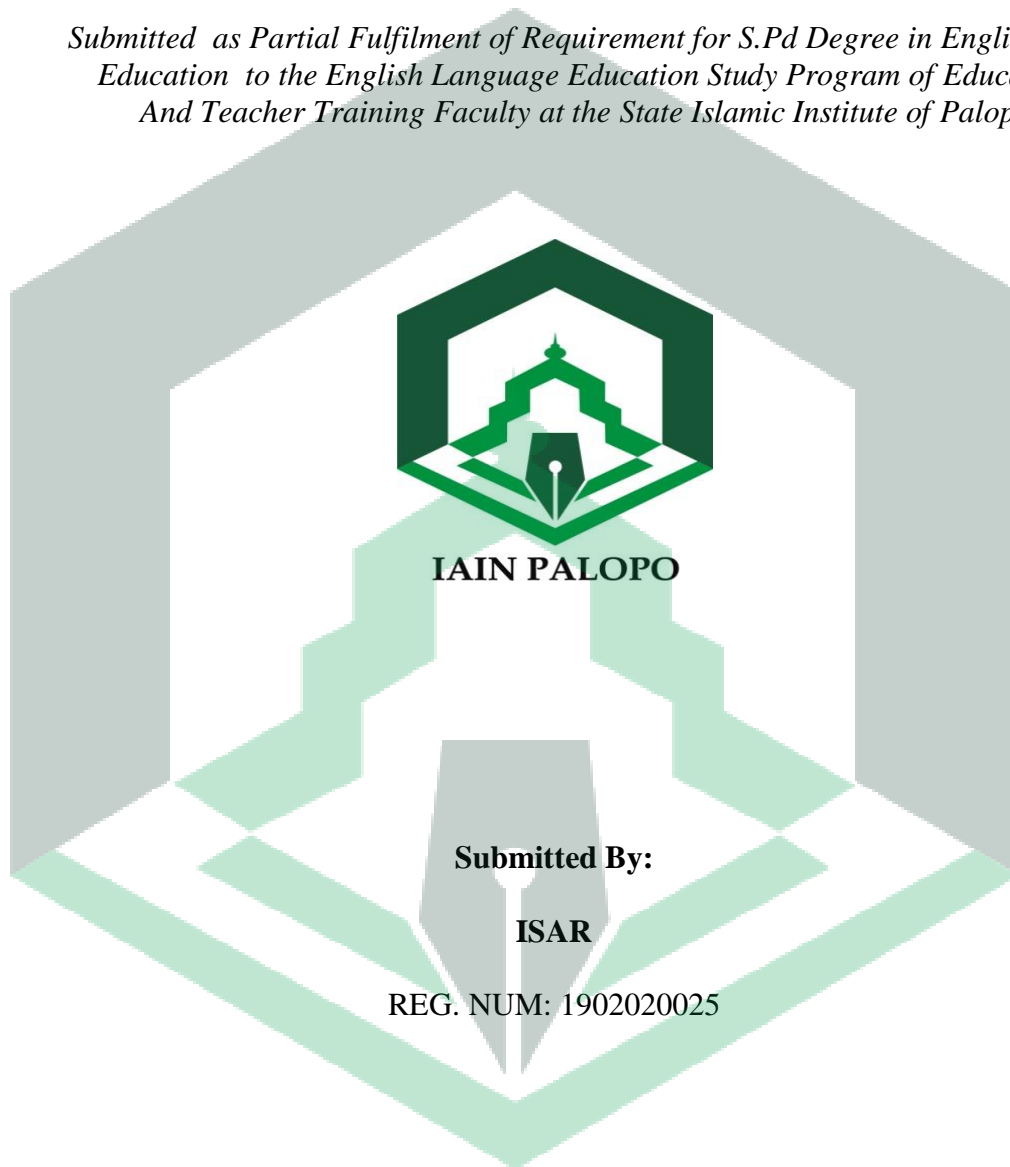


**THE ENGLISH TEACHERS' PERCEPTIONS TOWARD  
ONLINE LEARNING IN SENIOR HIGH SCHOOL IN NORTH  
LUWU**

*Thesis*

*Submitted as Partial Fulfilment of Requirement for S.Pd Degree in English  
Education to the English Language Education Study Program of Education  
And Teacher Training Faculty at the State Islamic Institute of Palopo*

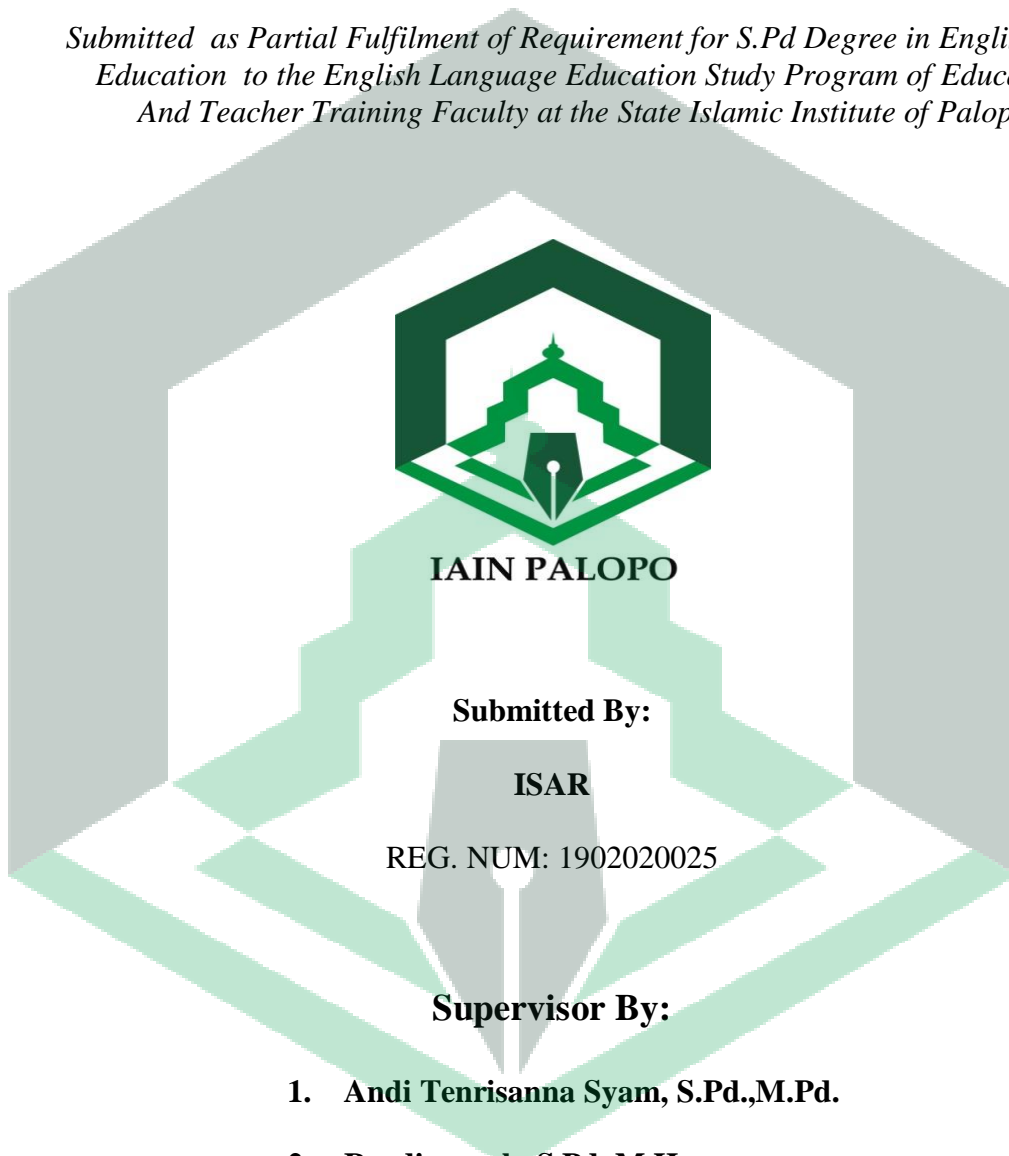


**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
EDUCATION AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2023**

**THE ENGLISH TEACHERS' PERCEPTIONS TOWARD  
ONLINE LEARNING IN SENIOR HIGH SCHOOL IN NORTH  
LUWU**

*Thesis*

*Submitted as Partial Fulfilment of Requirement for S.Pd Degree in English  
Education to the English Language Education Study Program of Education  
And Teacher Training Faculty at the State Islamic Institute of Palopo*





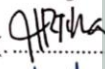


**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
EDUCATION AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2023**

## THESIS APPROVAL

This thesis entitled "The English Teachers' Perceptions toward Online Learning in Senior High School in North Luwu," which was written by Isar, Reg. Num. 19 0202 0025, English Language Education Study Program of Education and Teachers Training Faculty, the State Islamic Institute of Palopo and has been examined and defended in the Munaqasyah examination which is carried out on **Monday, August 21<sup>st</sup> 2023 M**, coincided with **Safar 5<sup>th</sup> 1445 H**; it is authorized and acceptable as fulfillment for the undergraduate degree in English Language Education Study Program.

**Palopo, September 1<sup>st</sup> 2023 M**  
**Safar 16<sup>th</sup> 1445 H**

### COMMITTEE OF EXAMINATION

- |                                       |               |  |
|---------------------------------------|---------------|--|
| 1. Husnaini, S.Pd.I., M.Pd.           | Chairman      | (.....  )   |
| 2. Dr. Magfirah Thayyib, S.S., Hum    | Examiner I    | (.....  )  |
| 3. St. Hartina, S.Pd., M.Pd.          | Examiner II   | (.....  )  |
| 4. Andi Tenrisanna Syam, S.Pd., M.Pd. | Consultant I  | (.....  ) |
| 5. Rusdiansyah, S.Pd., M. Hum.        | Consultant II | (.....  ) |

### Approved by



The Rector of IAIN Palopo  
The Dean of Education and  
Teacher Training Faculty of IAIN  
Palopo  
Dr. H. Sukirman, S.S., M.Pd  
NIP 19670516 200003 1 002



The Head of English Language  
Education Study Program  
of IAIN Palopo  
Husnaini, S.Pd.I., M.Pd.  
NIP 19840820 200902 2 007

## STATEMENT OF AUTHENTICITY

I, who undersigned below:

Name : Isar

Registration Number : 19 0202 0025

Faculty : English Language Education Study Program

Study Program : Tarbiyah and Teacher Training

Starting exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of the others that I acknowledge as my own work or thought.
2. All parts of this thesis are my own works except the citations whose original sources have been reported all mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to expect administrative sanctions for the act, then the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 17<sup>th</sup> July 2023  
regards



Isar  
1902020025

## HALAMAN PERSETUJUAN PEMBIMBING

Assalamu'alaikum Wr. Wb

Setelah menelaah dengan saksama skripsi berjudul: *The English Teachers' Perceptions Toward Online Learning In Senior High School In North Luwu*

Nama : Isar

Nim : 19 0202 0025

Prodi : Pendidikan Bahasa Inggris

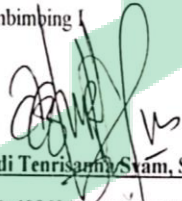
Fakultas : Tarbiyah dan Ilmu Keguruan.

Menyatakan bahwa skripsi tersebut sudah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian/seminar hasil penelitian.

Demikian disampaikan untuk proses selanjutnya.

*wassalamu 'alaikum wr. wb.*

Pembimbing I



Andi Tenrisartha Swam, S.Pd., M.Pd.

NIP. 19860423 201503 2 005

Tanggal: 10 Juli 2023

Pembimbing II



Rusdiansyah, S.Pd., M.Hum.

NIP. 19890518 201903 1 002

Tanggal: 10 Juli 2023

**CONSULTANT APPROVAL**

Thesis Entitled : **The English Teachers' Perceptions Toward Online Learning  
in Senior High School in North Luwu**

Written By :

Name : Isar  
Reg. Numb : 1902020025  
Faculty : Tarbiyah and Teacher Training  
Study Program : English Education

It has been corrected and approved to be examined.

Palopo, July 17<sup>th</sup>, 2023

**Approved**

Consultant I



**Andi Tenrisanna syam, S.Pd.,M.Pd**  
NIP 19860423 201503 2 005

Consultant II



**Rusdiansyah, S.Pd., M.Hum**  
NIP 19890518 201903 1 002

**EXAMINER APPROVAL**

Thesis Entitled : **The English Teachers' Perceptions Toward Online Learning in Senior High School in North Luwu.**

Written By :

Name : Isar  
Reg. Numb : 1902020025  
Faculty : Tarbiyah and Teacher Training  
Study Program : English Education

Has been corrected and approved to be examined Munaqasyah thesis.

Palopo, Agustus 12<sup>th</sup>, 2023

**Approved**

Examiner I

  
Dr. Magfirah Thayyib, S.S., Hum  
NIP 19850719 201801 2 001

Examiner II

  
St. Hartina, S.Pd., M.Pd  
NIP 19910909 201903 2021

## NOTA DINAS PEMBIMBING

Lamp :

Hal : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

**Assalamu'alaikum Wr. Wb**

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut dibawah ini:

Nama : Isar

Nim : 19 0202 0025

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

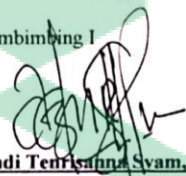
Judul : The English Teachers' Perceptions Toward Online Learning In Senior High School In North Luwu.

Menyatakan bahwa skripsi tersebut sudah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian/seminar hasil penelitian.

Demikian disampaikan untuk proses selanjutnya.

*wassalamu 'alaikum wr. wb.*

Pembimbing I



Andi Tenrisahna Svam, S.Pd.,M.Pd.

