education. However, many students still experience challenges during online learning, such as unstable internet connections, lack of interaction with teachers, and difficulties in understanding learning materials.

In English education, online learning can help students improve their language skills through digital media, videos, and interactive learning applications. However, some students may feel less confident and less active during online classes compared to face-to-face learning. Therefore, teachers need to create more interactive and engaging online learning environments to support students' learning experiences. Based on these issues, this article aims to analyze students' perceptions toward online learning in English education and identify the advantages and challenges of online learning in the digital era.

The rapid advancement of information and communication technology has accelerated the integration of digital tools into educational practices worldwide. Educational institutions increasingly utilize online learning platforms to facilitate teaching and learning activities, enabling students to access educational resources beyond the traditional classroom environment. Online learning has become an essential component of modern education because it promotes flexibility, accessibility, and learner autonomy. Through digital platforms, students can engage in learning activities, access instructional materials, submit assignments, and communicate with teachers regardless of geographical constraints.

Students' perceptions play a crucial role in determining the effectiveness of online learning. Positive perceptions can increase students' motivation, engagement, and willingness to participate actively in learning activities, whereas negative perceptions may reduce learning satisfaction and academic performance. According to Moore, Dickson-Deane, and Galyen (2011), online learning environments require students to possess higher levels of self-regulation, responsibility, and technological competence compared to conventional face-to-face learning. Therefore, understanding students' perceptions is important for evaluating the effectiveness of online learning implementation in educational settings.

In the context of English language education, online learning offers various opportunities to enhance language acquisition through multimedia resources, virtual discussions, online assessments, and interactive learning applications. Digital learning environments allow students to practice listening, speaking, reading, and writing skills through diverse learning activities that can be tailored to their individual learning needs. Furthermore, online learning supports collaborative learning through discussion forums, video conferencing, and peer interaction, which can contribute to the development of communicative competence in English.

Despite its advantages, online learning also presents several challenges that may affect students' learning experiences. Limited internet access, technological difficulties, reduced interaction with teachers and classmates, and feelings of isolation are among the common obstacles reported by students. Previous studies have indicated that these challenges may influence students' motivation, engagement, and overall satisfaction with online learning. Additionally, differences in digital literacy and access to technological resources may create disparities in students' learning outcomes.

Several studies have examined students' perceptions of online learning and reported mixed findings. While some researchers found that online learning enhances flexibility, autonomy, and learning accessibility, others highlighted issues related to communication barriers, technological limitations, and decreased classroom interaction. These varying findings indicate the need for further investigation into students' perceptions of online learning, particularly in English language education. Therefore, this study seeks to provide a deeper understanding of students' experiences, perceived benefits, and challenges associated with online learning in the digital era.

2. METHOD

This article used a descriptive qualitative method with a literature review approach. The study focused on analyzing students' perceptions toward online learning in English education based on previous studies and academic sources. The data were collected from books, scientific journals, and related articles discussing online learning and digital learning environments in English language education.

The literature review approach was used to identify, analyze, and summarize findings from previous studies related to students' experiences and perceptions of online learning. The sources used in this article included national and international journals, books, and academic publications related to online learning, English education, and educational technology. The selected references were relevant and published within recent years to ensure the accuracy and reliability of the information.

After collecting the data, the writer analyzed the information descriptively by comparing and interpreting the findings from previous studies. The analysis focused on the advantages, challenges, effectiveness, and students' participation in online learning. The results were then presented systematically to provide a clear understanding of students' perceptions toward online learning in English education.

According to Creswell (2014), qualitative research is used to understand social phenomena through descriptive analysis and interpretation. In addition, Snyder (2019) explained that a literature review method helps researchers analyze and evaluate findings from previous studies to develop broader understanding of a specific topic.

3. RESULT AND DISCUSSION

3.1 Result

The findings showed that students generally have positive perceptions toward online learning in English education. Online learning provides flexibility because students can access learning materials anytime and anywhere through digital platforms such as Zoom, Google Meet, and Google Classroom. Many students also feel that online learning helps them improve their digital literacy and independent learning skills.