NIP. 19860423 201503 2 005

Tanggal : 10 Juli 2023

Pembimbing II



Rusdiansyah, S.Pd.,M.Hum.

NIP. 19890518 201903 1 002

Tanggal: 10 Juli 2023



## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise and gratitude are given to AllahSwt for the grace and blessing so that the researcher can complete this thesis in good condition. I intend to fulfill the undergraduate degree in the English Language Education Study Program at the state Islamic Institute of Palopo, ‘ The English Teachers’ Perceptions Toward Online Learning In Senior High School In North Luwu.’ Salawat and salam are for the prophet Muhammad Saw, who has always been a role model and inspiration for humans.

The researcher has received much help, support, motivation, direction, and suggestions from various parties to complete this thesis properly. For this reason, the researcher would like to express her deepest gratitude to those who contributed to the completion of this thesis, namely:

1. Dr. Abbas Langaji, M.Ag as the Rector of IAIN Palopo.
2. Prof.Dr.H.Sukirman Nurjan, S.S., M.Pd, as the Dean of Education and Teacher Training Faculty of the State Islamic Institute of Palopo.
3. Husnaini, S.Pd., M.Pd as the Head of the English Language Education Study Program of IAIN Palopo has given a lot of help and motivation to researcher to become good students.
4. Muhammad Iksan, S.Pd., M.Pd as Academic Advisers, thank you very much for providing explanations, guidance, suggestions, and kindness during the research.

5. Andi Tenrisanna Syam, S.Pd., M.Pd as the first consultant who has given the researcher a lot of suggestions, direction, and improvement regarding the thesis for months with great care so that the researcher could improve the content of this thesis to be better.
6. Rusdiansyah, S. Pd., M.Hum as the second consultant who provided many suggestions and improvements regarding the contents of the thesis and the proper way to write a thesis by the Guidebook of writing scientific papers on the IAIN Palopo.
7. Dr. Magfirah Thayyib, SS, M.Hum as the first examiner who gave a lot of suggestions and corrections for his improvement in this thesis.
8. St. Hartina, S.Pd., M.Pd as the second as the examiner who had read this thesis patiently and valuable corrections.
9. Husnaini, S. Pd.I., M.Pd as the first validator of this thesis who provides suggestions, and assistance regarding the research instrument used in the research process.
10. Ermawati, S.Pd.I. M.Hum as the second validator of this who provides suggestions, and assistance regarding the research instrument used in the research process.
11. All the lectures of IAIN Palopo. Thank you so much for your guidance, attention, knowledge, and motivation in the learning process. And also for all staffs of IAIN Palopo thank you so much for helping and kindness.
12. Her beloved family the researcher's father (Rustam). Her mother (Hj. Hasnawati ), her sisters (Hasnidar,Hasrida, Hariani, and Hasriana), and her

brothers ( Virgo and Hasriwan) who always pray for the researcher success, and given a million motivation while the researcher down, support system especially financial support, and strength to finish this thesis

13. Safruddin, S.Pd., M.Pd as headmaster of SMAN 1 Luwu Utara, along with teachers and staff, who have given permission and assistance in conducting research.
14. Drs. Aruji Rahmat as headmaster of SMAN 4 Luwu Utara, along with teachers and staff, who have given permission and assistance in conducting research.
15. Rafiuddin S.Pd as headmaster of SMAN 1 Luwu Utara, along with teachers and staff, who have given permission and assistance in conducting research
16. Students and English teachers of SMAN Luwu Utara who have cooperated with the author in the process of completing this thesis.
17. All members of BIG C/19 who have given support and togetherness so far until finish their lectures at IAIN Palopo, who help the researcher a lot with her thesis.
18. The researcher's friends have supported the researcher. Special thanks to Wilda Kumala Dewi, Salsabila, Mutmainna, Arini Kasim, Naimah, Adelia Putri Nasmi, Rezki Amaliah, and Iin Widyastuti, as the people who helped, supported, and motivated the researcher the most.
19. Friends who helped and were involved in writing this thesis which the author did not have time to write down one by one.

20. Isar, last but not least, myself. A big appreciation for taking responsibility to finish what was started. Thank you for continuing to try and not giving up, and always enjoying every process that is arguably not easy. Thank you for surviving this far.

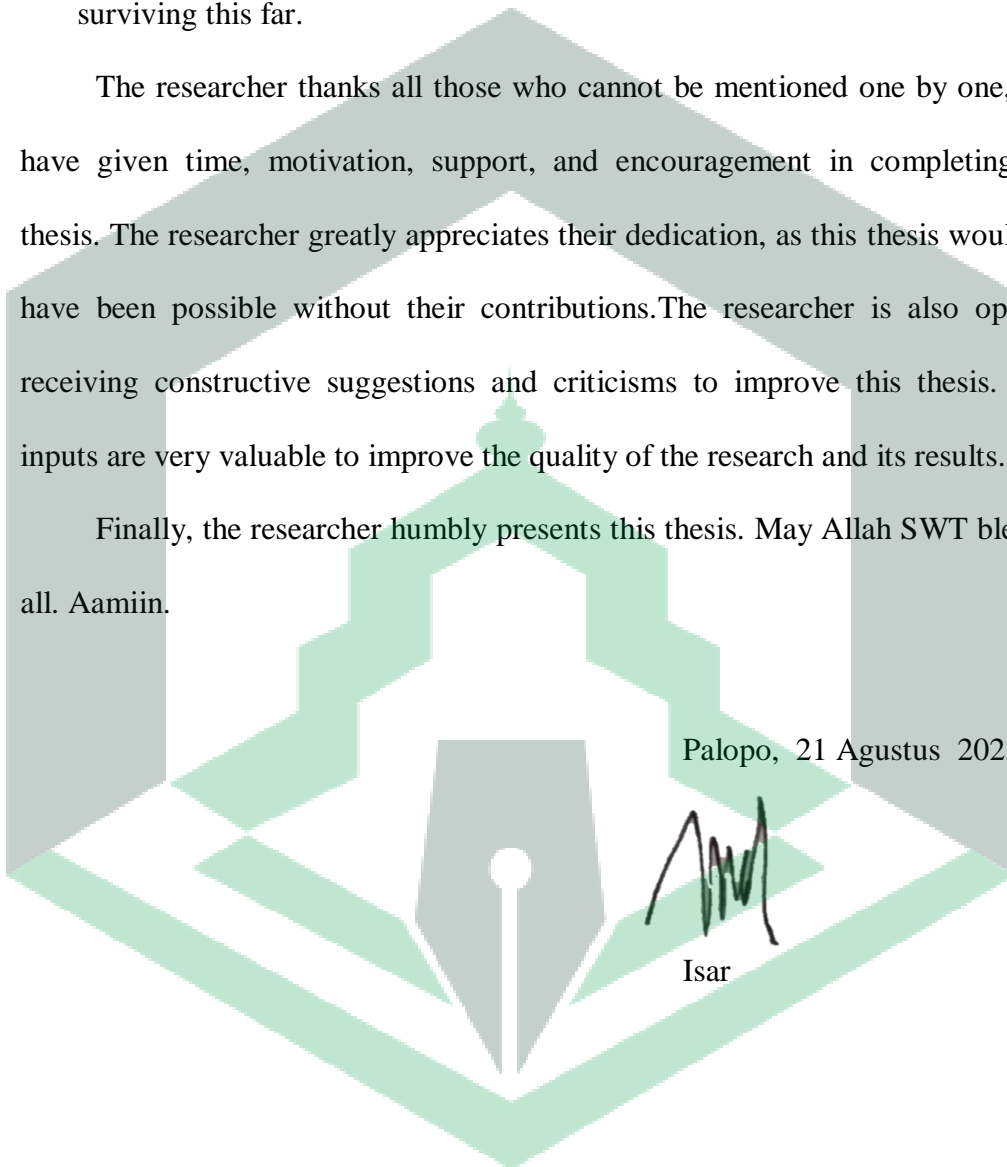
The researcher thanks all those who cannot be mentioned one by one, who have given time, motivation, support, and encouragement in completing this thesis. The researcher greatly appreciates their dedication, as this thesis would not have been possible without their contributions. The researcher is also open to receiving constructive suggestions and criticisms to improve this thesis. Such inputs are very valuable to improve the quality of the research and its results.

Finally, the researcher humbly presents this thesis. May Allah SWT bless us all. Aamiin.

Palopo, 21 Agustus 2023

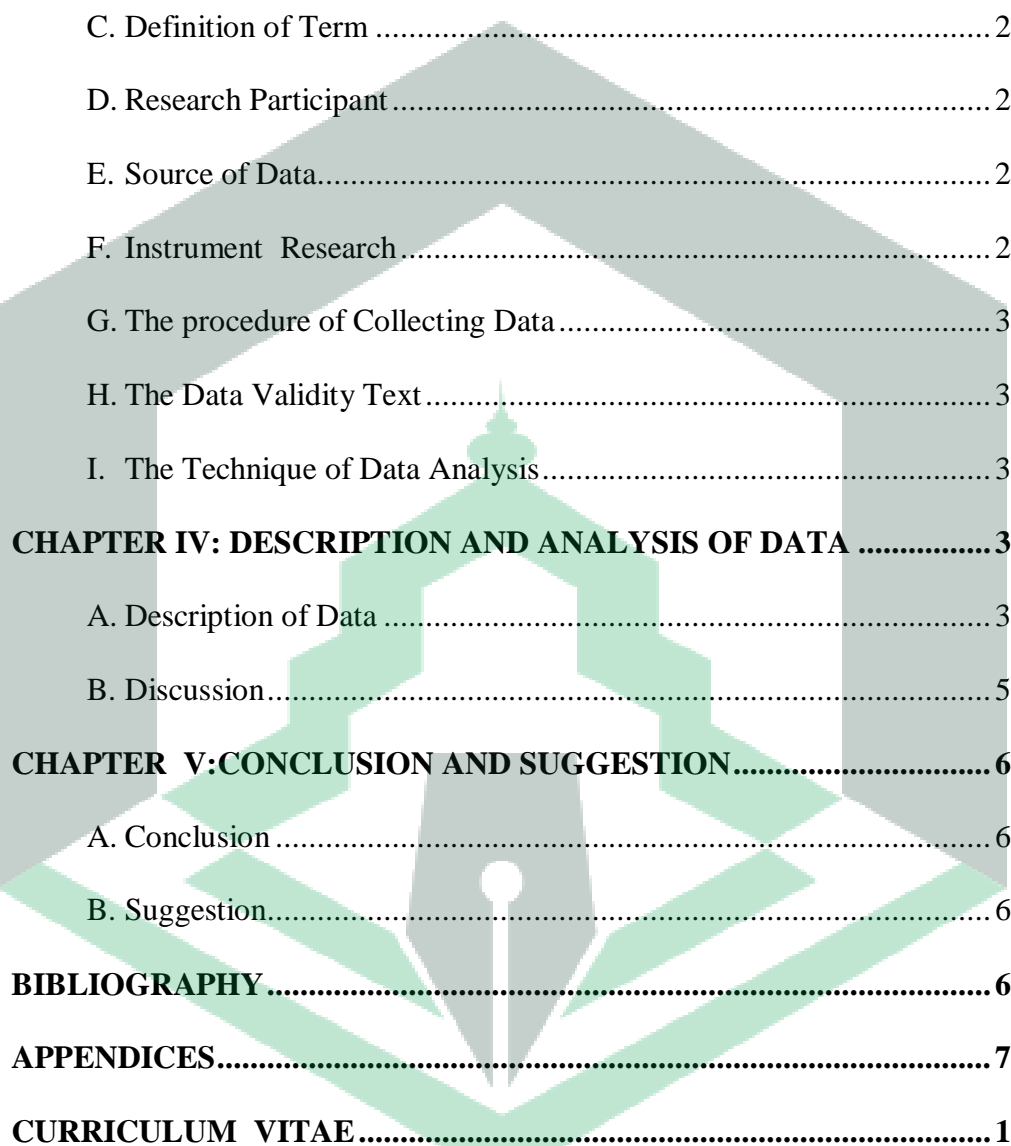


Isar



## LIST OF CONTENT

<b>THESIS COVER .....</b>	<b>i</b>
<b>THESIS TITLE.....</b>	<b>ii</b>
<b>THESIS APPROVAL .....</b>	<b>iii</b>
<b>STATEMENT OF AUTHENTICITY .....</b>	<b>iv</b>
<b>CONSULTANT APPROVAL .....</b>	<b>v</b>
<b>EXAMINER APPROVAL.....</b>	<b>vi</b>
<b>NOTA DINAS PEMBIMBING .....</b>	<b>vii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>viii</b>
<b>LIST OF CONTENT .....</b>	<b>xiii</b>
<b>LIST OF TABLES .....</b>	<b>xiv</b>
<b>LIST OF CHARTS .....</b>	<b>xv</b>
<b>LIST OF APPENDICES.....</b>	<b>xvi</b>
<b>ABSTRACT .....</b>	<b>xvii</b>
<b>CHAPTER I: INTRODUCTION .....</b>	<b>1</b>
A. Background.....	1
B. Research Question.....	4
C. Research Objectives .....	4
D. Research Significance .....	5
<b>CHAPTER II: REVIEW OF RELATED LITERATURE .....</b>	<b>6</b>
A. Previous Studies .....	6
B. Theory Description.....	10
C. Conceptual Framework .....	24



<b>CHAPTER III: METHOD OF THE RESEARCH.....</b>	<b>25</b>
A. Research Design.....	25
B. Focus of Research .....	26
C. Definition of Term .....	27
D. Research Participant.....	27
E. Source of Data.....	28
F. Instrument Research.....	29
G. The procedure of Collecting Data .....	30
H. The Data Validity Text.....	31
I. The Technique of Data Analysis.....	31
<b>CHAPTER IV: DESCRIPTION AND ANALYSIS OF DATA .....</b>	<b>35</b>
A. Description of Data .....	35
B. Discussion.....	53
<b>CHAPTER V: CONCLUSION AND SUGGESTION.....</b>	<b>62</b>
A. Conclusion.....	62
B. Suggestion.....	62
<b>BIBLIOGRAPHY.....</b>	<b>64</b>
<b>APPENDICES.....</b>	<b>70</b>
<b>CURRICULUM VITAE.....</b>	<b>123</b>

## LIST OF TABLES

Table 3.1 The name of Schools .....	27
Table 3.2 About Respondents' Information .....	27
Table 3.3 Table assessment of the Questionnaire.....	30
Table 3.4 Questionnaire Grid .....	31
Table 4.1 Effectiveness of Online Learning .....	34
Table 4.2 Facilities and Infrastructure .....	36
Table 4.3 The Online Learning Process.....	37
Table 4.4 Learning Tools .....	39
Table 4.5 Students' Responses to Learning .....	41
Table 4.6 Percentage of Indicator the Effectiveness of online learning.....	43
Table 4.7 Percentage of Indicator Facilities and Infrastructure .....	43
Table 4.8 Percentage of Indicator the Online Learning Process .....	43
Table 4.9 Percentage of Indicator Learning Process .....	44
Table 4.10 Percentage of Indicator Students' Responses to Learning.....	44
Table 4.11 Percentage of Indicators in Online Learning .....	52

## LIST OF CHARTS

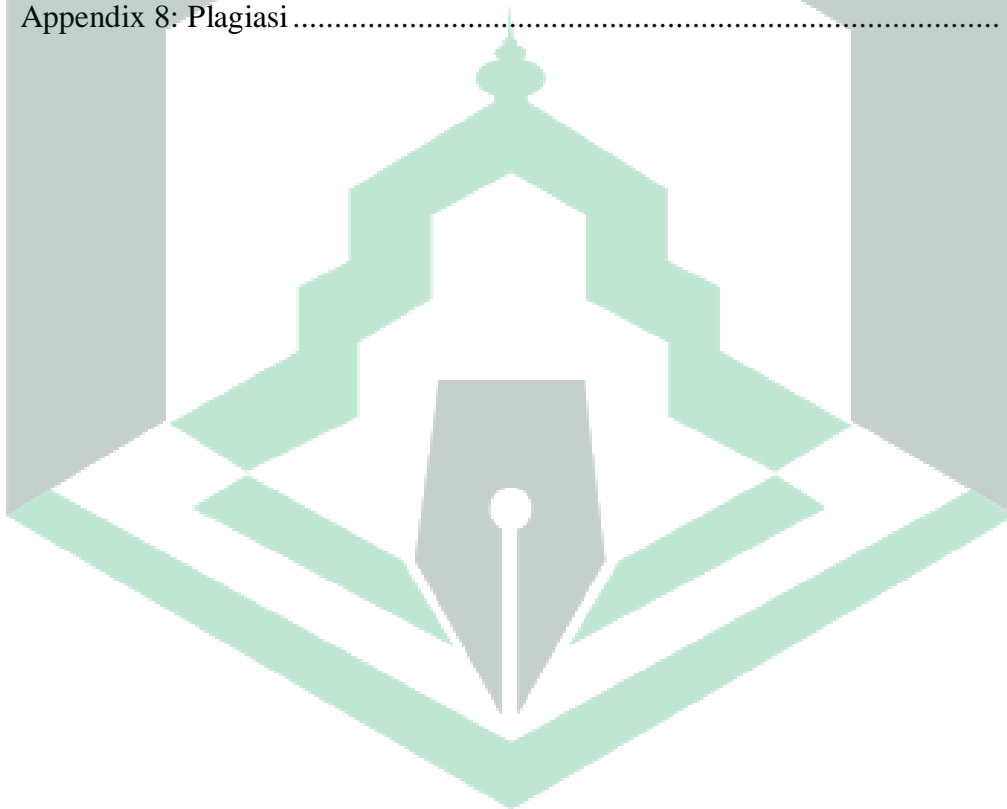
2.1 Conceptual Framework .....	25
--------------------------------	----





## LIST OF APPENDICES

Appendix 1: Surat Izin Meneliti.....	72
Appendix 2 : Lembar Validasi .....	73
Appendix 3: Instrument of questionnaire and Interview .....	75
Appendix 4 : Teacher Responses ( Questionnaire).....	78
Appendix 5: Interview Results .....	98
Appendix 6: documentation .....	111
Appendix 7: surat keterangan selesai meneliti .....	121
Appendix 8: Plagiasi.....	125



## ABSTRAK

**Isar, 2023.** *“The English Teachers’ Perceptions Toward Online Learning In Senior High School In North Luwu.”* A thesis of English Language Education study program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of (IAIN) Palopo, supervised by Andi Tenrisanna Syam and Rusdiansyah.

This research focussed on The English Teachers’ Perceptions Toward Online Learning in Senior High School in North Luwu. The problem question of this research were “what are the English teachers’ perceptions of online learning?; and what obstacles do the teachers face when teaching English through online learning?. The objectives of the research were to find out teachers' perceptions of online learning, and to find the obstacles teachers face when teaching English through the online learning system. The research used descriptive method with qualitative approach. The population of this research was teachers as the sample used by researcher. The instruments in this research were questionnaire and interview. The data analysis technique used for the questionnaire used a statistical percentage formula while the interview used data collection, data reduction, data presentation and drawing conclusions Based on the result of the research conducted on the perceptions of English teachers’ toward online learning. It was found that English teachers' perceptions of online learning were negative and positive, but more dominant to negative. The percentage of positive perception is 49%, while negative perception is 51%. Meanwhile, the obstacles faced in online learning include: unstable network, lack of supporting facilities, economic factors, difficulties in monitoring students. From this research, so it can be concluded that English teachers have a more dominant negative perception of online learning. The impact of my research on the development of teaching English is that teachers are more creative and fun when learning English online so that students are more enthusiastic about learning and don't feel bored.

**Keywords:** English teachers’, online learning, perception.

# CHAPTER I

## INTRODUCTION

### A. Background

Learning activities are carried out in school, where the teachers deliver material directly to students. However, after the spread of the corona virus, the face-to-face learning process has been eliminated and replaced with online learning, which is without direct face-to-face contact between teachers and students, so schools are closed. Because the school environment is a meeting place for hundreds of students, it is the most vulnerable place to spreading disease.<sup>1</sup>Therefore, learning is done online, depending on the needs and conditions required for learning.

According to Fauzy & Nufauziah show that teachers and students cannot carry out teaching and learning activities in the classroom as usual but online.<sup>2</sup> The benefits of online learning include; online streaming, virtual classes, video, animated online text, email, and conference classes, which can do with unlimited participants, and can be paid or free. Nevertheless, the learning method must still be done optimally.

The online method is a learning method that uses a network to communicate, read, and write, which is done at the same time but can be done in one room is not the same by using various kinds of technology and multimedia.

---

<sup>1</sup>wiryanto, "Persepsi Siswa Terhadap Pembelajaran Bahasa Indonesia Daring asa Pandemi Covid-19," *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan Dan Hasil Penelitian* 7, no. 2 (2020): 2, <https://doi.org/10.51836/je.v7i2.274>.

<sup>2</sup>Fauzy & Nurfauziah P, "Kesulitan Pembelajaran Daring Matematika Pada Masa Pandemi COVID-19 Di SMP Muslimin Cililin," *Jurnal Cendekia: Jurnal Pendidikan Matematika* 05, no. 02 (2021): 1463.

Online learning methods do not require a teacher to be present in the same room (classroom) as usual, and teachers can teach anywhere via the Internet. Online learning uses internet networks with accessibility, connectivity, flexibility, and the ability for online learning interactions. It uses to access information anytime and anywhere.<sup>3</sup> It is done at home using WhatsApp Group, Zoom, Google Classroom, Google Meet, or another learning application tailored to each school's capabilities. But what is often used is WhatsApp because WhatsApp is considered easier in the teaching and learning process than other media, and WhatsApp is considered more effective. After all, it does not require high internet speed. Besides, WhatsApp makes it easier for teachers to give and collect student assignments. It is considered the only medium for delivering material during the pandemic. Online confuses some teachers because not all teachers can understand online learning. It is not just material that transfers via the internet; it also includes assignments and questions that send and learning that occurs in the classroom. Teachers must also be able to make learning fun so that students are not bored.

The online learning system raises various perceptions and problems for teachers, who must be active and creative in learning. Another problem faced is the inability to use technology. Not all teachers can use technology learning, such as online learning media.<sup>4</sup> According to Asmuni, teachers face some problems in online learning, namely, the limitations of teachers assessing students through online learning because some students' assignments are done by their parents,

---

<sup>3</sup>Ali Sadikin and Afreni Hamidah, "Pembelajaran Daring Di Tengah Wabah Covid-19," *Jurnal Ilmiah Pendidikan Biologi* 6 (2020): 216.

<sup>4</sup>Ulfa Mey Lida and Ixsir Eliya, "Peran Startup Digital "Ruangguru" Sebagai Metode Long Distance Learning Dalam Pembelajaran Bahasa," *Jurnal Edilingua* v.6 (n.d.): h.6.

making it difficult for the teacher to evaluate the student, teachers and students unprepared for online learning; this is also a problem, where learning previously done directly in the classroom is replaced by learning indirectly or through the network.<sup>5</sup> It happened quickly and suddenly. Finally, some teachers cannot keep up with information and technology-based learning changes.

Based on the existing problem of teachers' perception, perception is a process of learning about interaction through the network. Perception is the process of learning about interaction through the environment. A person's perception has existed through interactions or relationships with other humans since childhood. The teachers' perceptions of learning are their responses to or assessments of the learning process, student learning outcomes, and learning tools. Teachers' perception play a significant role in achieving learning objectives because every teacher observe the object of learning.<sup>6</sup> So, online learning is not done during the pandemic but can also be done afterwards, like now.

In their research, Arifah Prisma Satriningrum & Iin Prasetyo shows teachers' responses regarding online learning, namely the availability of inadequate facilities, infrastructure, differences in learning style, and the process of improving learner development.<sup>7</sup> The research conducted by Elistya Rimawati and Ari Wibowo, in their research, shows that Elementary School as a learning course has positive effects of 0.403 and 0.113. In negative perceptions impact of 0.113, 9.

---

<sup>5</sup>Asmuni, "Problematika Pembelajaran Daring Dimasa Pandemi Covid-19 Dan Solusi Pemecahannya," *Jurnal Penelitian Dan Pengembangan Pendidikan* 4, no. 7 (2020): 281–288.

<sup>6</sup>Halid Hanafi, *Profesionalisme Guru Dalam Pengelolaan Kegiatan Pembelajaran Di Sekolah* (Yogyakarta: Deepublish, 2018):60.

<sup>7</sup>Arifah Prisma Satriningrum and Iis Prasetyo, "Persepsi Guru Dampak Pandemi Covid19 Terhadap Pelaksanaan Pembelajaran Daring Di PAUD," *Jurnal Pendidikan Usia Dini* 5 (2020): 632.

M.<sup>8</sup> The research done by Retno Puji Rahayu & Yanti Wirza stated that the participants had positive perceptions of the usability and convenience of the online learning system during the Covid-19 pandemic. However, more than half of the teachers disagree with the effectiveness. Although teachers face many problems in online learning, they can show the right attitude when using technology to teach online.<sup>9</sup>

Based on the problems above, the researcher is interested in conducting research titled “The English Teachers’ Perceptions Toward Online Learning at Senior High Schools In North Luwu.

### **B. Research Question**

Based on the background of the problem in this study, the researcher formulated the problem as follows.

1. What are the English teachers’ perceptions of online learning?
2. What obstacles do the teachers face when teaching English through online learning?

### **C. Research Objectives**

Based on the formulation of the problem, the objectives of this study are as follows this is :

1. To find out teachers' perceptions of online learning.

---

<sup>8</sup>Elistya Rimawati and Ari Wibowo, “Pengaruh Persepsi Guru Sekolah Dasar Terhadap Minat Menggunakan Internet Sebagai Sumber Belajar,” *Jurnal Sains Dan Informatika*, 4, no. 2 (2018): 78.

<sup>9</sup>Retno Puji Rahayu and Yanti Wirza, “Teachers’ Perception of Online Learning during Pandemic Covid-19,” *Jurnal Penelitian Pendidikan* 20, no. 3 (2020): 392–406, <https://doi.org/10.17509/jpp.v20i3.29226>.

2. To find the obstacles teachers face when teaching English through the online learning system.

#### **D. Research Significance**

The results of this study are expected to have benefits, both from a theoretical and practical perspective.

##### **1. Theoretical Benefits**

This research is expected to make a significant contribution to the understanding of teachers' perceptions of online learning, especially in learning English

##### **2. Practical Benefits**

###### **a. For teachers**

It is hoped that this research will provide an opportunity for teachers to develop an understanding of their own experiences and perceptions regarding online learning. This can help teachers understand themselves better as educators, evaluate teaching methods used and can contribute to increasing the effectiveness of online learning

###### **b. For next researcher**

It is hoped that future researchers can research other areas to learn more about teacher perceptions of online-based learning and use more samples.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous studies

Some researchers who are relevant to this research are;

Nursalina & Fitrawati, in their research entitled, *EFLTeachers' Perceptions Online English Learning Activities During The Covid-19 Pandemic At High Schools In Padang*.<sup>10</sup> Their research used quantitative approach with questionnaire to explore English teachers' perceptions of online learning activities during the Covid-19 pandemic in Padang. The result of this study shows that most teachers have relatively positive perception of online learning activities, while some teachers have negative perceptions. Specifically, 1 teacher (2.38%) have a significantly negative perception, 9 teachers (21.43%) have less positive perceptions, 23 teachers (54.76%) have relatively positive perceptions, and 4 teachers (9.52%) had a highly positive perception. The highest frequency is 54.76%, indicating a moderately positive category. Thus, the teacher's perception of online learning is quite positive—the difference between this research that the author will do from the research method. Nursalina & Fitrawati use quantitative methods in their research, while this study uses qualitative methods

---

<sup>10</sup>Nursalina and Fitrawati, "EFL Teachers' Perception on Online English Learning Activities during the Covid-19 Pandemic at High Schools in Padang," *Journal of English Language Teaching* 10, no. 2 (2021): 204.