Previous studies also revealed that online learning can support students' participation and learning motivation when appropriate teaching methods and technology are used. Dhawan (2020) explained that online learning offers flexibility, accessibility, and various interactive learning resources that support the educational process. In addition, Adnan and Anwar (2020) found that online learning became an important alternative learning method during the development of digital education systems.

However, several challenges were also found in online learning. Some students experienced unstable internet connections, lack of direct interaction with teachers, and difficulties in understanding certain materials during online classes. These problems may reduce students' motivation and participation in learning activities.

The positive perceptions demonstrated by students indicate that online learning has become an important component of modern English language education.

The flexibility offered by online learning platforms enables students to manage their learning schedules more effectively and access educational resources according to their individual needs. This finding is consistent with the concept of learner-centered education, which emphasizes students' active involvement and autonomy in the learning process. Through online learning environments, students are encouraged to take greater responsibility for their learning activities, which can contribute to the development of self-regulated learning skills.

Furthermore, the integration of digital technologies into English language learning provides opportunities for students to engage with various multimedia resources, including videos, podcasts, online quizzes, and interactive applications. These resources can facilitate the development of language skills, particularly listening, reading, and vocabulary acquisition. According to Martin and Bolliger (2018), the use of interactive learning strategies in online environments can increase student engagement and improve overall learning experiences. Therefore, the effectiveness of online learning depends not only on technological availability but also on how educators design and implement engaging instructional activities.

The findings also suggest that teacher support plays a crucial role in shaping students' perceptions of online learning. Effective communication, timely feedback, and interactive classroom activities can help reduce feelings of isolation often experienced by students in virtual learning environments. Garrison (2017) emphasized that meaningful interaction between teachers and students is an essential element in creating successful online learning experiences. Consequently, teachers need to adopt innovative teaching strategies that encourage active participation and collaboration among students during online classes.

Despite the benefits identified in this study, the challenges associated with online learning remain significant. Technical issues, unequal access to digital resources, and limited opportunities for direct social interaction continue to affect the quality of students' learning experiences. Similar findings were reported by Adnan and Anwar (2020), who noted that internet connectivity and technological limitations were among the major obstacles faced by students in online education. These challenges indicate the need for continuous improvement in digital infrastructure and educational support systems to ensure more effective and inclusive online learning environments.

Overall, the findings demonstrate that online learning has both opportunities and challenges in English education. While students generally perceive online learning positively due to its flexibility and accessibility, its effectiveness largely depends on technological readiness, instructional design, and the level of interaction provided by teachers. Therefore, educational institutions should continue enhancing digital learning environments and providing adequate support to both teachers and students in order to maximize the benefits of online learning in the digital era.

3.2 Discussion

Online learning has both advantages and challenges in English education. One of the major advantages is flexibility. Students can study from different places without attending physical classrooms. This condition allows students to manage their learning time more independently and access various learning resources from the internet.

In addition, online learning supports the use of multimedia in English education. According to Mayer (2009), multimedia learning can improve students' understanding and engagement because students receive information through text, audio, and visual materials simultaneously. Through online learning platforms, teachers can use videos, presentations, quizzes, and interactive discussions to make learning more interesting.

On the other hand, limited interaction between teachers and students may negatively affect the learning process. Some students feel less confident to participate actively during online classes. Hodges et al. (2020)

also explained that online learning may become less effective if teachers are not prepared to create interactive and student-centered learning environments.

Overall, students' perceptions toward online learning in English education are mostly positive because online learning provides flexibility and accessibility. However, effective teaching strategies and stable technological support are still needed to improve the quality of online learning experiences for students.

5. CONCLUSION

Based on the discussion, students generally have positive perceptions toward online learning in English education. Online learning provides flexibility, accessibility, and opportunities for students to learn independently through digital platforms and online learning applications. In addition, online learning also supports the use of multimedia and interactive learning resources that can improve students' participation and learning experiences.

However, online learning also presents several challenges, such as unstable internet connections, limited interaction between teachers and students, and difficulties in understanding certain materials during online classes. These challenges may affect students' motivation and learning effectiveness if not handled properly.

Therefore, teachers are expected to create more interactive and student-centered online learning environments to support students' understanding and participation. In conclusion, online learning can become an effective learning method in English education when supported by appropriate teaching strategies, technological facilities, and active communication between teachers and students.

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