Hermansyah & Aridah's research is entitled "Teachers' Perception Toward the Challenges in Online English Teaching During Covid-19."<sup>11</sup> They shows that English teachers faced several obstacles in online learning. The study used a descriptive qualitative approach with three English teachers volunteering from SMK Nusantara Balikpapan. Data was collected through in-depth interviews and analyzed using thematic analysis. The analysis revealed challenges such as teachers' unfamiliarity with online teaching methods, difficulties using applications or platforms as teaching media, teachers' lack of knowledge in online teaching, scheduling issues, teacher and student motivation, and plagiarism. Recommendations to overcome these challenges include providing training to enhance teachers' online teaching skills, creating a conducive online learning environment, and implementing plagiarism detection tools. The difference between this research and what the author will do. Hermansyah & Aridah, in their research, only one school, namely SMK Nusantara Balikpapan, while, in this study, some schools in North Luwu.

Fergina & Paula, in their research entitled "Teachers Perceptions of Online Learning In The Pandemic Era".<sup>12</sup>The research involved ten English teachers and used a questionnaire distributed through Google form. Findings showed that 90% of teachers preferred face-to-face learning due to difficulties in direct interaction and internet access problems. However, online learning became essential to

---

<sup>11</sup>Hermansyah and Aridah, "Teachers' Perception toward the Challenges in Online English Teaching during Covid-19 Pandemic," *Indonesian Journal of EFL and Linguistics* 6, no. 1 (2021): 63, <http://dx.doi.org/10.21462/ijefl.v6i1.342>.

<sup>12</sup>Fergina Lengkoan and Paula Audry Rombepajung, "Teachers' Perception of Online Learning in The Pandemic Era," *Jurnal Lingua Idea* 13, no. 1 (2022): 1–11, <https://doi.org/10.20884/1.jli.2022.13.1.4301>.

prevent the spread of Covid-19. Teachers were challenged to be creative and active in online teaching, emphasizing stable internet, accessible platforms, and efficient online socialization. The difference between this research that the authors will do from data collection. Fergina & Paula use a questionnaire, while this study uses interviews and questionnaires.

Puja and Ratnamida's research entitled “ An Analysis of Teachers and Students’ Perceptions Toward Online English Teaching and Learning During A Covid-19 Pandemic at Senior High School in Torgamba, Labuhanbatu Selatan, North Sumatra”.<sup>13</sup> The research uses an online questionnaire with 15 statements for teachers and 27 for students, employing a descriptive design. The findings revealed that many teachers had a positive outlook on online English learning, citing its ease and students' increased independence. The average score for teachers' perceptions was 2.57, indicating their preference for conventional teaching in the future despite the convenience of online methods during the pandemic. Similarly, most students viewed online English learning positively, with an average score of 2.54, appreciating its simplicity and ability to foster a self-learning attitude. However, they also encountered some challenges in applying their learning. The difference between this research and what the authors will do from the respondent. Puja & Ratnamida use teachers and students in their research, while this study only uses English teachers.

---

<sup>13</sup>Puja Adelia Harahap and Ratmanida, “An Analysis of Teachers and Students’ Perceptions toward Online English Teaching and Learning during a Covid-19 Pandemic at Senior High School in Torgamba, Labuhanbatu Selatan, Sumatera Utara,” *Journal of English Language Teaching* 10, no. 3 (2021): 374, <https://doi.org/10.24036/jelt.v10i3.113209>.

Ani Yani, in her research entitled “English Teachers’ Perceptions of The Quality of Online Learning.”<sup>14</sup> Her research shows that, in general, teachers consider online learning to be positive enough to implement. The data for this study is survey responses from 100 English teachers at primary, secondary, and tertiary levels from 12 cities in Indonesia. The data are analyzed using quantitative and qualitative descriptive methods. The findings show that teachers generally consider their online learning quite effective. This evaluation is based on the eight common standards of online course evaluation from quality matters. Measures evaluating course overview, learning objectives, course technology, learner support, and accessibility are effective. Assessment and interaction are deemed ineffective. Since this study investigates the quality of online learning based on the instructor's perspective, it does not reflect the quality teaching-learning process as a whole. The difference between this research and what the author will do. Ani Yani uses a survey of 100 English teachers at primary, secondary, and tertiary levels from 12 cities in Indonesia in her research. In this study, she only uses English teachers at Senior High Schools in North Luwu.

The difference between this research and previous research is that the above research is about teacher perceptions of online learning during pandemic, while this research is about teacher perceptions of online learning during and after pandemic, and the obstacles experienced by teachers during online learning in North Luwu. This research is conducted to see the responses and obstacles experienced by teachers to online-based.

---

<sup>14</sup>Ani Yani, “English Teachers’ Perception on the Quality of Online Learning during Covid-19,” *JELTL (Journal of English Language Teaching and Linguistics)* 6, no. 2 (2021).

## B. Theory Description

### 1. Teachers' Perceptions

#### a. Perception

##### 1) Definition of perception

According to Zafira, perceptions come from the word "perception," which means experience, observation, simulation, and sensing. Perception is an experience of objects, events, or relationships obtained by inferring information and interpreting messages.<sup>15</sup> This definition explains that there is a response that can be received and taken by humans when giving a perception of something. Meanwhile, according to Wahyuni, perception is the process of obtaining a stimulus by an individual through the sensory organs or called sense. The simulation will be continued, and the following process is the process of perception.<sup>16</sup> So, perception involves the relationship between humans and their environment, how they understand and interpret the stimulus in their environment using the knowledge they have. After the individual perceives the objects in his environment, he processes the result of his sensing. He feels about the things head serves because everyone has a different point of view in assessing something, so this distinguishes one person's perception from another.

---

<sup>15</sup>Zafira NH, "Persepsi Mahasiswa Terhadap Perkuliahan Daring Sebagai Sarana Pembelajaran Selama Masa Karantina Covid-19," *Jurnal Bisnis Dan Kajian Strategi Manajemen*, 2020.

<sup>16</sup>Mailana. Dhea, Wahyuni, "Persepsi Masyarakat Terhadap Berita-Berita Covid19 Di Media Sosialfacebook (Studi Desa Sungai Puar Kecamatan Mersam Kabupaten Batanghari)." (Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, 2021).

## 2) Types of perception

According to Rare and Surdin, a type of perception is a view based on assessing an object that occurs anytime and anywhere if a stimulus has affected it. There are two types of perception, namely, positive perception and negative perception.<sup>17</sup>

### a) Positive perceptions

Positive perception occurs when the perceived object follows the appreciation and can be accepted rationally and emotionally, so humans will perceive positively or tend to like and respond according to the perceived.

### b) Negative perception

Negative perception occurs if it is not by appreciation. Then the perception is negative or tends to stay, reject, and respond oppositely to the object of perception.

Apart from positive and negative perceptions, there are also other types of perception. This type of perception is a person's response to something in the form of an assessment, including:

#### 1) Good perception

Good perception occurs when someone judges something to have value, truth, or expected value that gives satisfaction. Something is considered a truth if it is following existing norms and rules.

---

<sup>17</sup>Melvin Alfagusya Rare and Surdin, "Identifikasi Obyek Wisata Pantai Tanjung Kayu Angin Di Desa Liku Kecamatan Samaturu Kabupaten Kolaka," *Jrnal Pendidikan Geografi* 1, no. 1 (2017): 4.

## 2) Bad perception

Bad perceptions occur when someone judges something that is not good, not as it should be, imperfect, substandard, lacking in value, insufficient, vile, evil, and immoral.

Thus, it can be said that positive and negative perceptions will always affect a person in taking action, and the emergence of positive or negative perception depends on how the individual describes all their knowledge about a perceived object.

Meanwhile, According to Irwanto et al., there are two types of perception: positive and negative.<sup>18</sup>

### a) Positive perception

Positive perception is an assessment of an individual against an object or information with a positive view or by what is expected from the perceived object or existing rules. The cause of a person's positive perception is due to individual satisfaction with the object that is the source of perception, individual knowledge, and individual experience of the perceived object. This way, the recipient of the message can accept the message conveyed, So positive perception is a view that follows a his personality.

### b) Negative perception

A negative perception is an understanding of an object or information with an opposing view contrary to what is expected from the perceived object or existing rules. The cause of emergence of negative perceptions can arise due to

---

<sup>18</sup>MA. Dr. Irwanto, S.Pd.T. et al., *Psikologi Sosial Suatu Pengantar*, ed. M. Sos. Daeng Sani Ferdiansyah (Media Sains Indonesia, 2022).

individual dissatisfaction with the object that is the source of perception, individual ignorance, and the absence of individual experience of the perceived object and the opposite. So, negative perception is a view that is not following his personality.

So, from the above opinion, it can be concluded that the type of perception is divided into two types, namely, positive perception and negative perception.

- 1) Very good perception is an excellent view or opinion of an object.
  - 2) Good perception is good news or opinion of an object.
  - 3) Fair perception is a good view or opinion of an object.
  - 4) Perception is not a good view or opinion that is less towards an object.
  - 5) A bad perception is a bad view or opinion of an object.
- 3) Factors of the perception.

The process of forming perceptions shows that individuals are influenced by various stimuli received by their minds, giving rise to a mindset towards phenomena. According to Thoha in Erlina Sulistyawati, the factors that influence a person's perceptions are as follows:<sup>19</sup>

a) External factors

Factors include family, school, society, information from various media, observed culture, and knowledge from the surrounding environment.

b) Internal factors

These are factors that come from within, such as learning motivation. The focus is attention, psychological response processes, gender, individual behavior,

---

<sup>19</sup>Erlina Sulistyawati, "Persepsi Siswa Terhadap Pembelajaran Daring Pada Mata Pelajaran Bahasa Indonesia Di Madrasah Aliyah Negeri 2 Surakarta" (Institut Agama Islam Negeri., 2020).

inner values, modesty, desires, ideals, and expectations. The perception factors of each person are not the same from one to another and affect individual objects, and these objects are the same perceiving a stimulus. Even though the situation is the same, the perception of one person with another will be different. These differences can be seen in a person's personality, attitudes, and inspiration, which occur within the individual and are influenced by experience, learning process, and knowledge.

#### 4) Perception process

According to Hadi, perception occurs through the following stages:<sup>20</sup>

- a) The first stage, the natural or physical process, is where the human senses capture stimuli.
- b) The second stage, the psychological process, is the process in which stimuli received by receptors (sensory organs) are transmitted.
- c) The third stage, known as the psychological process, is the process of increasing individual awareness of the stimulus received by a receptor.
- d) The fourth stage from the perception process through responses and behaviour.

The process of forming perceptions starts with an object that causes a stimulus that the sensory organs or receptors and attention as a plan to hold a perception that directs or focuses a person's activities aimed at something or a group of objects.

---

<sup>20</sup>Suprato.Arifin Hadi, "Analisis Faktor Yang Mempengaruhi Persepsi Mahasiswa Untirta Terhadap Keberadaan Perda Syariah Di Kota Serang," *Jurnal Pendidikan Komunikasi Dan Opini Publik*. 21 (2017).



## b. Teachers

### 1) Definition of teacher

A teacher is a person who impacts knowledge on students. Then the teacher, in the view of the community, is a person who carries out education in certain places. Not necessarily in formal educational institutions, but it can also be in a mosque, a musholla, and at home.<sup>21</sup>While supari, in his book entitled "Teacher Performance," explains the definition of teachers according to the law of the Republic of Indonesia number 14 of 2005 concerning teachers and lecturers, that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students early childhood education, primary education, and secondary education formal education channels.<sup>22</sup> A professional teacher must have a diploma, be physically and mentally healthy, fear god almighty, have good behaviour, be responsible, have a national spirit, be fair, patient, willing to sacrifice, master the material taught, be creative and broad-minded, because a teacher is an example for his students, so being a teacher must have a good personality.

Based on the above understanding, teachers or educators play the most role in creating the teaching and learning process. As learners, we must also respect teachers because teachers are parents at school who educate and guide and teach knowledge.

---

<sup>21</sup>Syaiful Bahri Djamarah, *Guru Dan Anak Didik Dalam Interaksi Edukatif: Suatu Pendekatan Teoretis Psikologis* (Jakarta: Rineka Cipta, 2010).;31

<sup>22</sup>Supardi, *Kinerja Guru* (Jakarta: RajaGrafindo Persada, 2014).

## 2) Teacher's duties

There are some duties of a teacher, namely:<sup>23</sup>

- a) Teaching, which is creating a learning process, includes mastering teaching materials, planning learning programs, implementing, leading, managing the learning process, and assessing learning activities.
- b) Guiding, namely, guiding students in solving academic and non-academic problems.
- c) Administrators, namely those managing schools and classrooms, utilize the procedures and mechanisms of such management to launch their duties.

A teacher is tasked with guiding, serving, directing, helping, and motivating. The teacher's duties must be carried out not only related to his formal duties as a teacher. Still, they must be sincere and fully dedicated to his teaching duties.

## 3) The role of the teacher

Teachers have an essential role in education. After understanding what the duties and responsibilities of a teacher are, we will understand what the teacher's position of the teacher is for students. The part of the teachers is as follows:<sup>24</sup>

- a) As a teacher, teaching knowledge to students.
- b) As an educator, it is namely educating students to have good behaviour.
- c) As a guide, they are directing students to stay on the right path according to educational goals.
- d) As a motivator, it provides motivation and enthusiasm to students in learning.
- e) As an administrator, records the progress of his students.

<sup>23</sup>Erjati Abas, *Magnet Kepemimpinan Kepala Madrasah Terhadap Kinerja Guru* (Jakarta: Gramedia, 2017).;hal 27

<sup>24</sup>Dewi safitri, *Menjadi Guru Profesional* (Pt:Indragiri Dot Com, 2019).;hal 21

- f) As an evaluator, evaluating the learning process of his students.
- g) As an inspirer, inspiring students to have a goal in the future.

The role of a teacher in the world of education, Not only in teaching knowledge, but teachers also often become role models for their students. In our society, the assessment of a teacher is only teaching. The role of a teacher is not only training in the sense of only transferring knowledge, but the part of the teacher is also to educate students to become themselves.

## 2. Online learning

### a. Definition of online learning.

Online learning is well-known in the community, and academics use the term online learning. Another prevalent word is distance learning. Online learning occurs in a network where the teacher and the taught do not meet face-to-face meetings between teachers and students. However, learning is done via the Internet.<sup>25</sup> It is a challenge for a teacher because, in these conditions, the teacher must also manage and design learning media (online media) to achieve learning objectives and prevent or anticipate student boredom in the online learning model.

Meanwhile, according to Pratomo, online learning can combine several learning resources such as documents, images, videos, and audio using electronics such as computers, laptops, and cellphones. Students can utilize these learning resources by viewing or reading.<sup>26</sup> So, online learning is an effective learning process during the pandemic because learning can still be done face-to-

---

<sup>25</sup>Pohan Efendi.Albert, *Konsep Pembelajaran Daring Berbasis Pendekatan Ilmiah*. (Jakarta: Cv. Sarnu Untung, 2020).

<sup>26</sup>Pratomo C, “Analisis Efektifitas Pembelajaran Daring Terhadap Hasil Belajar Pendidikan Olahraga Selama Pandemi Covid-19 SMK SMTI Bandar Lampung (Doctoral” (Doctoral dissertation, Universitas Teknokra, 2021).

face, anytime, as long as your Android or laptop is connected to the internet. Online learning or distance learning aims to meet educational standards through information technology using computers or devices that can connect teachers and students in one network. Through the utilization of technology, learning can still be carried out correctly.

Some applications that can be used as online learning media include:

#### 1) Zoom

Zoom is a communication application using video. The app can be used on various mobile devices, from desktops to phones and room systems. Carrying out learning activities with the Zoom cloud meeting application is easy for teachers to meet with students through a glass screen. Teachers can conduct learning activities face-to-face in the classroom.<sup>27</sup>

#### 2) Google Classroom

According to Hakim, Google Classroom is an internet-based service provided by Google as an online learning media designed to assist teachers in creating and distributing assignments to students paperlessly.<sup>28</sup> Google Classroom is used to maximize the process of delivering material to students but is done online so that the material can be provided as a whole.

#### 3) Google meets

Google Meet, such as Google Classroom, is part of the online learning media provided to facilitate learning, which allows teachers and students to meet

---

<sup>27</sup>Muhammad Mastur, “Upaya Guru Dalam Pelaksanaan Pembelajaran Daring Pada Masa Pandemi Covid-19,” *Jurnal Pendidikan Madrasah Ibtidaiyah* vol 2 (2020): hal.77.

<sup>28</sup>Hakim, “Efektifitas Penggunaan E-Learning Moodle, Google Classroom Dan Edmodo,” *I-STATEMENT 2* (2016): 1–6.

face-to-face through a gadget or computer screen and greet each other through voice.

#### 4) WhatsApp

WhatsApp is an application used to have a conversation using text, voice, and video. WhatsApp to say connect with family and friends anytime and anywhere. WhatsApp is active but has not been sent and read by the message's recipient so that we, as the teacher, can monitor active and inactive students.<sup>29</sup> WhatsApp is the most widely used application for communicating via the Internet.

#### b. Characteristics of online learning

According to Mustofa et al., the characteristics of online learning include the following :<sup>30</sup>

- 1) Teaching materials are presented in text, graphics, and various multimedia elements.
- 2) Communication is simultaneous and asynchronous, such as through video conferencing, chatting, or discussion forums.
- 3) They use for learning at virtual times and places.
- 4) Various elements of CD-ROOM-based learning can be used to enhance learning communication.
- 5) Teaching materials are relatively easy to update.

<sup>29</sup>Iman ja'far Shodiq and Husniyatus Salamah, "Pemanfaatan Media Pembelajaran ELearning Menggunakan Whatsapp Sebagai Solusi Ditengah Penyebaran Covid-19 Di Mi NurulhudaJelu," *Jurnal Studi Keislaman*, no. 6 (2020).

<sup>30</sup>Sayekti, Chodzirin, and Mustofa, "Formulasi Model Perkuliahan Daring Sebagai Upaya Menekan Disparitas Kualitas Perguruan Tinggi (Studi Terhadap Website Pditt.Belajar.Kemdikbud.Go.Id)," )" *WJIT: Walisongo Journal of Information Technology* 1 (2019), <https://doi.org/doi: 10.21580/wjit.2019.1.2.4067>.

- 6) Increase interactions between students and facilitators.
- 7) Enable formal and informal forms of learning communication.
- 8) You can use a variety of learning resources on the internet.

Meanwhile, according to Tofan, about the characteristic of online learning.<sup>31</sup>

- 1) It uses a variety of media to communicate, which conduct remotely.
- 2) The interest in learning is carried out electronically, where the learning process can be accessed by students anytime and anywhere by utilizing information packages based on communication and information technology.
- 3) The process makes teaching materials developed as learning resources and packaged based on information and communication technology.
- 4) It can conclude that the characteristics of online learning are learning by using various electronic media and communication media on a learning website that can do anytime and anywhere for learning purposes.

#### c. Advantages and disadvantages

According to Mela Azizah, each learning process must have advantages and disadvantages, especially in the current learning process. There are some advantages and disadvantages of online learning, including:<sup>32</sup>

- 1) Advantages of online learning
  - a) Online learning can train teachers' skills
  - b) Teachers can use technology media
  - c) Teachers can develop effective learning plans

<sup>31</sup>Tofan Stofiana, “Persepsi Guru Bahasa Indonesia Tentang Belajar Daring Akibat Dampak Pandemi Covid-19 Di SMP Negeri 12 Baubau,” *JEC (Jurnal Edukasi Cendekia)*, 2021.

<sup>32</sup>Mela Aziza and Zurya Tina Hasanah, *Mathematics Teachers' Questioning Activity In Online Learning During Covid-19 Pandemi*, ed. Haris Mustakim (Syiah Kuala University Press, 2022), 5.

- d) The teacher can unite the perception and concentration of children who are far from each other
- e) Encouraging cooperative parent-teacher relationships for the sake of the education of a student.

## 2) Disadvantages of online learning

- a) Distance learning is considered less active.
- b) The ability to master technology for young teachers is effortless, but it is challenging to understand the technology for elderly teachers.
- c) The assignments are sometimes not completed by the students but by their parents.
- d) Teachers are increasingly tasked with preparing materials, assignments, and reports.

## 3. Teacher obstacles in online learning

Obstacles faced in implementing online education are the readiness of human resources (readiness for teachers or educators), lack of clear direction from the local government, the absence of an appropriate curriculum, limited facilities, infrastructure, especially technology support and internet networks. The following are obstacles faced by educators in implementing online learning.

- a. Have limited internet access.

The internet is not yet even distributed throughout the country. Not all educational institutions, both elementary and secondary schools, can enjoy the

Internet. If there is an internet network, the condition is still not good.<sup>33</sup> Online learning cannot be separated from the internet network because internet connection is one of the obstacles teachers and students face. Residents who cannot access the internet or who live in remote villages, so online cannot be appropriately implemented.

The internet connection is significant in implementing online learning. If the internet network is unstable, the teacher cannot send material to students, so the given material is received late. Likewise, with the use of devices, every teacher must have and be able to operate an appliance that online learning can carry out.

b. Limitations of technology management

Most teachers use WhatsApp groups to implement and monitor online learning. Teachers can send various task document formats using the WhatsApp applications, including MsWord, Ms Power point, video links, and voice messages. The WhatsApp group is the only application used to support online learning.<sup>34</sup> Whereas if teachers are given training, it can indirectly broaden teachers' knowledge about what application or social media can be used to support online learning. So the implementation of online education does not use only one application but can vary.

c. The student learning process cannot be seen directly by the teacher

Online learning activities make it difficult for teachers to monitor learning and student learning outcomes. It causes a decrease in student learning outcomes

---

<sup>33</sup>Rizqon Halal Syah Aji, "Dampak Covid-19 Pada Pendidikan Di Indonesia, Sekolah, Keterampilan, Dan Proses Pembelajaran' .," *Jurnal Sosial Dan Budaya*, 7, no. 5 (2020): 397.

<sup>34</sup>Fieka Nurul Arifa, "Tantangan Pelaksanaan Kebijakan Belajar Dari Rumah Dalam Masa Darurat Covid-19", *Jurnal Masalah -Masalah Sosial* 12, no. 7 (2020): 15.



and not a few end up dropping out. Due to limited digital skills, teachers cannot see student learning progress.

d. Lack of supporting facilities for online learning.

Such as the presence of, students who do not have a handphone, laptop, or computer and lack internet network access ( quota ) adequate, then some students are less active in learning and students saturation in the teaching and learning process, so students feel unenthusiastic and lazy in taking online learning.<sup>35</sup>

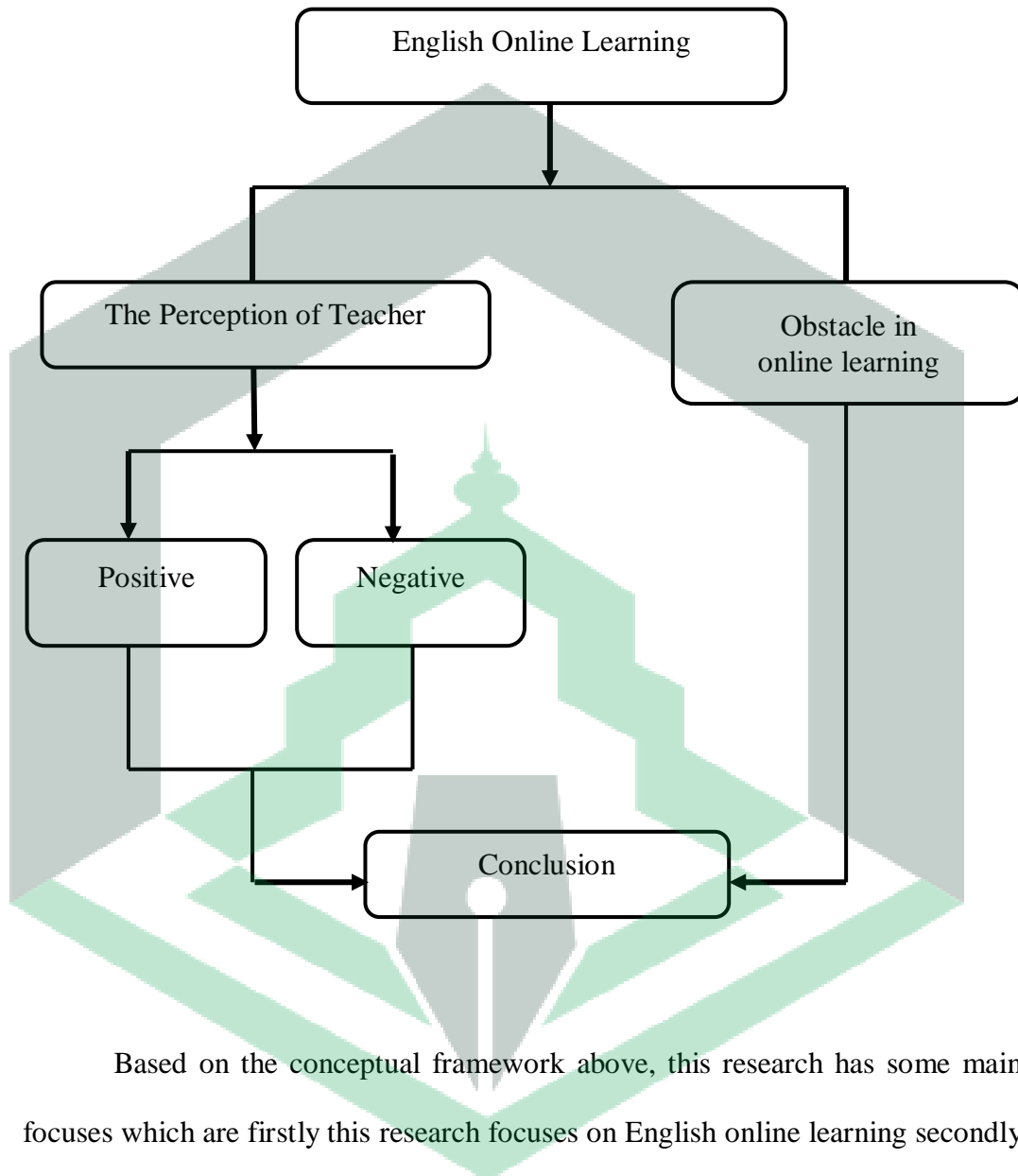
Various problems teachers and students face must increase creativity and ability to master learning technology by searching for suitable learning models, and government also participates in overcoming learning problems. Teachers must be able to process online classes to the fullest.

---

<sup>35</sup>Jamila, Ahdar, and Emmy Natsir, "Problematika Guru Dan Siswa Dalam Process Pembelajaran Daring Pada Masa Pandemic Di UPTD SMP Negeri1 Parepare," *Pendidikan Sosial Dan Budaya* 3, no. 2 (2021): 107.

### C. Conceptual Framework.

The conceptual framework in this research is as follows:



Based on the conceptual framework above, this research has some main focuses which are firstly this research focuses on English online learning secondly English Teachers' Perception, the researcher will explore English teachers' views and opinions related to online learning. Questions such as whether they perceive online learning as positive or negative then the research will identify the obstacles and challenges that English teachers face in online learning.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Methods

The research used a qualitative. Qualitative research intends to understand the phenomenon experienced by the research subject, for example, behaviour, perception, motivation, action, and others, using descriptions in the form of words and language in a particular natural context and utilizing various natural methods.<sup>36</sup>

According to Fitrah and Luthfiah, qualitative research is a research procedure that used descriptive data in the form of written or spoken from people or actors that can be observed in this study, and the researcher used qualitative research to find out perceptions of English teachers towards online learning in SMAN in North Luwu.<sup>37</sup>

#### B. Focus of Research

The focus of the research determined by the researcher is useful for limiting an object of research so that the researcher's focus does not widen. This research focus is intended to limit qualitative studies as well as limit research in order to choose which data is relevant and which is not relevant. This research focuses on how English teachers' perceptions towards online learning at SMAN in North Luwu and the obstacles faced during online learning.

---

<sup>36</sup>Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif* (Jakarta: Kencana, 2011).hal 174

<sup>37</sup>M. Fitrah and Luthfiah., *Metodologi Penelitian; Penelitian Kualitatif, Tindakan Kelas & Studi Kasus* (Sukabumi: CV Jejak., 2017).hal 44

### C. Definition of Term

Based on the background above, there are terms in this study, so some critical terms are defined, which are the primary subject matter, essential terms that are the main subject matter, namely :

#### 1. Perception

According to Asrori in Dzul Fahmi, perception is an individual process of interpreting, organizing, and giving meaning to stimuli that come from the environment in which the individual is located, which comes from the process of learning and experience.<sup>38</sup>

#### 2. Teacher

The professional teacher is tasked with planning and implementing the learning process, teaching, guiding, and training students so that they have the ability and skills to continue at a higher level.<sup>39</sup>The teachers referred to in this research are English teachers at Senior High School in Luwu Utara.

#### 3. Online learning

Online learning is distance learning that is conducted indirectly or without face-to-face meetings.<sup>40</sup>

---

<sup>38</sup>Dzul Fahmi, *Persepsi Bagaimana Sejatinnya Persepsi Membentuk Konstruksi Berpikir Kita* (Anak Indonesia Hebat, 2020),180

<sup>39</sup>Khusnul Warda, *Guru Sebagai Profesi* (Yogyakarta: Deepublish, 2019),.109

<sup>40</sup>Andri Kurniawan et al., *Digitalisasi Sebagai Pengembangan Model Pembelajaran* (Get Press, 2022),.75

#### D. Research Participant

There are 18 Senior High Schools in North Luwu, and only three schools in North Luwu became the research sample because those schools have the most respondents than others. The technique sample in this research used purposive sampling. This technique is used because of considerations and certain conditions a researcher sets in determining the response or subject to social situations under study.<sup>41</sup> The sample in this study amounts of English teachers in senior high Schools in North Luwu. The three schools that were sampled in this study, namely:

**Table 3.1 The names of School**

No	School Name	Amount
1	SMAN 1 LUWU UTARA	3
2	SMAN 4 LUWU UTARA	4
3	SMAN 8 LUWU UTARA	3

**Table 3.2 Fill in the table below about respondents' information.**

No	Initial	Gender	Age	How many years of teaching inggris	Last education	Never or ever blended learning training
1	FC	F	49	20	S1	Ever
2	HR	F	40	17	S1	Ever
3	NH	F	39	13	S1	Ever
4	SF	F	53	23	S1	Ever
5	HN	F	39	15	S1	Ever
6	RH	F	48	16	S1	Ever
7	RK	F	31	8	S1	Ever
8	AS	F	36	11	S1	Ever
9	DW	F	31	8	S1	Ever
10	RS	F	40	16	S1	Ever

<sup>41</sup>Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabet, cet 1, 2019), hal 400

## E. Source of Data

The source of data in qualitative research can come from many sources such as interviews, observations, documents and audio-visual information. There are <sup>42</sup>two kinds of data sources as follows:<sup>43</sup>

### 1. Primary data

Primary data is data collected directly by researchers from questionnaires, interviews and documentation. In this study, primary data was obtained from questionnaires and interviews.

### 2. Secondary data

Secondary data is data collected from other sources. This data is not directly perceived by researchers from research subjects. Secondary data from this study or data to complement primary data. These data are taken from documentation

## F. Instrument the Research

The research instruments were tools selected and used by researcher in their activities to collect data so that these activities become systematic and easy.<sup>44</sup> The research instruments used in this study are:

### 1. Questionnaire sheets

The researcher complies with an instrument in the form of some statement items, and the questionnaire is used to obtain information/ data that respondents will answer. The questionnaire in the study relates to teacher perceptions of online

<sup>42</sup>Creswell Jhon W, *Penelitian Kualitatif & Desain Riset* (Yogyakarta: Pustaka Pelajar, n.d 2014).

<sup>43</sup>Mulyadi, *Sistem Informasi Akuntansi* (Jakarta: Salemba Empat, 2016).hal 144.

<sup>44</sup>Arikunto Suharsimi, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 2013).

learning: effectiveness, facilities and infrastructure, online learning process, teacher and student response, and learning tools. In this study, the answer to each item uses a Likert scale. The scale in this study uses four categories, namely: strongly agree(SS), agree(S), disagree(TS), and strongly disagree(STS). The questionnaire consists of 20 items.

**Table 3.3 Questionnaire Grid.**

No	Aspect	No. Item
1	Effectiveness of online learning	1,2,3,4,5
2	Facilities and infrastructure	5, 7
3	The online learning process	3, 9, 10, 11, 12, 13
4	Learning Tools	14, 15, 16
5	Students' Responses to Learning	17, 18, 19, 20
Total		

## 2. Interview guidelines

The interview guideline instrument prepare by making a list of questions that will be asked to the teacher to interview so that the interview process directs the object under study. The interview guideline in this study contains a list of questions related to the obstacle teachers face in online learning. The interview were conducted openly, where the informant knows the researcher's presence officially by the scheduled agreement in conducting interviews at the research location. The recording is carried out using divide or writing directly after the interview. The interview in this study is a structured interview sheet, where each respondent was given five questions.

## G. The Procedure of Collecting Data

In collecting data, researcher carried out some procedures, namely:

### 1. Questionnaire

The questionnaire is a data collection technique that gives statements or questions to respondents to answer. The questionnaire is an efficient data collection technique when the researcher knows the variables to be measured and what the respondents can expect. The researcher gave 20 statements or questions to the teacher.

### 2. Interview

According to Sukmadinata, an interview is a data collection technique widely used in qualitative descriptive research. An interview was conducted orally in face-to-face meetings, and each intended to obtain data from individuals shown individually.<sup>45</sup> The interview in this study was a structured interview sheet, where each respondent is given five questions and the researcher records it.

### 3. Documentation study

A documentation study is a way to obtain the necessary data through data that is already available or in the form of documents, usually in the form of statistical data, activity agendas, historical records, photographs, and other things related to the research.

---

<sup>45</sup>Sukmadinata NS, *Metodologi Penelitian Pendidikan Bandung* (Bandung: PT Remaja Rosdakarya Offset, 2012).



## H. The Data Validity Test

The data validity test in qualitative research aims to determine the credibility of the data collected during the research. The techniques used in researchers are source triangulation techniques and technical triangulation.<sup>46</sup>

1. Source triangulation is a technique of checking the credibility of data which is done by checking the data obtained through some sources.
2. Triangulation technique, which is a technique for checking the credibility of data done by checking data to the same source with different techniques with different techniques.

## I. The Technique of Data Analysis

Data analysis is carried out after data from all respondents or sources collect. Data analysis techniques in qualitative research using statistics.<sup>47</sup>

### 1. Analysis of Teachers' Perceptions

The technique of data analysis in this study uses statistical percentage formula. The technique of data analysis uses to carry out using a questionnaire sheet based on the Likert scale. The Likert scale measures a person or group's perceptions, attitudes, or opinions regarding an event. There are four ratings in this study:

---

<sup>46</sup>Andi Prastowo, *Panduan Kreatif Membuat Bahan Ajar Inovatif* (Yogyakarta: Diva Press., 2014).H.269

<sup>47</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D. Bandung* (Bandung: CV. Alfabeta, n.d 2019.).H.241

**Table 3.4 Table assessment of the Questionnaire**

Description	Score	
	+	-
Strongly agree (SS)	4	1
Agree(s)	3	2
Disagree(TS)	2	3
Strongly disagree(STS)	1	4

Based on the assessment table above, then determine the positive and negative perceptions of teachers.

The data found based on the results using a questionnaire analyzed using the Likert scale are sought for their percentage using simple statistical formula or percentage formula, namely:

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

Where:

P = number percentage sought

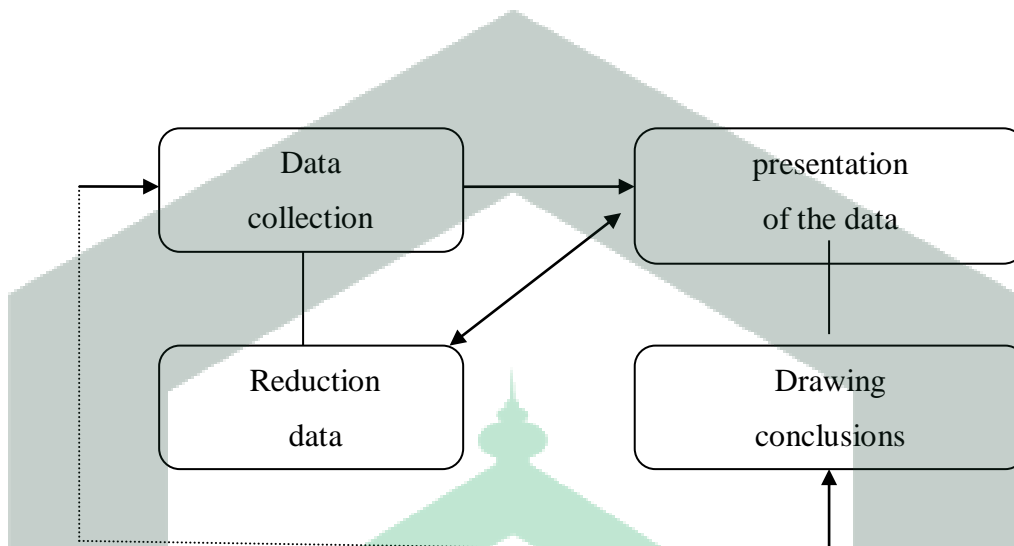
F = frequency of answers (acquired score)

N= Number of respondents (Maximum score)

## 2. Analysis of teachers' obstacles in online learning.

The researcher interviews English teachers regarding obstacles experienced by educators in online learning. Technique used to analyze data by describing the data collected. Findings based on facts obtained from the research result.

In general, Miles and Huberman assume that the analysis consists of four streams of activities that occur simultaneously, namely: data collection, data reduction, data presentation and drawing conclusions.<sup>48</sup>



#### a. Data collection

Data obtained from interviews, observation and documentation are recorded in field notes which consist of two parts, namely descriptive and reflective. Descriptive notes are natural notes, (notes about what was seen, heard, witnessed and experienced by the researcher himself without the opinion and interpretation of the researcher on the phenomena experienced. Reflective notes are notes that contain the impressions, comments, opinions and interpretations of the researcher about the findings found, and is a material data collection plan for the next stage.

<sup>48</sup>Miles and Huberman, *Qualitative Data Analysis (Terjemahan)* (Jakarta: UI Press, 2007). Hal 16

#### b. Data reduction

After the data is collected, data reduction is then carried out, in order to select relevant and meaningful data, focus on data that leads to solving problems, discovering meaning or to answer research questions. Then simplify and arrange systematically and describe the important things about the findings and their meaning.

#### c. Presentation of Data

Presentation of data can be in the form of writing or words, pictures, graphs and tables. The purpose of data presentation is to combine information so that it can describe the situation that occurred. In this case, so that the researcher has no difficulties in mastering the information either as a whole or certain parts of the research results, the researcher must create narratives, matrices or graphs to facilitate mastery of the information or data.

#### d. Conclusion Drawing.

Drawing conclusions is carried out during the research process as well as the data reduction process, after the data has been collected sufficiently then temporary conclusions are drawn, and after the data is completely complete then the final conclusions are drawn.

## CHAPTER IV

### DESCRIPTION AND ANALYSIS OF DATA

This chapter discusses the findings and discussion of the result of research conducted by researcher at SMAN in north Luwu. The researcher collected data from three schools: SMAN 1 Luwu Utara, SMAN 4 Luwu Utara, and SMAN 8 Luwu Utara. The purpose of the study is to discover English teachers' perceptions of online learning and what obstacles are faced during online learning. The analysis sequence of this study is based on a questionnaire and interview.

#### A. Description of Data

##### 1. Questionnaire

The findings of this study are data from the results of statistical sequence analysis based on the questionnaire distributed to English teachers' perceptions of online learning. The results of teachers' perceptions can be seen in the table below.

**Table 4.1 Effectiveness of online learning**

1. Online learning makes it easier for teachers to deliver learning material optimally to students

Category	Total	Percentage
Strongly agree	2	20%
Agree	3	30%
Disagree	4	40%
Strongly disagree	1	10%

2. Online learning makes it easier for teachers to give assignments to students

Category	Total	Percentage
Strongly agree	2	20%
Agree	3	30%
Disagree	5	50%
Strongly disagree	-	-

3. Online learning is simple to implement.

Category	Total	Percentage
Strongly agree	-	-
Agree	6	60%
Disagree	4	40%
Strongly disagree	-	-

4. The learning outcomes of students increase when learning online.

Category	Total	Percentage
Strongly agree	1	10%
Agree	1	10%
Disagree	6	60%
Strongly disagree	2	20%

5. Online learning encourages students to learn independently.

Category	Total	Percentage
Strongly agree	3	30%
Agree	7	70%
Disagree	-	-
Strongly disagree	-	-

Based on the result table 4.1 in statement 1 , the researcher found the following data. From the results of the questionnaire above, it can be seen that online learning makes it easier for teachers to deliver learning materials. 2(20%) teacher chose strongly agree, 3( 30%) teachers chose agree, 4(40%) chose disagreed, and 10% chose strongly disagree. So, it can be concluded that most respondents' answers disagreed with the statement that online learning makes it easier for teachers to deliver learning materials.

Based on the result of the questionnaire in statement 2, it can be seen that online learning makes it easier for teachers to give assignments to students as many 2(20%) teachers chose strongly agree, 3(30%) chose to agree, 5(50%) teachers chose to disagree, and no teacher chose strongly disagree. So, it can be concluded from the questionnaire above that most respondents disagreed with the statement that online learning makes it easy for teachers to give assignments to students.

Based on the result of the questionnaire in statement 3, it is known that online learning is easy to implement. No teacher chose strongly agree, 6 (60%) chose to agree, 4(40%) chose to disagree, and no teacher chose strongly. So, it can be concluded that most respondents' answers agree with the statement that online learning is easy to implement.

Based on the questionnaire statement 4, it can be seen that students' learning outcomes increase when learning online. 1(10%) teacher chose strongly agree, 1(10%) teacher chose to agree, 6(60%) teachers chose to disagree, and 2(20%) teacher chose strongly disagree. From the answers above, it can be concluded that

most respondents disagreed with the statement that students' learning outcomes increased when online learning.

Based on the result of the questionnaire in statement 5, it can be seen that online learning encourages students to learn independently, no teacher chose strongly agree, 3(30%) chose to agree, 7(70%) teachers chose to disagree, and no chose strongly disagree. Many respondents disagreed with the answers to the statement that online learning encourages students to learn independently.

**Table 4.2 Facilities and infrastructure**

6. The tools used in online learning are adequate			
Category	Total	Percentage	
Strongly agree	1	10%	
Agree	4	40%	
Disagree	5	50%	
Strongly disagree	-	-	
7. The network is stable during online learning.			
Category	Total	Percentage	
Strongly agree	-	-	
Agree	4	40%	
Disagree	5	50%	
Strongly disagree	1	10%	

Based on the result of the questionnaire table 4.2 in statement 1 , it can be seen that the tools used in onlinelearning are adequate. As many as 1(10%) chose strongly agree, 4(40%) teachers chose agree, 5(50%) chose disagree, and no teacher chose strongly disagree.It can be concluded that many teachers agreed with the answers to the statement that the tools used in online learning are adequate.



Based on the result of the questionnaire in statement 2, it can be seen the network is stable during online learning. Nochose strongly agree, 4(40%) chose to agree, 5(50%) chose to disagree, and 1(10%) chose strongly disagree. It can be concluded that as many as 50% of teachers disagreed with the statement that the network is stable during online learning.

**Table 4.3 The online learning process**

8. Teachers easily monitor students in online learning		
Category	Total	Percentage
Strongly agree	2	20%
Agree	2	20%
Disagree	5	50%
Strongly disagree	1	10%
9. Online learning makes it easier for teachers to check student work		
Category	Total	Percentage
Strongly agree	-	-
Agree	6	60%
Disagree	4	40%
Strongly disagree	-	-
10. The tasks given by the the teachers to students are previously explained		
Category	Total	Percentage
Strongly agree	2	20%
Agree	7	70%
Disagree	1	10%
Strongly disagree	-	-
11. It easier for teachers to check students learning outcomes.		
Category	Total	Percentage
Strongly agree	-	-
Agree	4	40%
Disagree	5	50%
Strongly disagree	1	10%

12. Student understand the materials or given task.

Category	Total	Percentage
Strongly agree	-	-
Agree	3	30%
Disagree	6	60%
Strongly disagree	1	10%

13. Student submit their assignments on time.

Category	Total	Percentage
Strongly agree	-	-
Agree	3	30%
Disagree	7	70%
Strongly disagree	-	-

Based on the result table 4.3 in statement 1, the researcher found the following data. From the questionnaire above, it can be seen that teachers easily monitor students in online learning. 2(20) chose strongly agree, 2(20%) teachers agreed, no teacher chose neutral, as many as 5(50%) disagreed, and 1(10%) teacher chose strongly. It can be concluded that most teachers' answers disagreed with the statement that teachers easily monitor students in online learning.

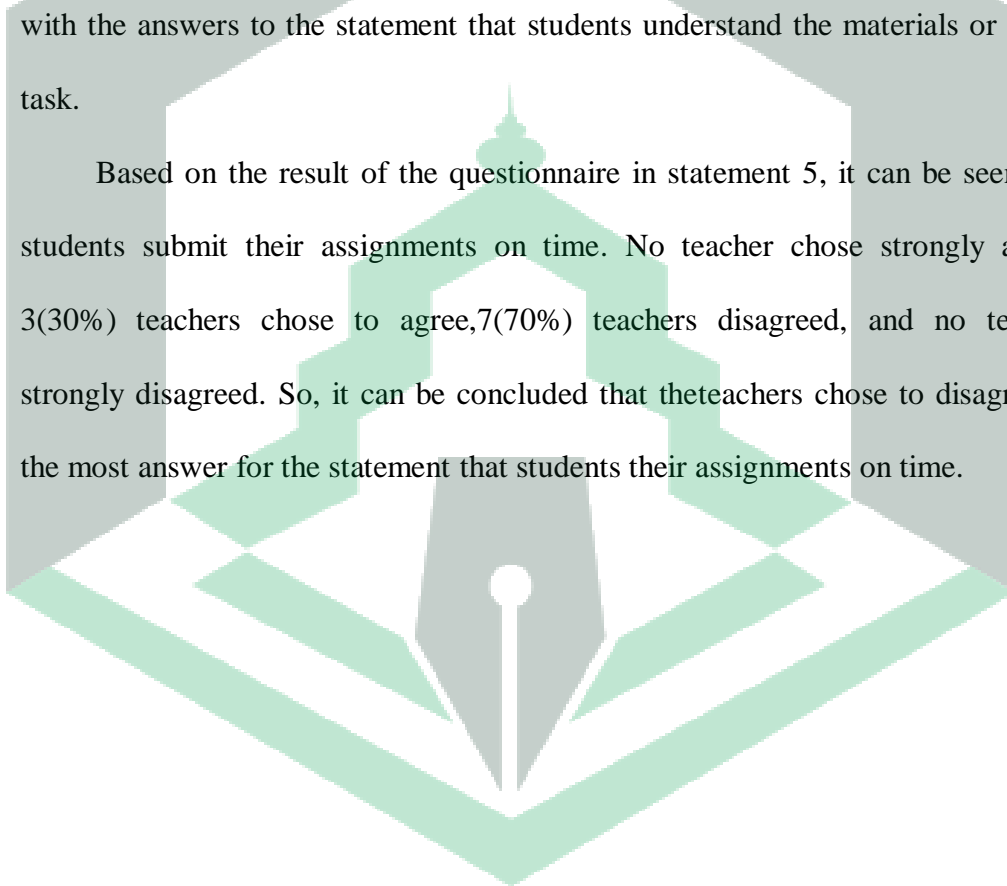
Based on the result of the questionnaire in statement 2, it can be seen that online learning makes it easier for teachers to check student work. No teacher chose strongly agree, 6(60%) teachers chose agree, 3(30%) chose disagree, and 1(10%) teacher chose strongly disagree. So, it can be concluded from the questionnaire above that most teachers' answers agreed with the statement online learning makes it easier for teachers to student work.

Based on the result of the questionnaire statement 3, the researcher found the following data. It can be seen that it is easier for teachers to check students' learning outcomes, no chose strongly agree, 4(40%) teacher chose to agree, as

many as 5(50%) teachers chose to disagree, and 1(10) teacher chose strongly disagree. So, it can be concluded that most teachers' answers disagree with the statement that it is easier for teachers to check students learning outcomes.

Based on the result of the questionnaire in statement 4, it can be seen that students understand the materials or given task, as many as no teacher chose strongly agree, 3(30%) teachers chose to agree, 6(60%) teachers disagreed, and 1(10) chose strongly disagree. It can be concluded that many teachers disagreed with the answers to the statement that students understand the materials or given task.

Based on the result of the questionnaire in statement 5, it can be seen that students submit their assignments on time. No teacher chose strongly agree, 3(30%) teachers chose to agree, 7(70%) teachers disagreed, and no teacher strongly disagreed. So, it can be concluded that the teachers chose to disagree as the most answer for the statement that students their assignments on time.



**Table 4.4 Learning tools**

14. Teachers use media when teaching		
Category	Total	Percentage
Strongly agree	-	-
Agree	9	90%
Disagree	1	10%
Strongly disagree	-	-
15. Online learning according to the lesson plan that has been disgned		
Category	Total	Percentage
Strongly agree	-	-
Agree	6	60%
Disagree	4	40%
Strongly disagree	-	-
16. Online learning according to predetermined		
Category	Total	Percentage
Strongly agree	-	-
Agree	6	60%
Disagree	4	40%
Strongly disagree	-	-

Based on the results questionnaire table 4.4, it can be seen that teachers use media when teaching. No teacher chose strongly agree, 9(90%) teachers agreed, 1(10%) disagreed, and no strongly disagreed. So, it can be concluded that most teachers' answers agree that teachers use media when teaching.

Based on the result of the questionnaire in statement 2, it can be seen that online learning according to the lesson plan that has been designed, no teacher chose strongly agree, 6(60%) teachers chose to agree, 4(40%) teachers disagreed, and no teacher chose strongly disagree. So, it can be concluded that the

teacher agrees on the most answers for the statement that online learning is according to the lesson plan.

Based on the result of the questionnaire in statement 3, it can be seen that online learning is according to a predetermined schedule. No teacher chose strongly agree, 6(60%) teachers agreed, 4(40%) chose disagree, and no teacher chose strongly disagree. So, it can be concluded that the respondents agreed on the most answers for online learning according to predetermine.



**Table 4.5 Students' responses to learning**

17. Students dislike online learning .		
Category	Total	Percentage
Strongly agree	1	10%
Agree	6	60%
Disagree	3	30%
Strongly disagree	-	-
18. Teachers dislike online learning		
Category	Total	Percentage
Strongly agree	1	10%
Agree	4	40%
Disagree	5	50%
Strongly disagree	-	-
19. Students are not active when learning online.		
Category	Total	Percentage
Strongly agree	1	10%
Agree	5	50%
Disagree	4	40%
Strongly disagree	-	-
20. Students don't provide responses and questions during online learning.		
Category	Total	Percentage
Strongly agree	-	-
Agree	4	40%
Disagree	6	60%
Strongly disagree	-	-

Based on the result of the questionnaire table 4.5 in statement 1, it can be seen that students dislike online learning(10%) teachers chose strongly agree, 4(40%) teachers agreed, 5(50%) teachers disagreed, and no teacher chose strongly disagree. So, it can be concluded that the respondents disagreed on the most answers for the statement that students dislike online learning.

Based on the result of the questionnaire in statement 2, it can be seen teachers dislike online learning. 1(10%) chose the teacher chose strongly agree, 4(40%) chose to agree, 5(50%) teachers disagreed, and no teacher chose strongly disagree. So, it can be concluded that the respondents disagreed the most answers for the statement that teachers dislike online learning.

Based on the result of the questionnaire in statement 2, it can be seen students are not active when learning online, 1(10) chose strongly agree, 5(50%) teachers agreed, 4(40%) teachers disagreed, and no teacher chose strongly disagree. So, it can be concluded that the teachers agreed on the most answers for the statement that students are not active in online learning.

Based on the result of the questionnaire in statement 3, it can be seen students don't provide responses and questions during online learning, no teacher chose strongly agree, 6(60%) teachers chose to agree, 4(40%) chose to disagree, and no teacher chose strongly disagree. So, it can be concluded that the teachers agreed on the most answers for the statement that online learning is according to the predetermined schedule.

Based on the result questionnaire table 4.1, 4.2, 4.3, 4.4, 4.5, the researcher found the mean percentage on very indicator. It will be shown in the following table:

**Table 4.6 The percentage of indicator the effectiveness of online learning**

Category	Mean percentage (%)
Strongly agree	10%
Agree	32%
Disagree	52%
Sronglydisagree	6%
Total	100%

Based on the table 4.6 indicator the effectiveness of online learning. The teacher is more dominant chose negative than positive, namely as much as 58% chose negative meanwhile 42% chose positive.

**Table 4.7 The percentage indicator facilities and infrastructure**

Category	Mean percentage (%)
Strongly agree	5%
Agree	40%
Disagree	50%
Sronglydisagree	5%
Total	100%

Based on the table 4.7 indicator the facilities and infrastructure . The teacher is more dominant chose negative than positive, namely as much as 55% chose negative meanwhile 45% chose positive.

**Table 4.8 The percentage of indicator the online learning process**

Category	Mean percentage (%)
Strongly agree	7%
Agree	41
Disagree	47
Sronglydisagree	5
Total	100%



Based on the table 4.8 indicator the effect\online learning process. The teacher is more dominant chose negative than positive, namely as much as 52% chose negative meanwhile 48% chose positive.

**Table 4.9 The percentage of indicator learning tools**

Category	Mean percentage (%)
Strongly agree	-
Agree	66%
Disagree	34%
Sronglydisagree	-
Total	100%

Based on the table 4.9 indicator thelearning tools. The teacher is more dominant chose positive than negative, namely as much as 66% chose negative meanwhile 34% chose positive.

**Table 4.10 The percentage of indicator students' responses to learning**

Category	Mean percentage (%)
Strongly agree	8
Agree	47
Disagree	45
Sronglydisagree	-
Total	100%

Based on the table 4.10 indicator the effectiveness of online learning. The teacher is more dominant chose negative than positive, namely as much as 55% chose negative meanwhile 45% chose positive.

## 2. Interview

In addition to distributing questionnaires, researchers also conducted interviews to strengthen the results of this study. interviews, which were conducted with 10 English teachers as respondents. The researcher asked questions to the respondents to find out the obstacles faced by teachers in online learning. The results of the teachers' answers are as follows

### a. Have you ever implemented online learning before?

Based on interviews, some teachers stated that online learning had previously been carried out during the pandemic when schools were required to carry out online learning, so that could not be done face-to-face.

The teachers's opinions align with syarifah stated that during the pandemic education in Indonesia was required to implement online learning.<sup>49</sup> The covid-19 pandemic has a major impact on one of the fields, namely education so that face-to-face learning is replaced by online learning.

### b. How do you monitor students when online learning?

According to the teachers, they monitor students during online learning by using Whatsapp, Zoom, and Google Meets, but mostly using WhatsApp.

This is in line Aji & Hema's research stated that teachers can monitor students in learning online through the Whatsapp Group, Google for Education, and Zoom meeting. Of the many application used, most teachers uses the Whatsapp application for the online learning. WhatsApp was chosen because the

---

<sup>49</sup>Syarifah Hikmah Jamildan Invony Dwi Aprilisanda, “Pengaruh Pembelajaran Daring Terhadap Minat Belajar Mahasiswa Pada Masa Pandemi Covid-19,” *BAJ (Behavioral Accounting Journal)* iii, no. 1 (2020): 37.

majority of students have this application, making it easier for teachers to provide learning materials.<sup>50</sup>

c. What is the most significant difference when teaching online compared to offline?

According to the opinions of some teachers, there are some differences between online and offline, namely

Offline:

- 1) Can monitor students directly.
- 2) Cost is more efficient because there is no need to use data.
- 3) There is direct contact with the student.
- 4) Students can easily ask questions.

Online:

- 1) Students do not understand the material provided.
- 2) Can anywhere and any time.
- 3) Not monitoring students directly.

The teachers' opinions align with Pratama & Mulyati stated that in offline learning, teachers and students directly in the classroom so that teachers can monitor students directly, offline learning is carried out without using internet network to connect with each other, and the teacher provides material and physical assignments by explaining in the classroom to students.<sup>51</sup> Besides Sari et

<sup>50</sup>Aji Permana Putra and Hema Malin, "Pembelajaran Dalam Jaringan (Daring) Saat Dan Pasca Pandemi Covid-19," *Jurnal Intersections* 7, no. 1 (2022): 39.

<sup>51</sup>Rio Erwan Pratama and Sri Mulyati, "Pembelajaran Daring Dan Luring Pada Masa Pandemi Covid-19," *Gagasan Pendidikan Indonesia* 1, no. 2 (2020): 49, <http://dx.doi.org/10.30870/gpi.v1i2.9405>.

al. Stated that online learning can be accessed anywhere, online learning can be used to introduce and teach technology to students.<sup>52</sup>

d. The advantages and disadvantages of online learning online

According to the teachers, the advantages and disadvantages of online learning are as follows:

- 1) Flexible time and place because it can be done anywhere and time without being physically present at a certain location.
- 2) More simple because you can send the material before the online learning begins.
- 3) Become more familiar with technology
- 4) Easy to send videos without LCD.
- 5) It can even be done with other activities.

The teacher's opinions align with Rapanta et al. stated that the advantages of online learning is that it can be done anywhere and anytime so that students can acquire knowledge without having to be at school.<sup>53</sup>

Meanwhile, the disadvantages of online learning are as follows:

- 1) Limited communication between teacher and students
- 2) The network that lacks support
- 3) Inadequate facilities

<sup>52</sup>Silvia Indah Sari, Dindi Fatika Sari, and Iis Suwartini, "Efektivitas Pembelajaran Daring Dan Luring Di Smp Negeri 3 Pleret.," *Alinea; Jurnal Bahasa, Sastra, Dan Pengajaran* 10, no. 2 (2021): 145–52, <https://doi.org/https://doi.org/https://doi.org/10.35194/alinea.v10i2.1079>.

<sup>53</sup>Chrysi Rapanta et al., "Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity," *Postdigital Science and Education*, 2020, 1–23, <https://doi.org/10.1007/s42438-020-00155-y>.

- 4) Teachers find it difficult to monitor students. In online learning, teachers may have limitations in providing direct supervision of students.
- 5) Limited data
- 6) Students lack understanding of the material presented
- 7) Internet connection

The teachers' opinion aligns with Hasanah et al. that the internet is an obstacle often experienced when following the online learning process, especially for someone who lives in a rural or village where the network limits the environmental conditions.<sup>54</sup> Besides, Raibowo & Nopiyanto stated that students living in areas with minimal technology and inadequate facilities and infrastructure would experience difficulties following the online learning process. Another disadvantage of online learning is when students do not understand the material provided, the learning results will not be obtained optimally.<sup>55</sup>

e. The challenges faced by the English teacher when they English conduct online learning.

- 1) Internet access because every student has a different village, and there is a village that does not have good internet access.
- 2) Use of online learning applications such as Zoom, Google Meet, etc. That requires a good network and a lot of data.

---

<sup>54</sup>Nurul Raodatun Hasanah, I Putu Panca Ad, and I Gede Suwiwa, "Survey Pelaksanaan Pembelajaran Pjok Secara Daring Pada Masa Pandemi Covid-19," *Jurnal Kesehatan Jasmani Dan Olahraga* 6, No. 1 (2020): 12–18, <https://doi.org/10.36526/kejaora.v6i1.1295>.

<sup>55</sup>Septian Raibowo and Yahya Eko Nopiyanto, "Proses Belajar Mengajar Pjok Di Masa Pandemi Covid-19," *Journal Sports Teaching And Development* 1, no. 2 (2020): 112–19, <https://doi.org/10.36456/jstand.v1i2.2774>.

- 3) Unstable internet connection is one of the main challenges in online learning is having stable internet access.
- 4) The Economic factor makes it difficult for students to buy data so they cannot participate in the learning process.
- 5) Lack of facilities because there are students who do not have handphones.
- 6) The teachers must be more creative so that students do not feel bored.

According to teachers' opinions, the challenges/difficulties teachers face are ekonomi and network problems. Some students find it difficult to follow learning due to unresponsive network factors and do not have cellphones or data. Although there is data from schools, not enough is used by students, so teachers often cannot connect directly with students. The time used in learning is limited, so teachers have difficulty monitoring students. Teachers must be proactive in teaching so that students are more enthusiastic and do not feel bored. According to Zahrawati & Ramadani, students face the unavailability of adequate facilities from a network that can support learning and limited internet network access (quota) owned by students where quotas require relatively high costs, so that some students cannot participate in online learning.<sup>56</sup>

---

<sup>56</sup>Fawziah Zahrawati and Nurhayati Nurhayati, "The Challenge Of Online Learning In Curriculum-2013 During Covid-19 Pandemic: Study Of Social Science Teachers At Man 2 Parepare," *Sociological Education* 2, no. 1 (2021): 9–14, <https://doi.org/10.59098/socioedu.v2i1.380>.

## B. Discussion

This research aims to determine the English teachers' perceptions towards online learning and the obstacle faced by teacher in Senior High Schools in North Luwu. Based on the research data obtained from the distribution of questionnaires and interviews. The results of the questionnaire data are analyzed using the percentage formula statistics, while the results of the interviews are analyzed by describing the answers of the informants to strengthen the results of the research.

Based on the results of the questionnaire data above, from the percentage There are five indicators from the percentage of the mean score the indicators obtained, the first indicator is the effectiveness of online learning. The most answers from teachers, namely 58% of teacher chose the answer "Negative" so that it can be interpreted that online learning is considered ineffective. This is the same as the results of research conducted by Waode, which stated that the teacher's perceptions of the effectiveness of online learning are ineffective due to various obstacles experienced during online learning.<sup>57</sup>

The second indicator is online learning facilities and infrastructure. The most answers from teachers; as many as 55% of the teachers chose the answer "Negative". Facilities and infrastructure for online learning, such as handphone already owned by most teachers, then the teachers said that the need for wifi and internet quota has also been provided by the school to support online learning even though sometimes it is not enough for online learning, it can be concluded the facilities and infrastructure needed by teachers for online learning

---

<sup>57</sup>Waode Anggria Maulita, "Persepsi Guru Terhadap Pelaksanaan Pembelajaran Daring Pada Masa Pandemi Covid-19 Di Sekolah Mi Kabupaten Bener Meriah" (Universitas Islam Negeri Ar-Raniry Darussalam-Banda Aceh, 2021).

have been slightly helped by the facilities and infrastructure available at school. However, for some students, of course, this will be an obstacle because the facilities and infrastructure provided by the school are limited, so the parents of students must prepare students. In line with the results of Atsani's research stated that online learning systems use learning facilities and infrastructure such as the economic conditions of mediocre students so that not all parents of students can afford internet quotas, the conditions of internet network at home are not affordable to access online learning media, and students don't all have cellphones as a means of supporting learning.<sup>58</sup>

In the third indicator is the online learning process. The most answers from teachers, namely as many as 52% of teachers, chose "Negative". So the teacher's perception of the online learning process stated that most students do not understand the material taught because teachers cannot directly explain the material. Online learning requires students to learn independently and only to do assignments without understanding the material provided. This is the same research conducted by Arifah; namely, the delivery of material online is not optimal because the material is not conveyed directly, so the teacher feels that online learning is not optimal.<sup>59</sup> According to Asmuni, teachers are limited in assessing students through online learning because their parents do some of the students' assignments, making it difficult for teachers to check the students' work.

---

<sup>58</sup>KH. Lalu Gede Muhammad Zainuddin Atsani, "Transformasi Media Pembelajaran Pada Masa Pandemi Covid-19," *Al-Hikmah: Jurnal Studi Islam* 1, no. 1 (2020): 82–93.

<sup>59</sup>Arifah Prisma Satrianingrum and Iis Prasetyo., "Persepsi Guru Dampak Pandemi Covid-19 Terhadap Pelaksanaan Pembelajaran Daring Di PAUD," *Jurnal Pendidikan Usia Dini* 5 (2020).



In addition, teachers also have difficulty control to the student, and students are late in submitting assignments.<sup>60</sup>

The fourth indicator is learning tools. The most answers from teachers, namely as many as 66% of teachers chose the answer to “positive”. The learning tools are lesson plans (RPP) and the media used. The lesson plans prepared online are different from those prepared for face-to-face learning. However, the preparation technique still pays attention to the competency standards (SK) and basic competencies (KD). And indicators to be achieved. This is in line with the results of research conducted by Panut Setiono et al., namely, learning activities carried out online still refer to content standards in preparing learning tools. Especially in preparing lesson plans using references from the Ministry of Education and Culture, namely by using one-sheet lesson plans adapted to online learning lesson plans.<sup>61</sup> In addition to preparing lesson plans, teaching materials or teaching material makes learning more directed. Research conducted by Henry Aditia Rigianti stated that teachers must also have the ability to select and compile learning materials when this online learning takes place, teacher creativity in compiling subject matter is needed so that is no miss communication in the delivery of subject matter. Teachers must also look at core competencies and

---

<sup>60</sup>Asmuni, “Problematika Pembelajaran Daring Di Masa Pandemi Covid-19 Dan Solusi Pemecahannya,” *Jurnal Penelitian Dan Pengembangan Pendidikan*, 7, no. 4 (2020): 281–288.

<sup>61</sup>Panut Setiono et al., “Strategi Guru Dalam Pembelajaran Daring Pada Masa Covid-19 Di Sekolah Dasar,” *Jurnal Riset Pendidikan Dasar* 3, no. 3 (2020): 405, <https://doi.org/10.33369/juridikdas.3.3.402-407>.

indicators to be achieved by students, so that material preparation must be done optimally.<sup>62</sup>

The fifth indicator is students' response to learning. The most answers from teachers, namely as many as 55% of the teachers, chose the answer "negative". Teachers' Perception in the teaching and learning process is known through learning activities that tend to be teacher-centred, where the teachers play a more active role than students. When the teachers provide material, only a few students ask about the material, and some students are only listeners without being able to directly ask questions to the teacher. Teachers cannot directly monitor students' learning activities during the online learning process. In line with Naziah et al., they showed that students are not fully active during online learning. This can be seen from some students giving opinions in discussion activities, and students do not often ask questions about the material.<sup>63</sup>

**Table 4.11 The percentage of indicators online learning.**

No	Indicators	Positive	Negative
1	Effectiveness of online learning	42%	58%
2	Facilities and infrastructure	45%	55%
3	The online learning process	48%	52%
4	Learning tools	66%	34%
5	Students' responses to learning	45%	55%
	Total	49%	51%

The results of this study show that English teachers' responses to online learning are negative and positive, but more dominant to negative. Positive

<sup>62</sup>Henry Aditia Rigianti, "Kendala Pembelajaran Daring Guru Sekolah Dasar Di Kabupaten Banjarnegara," *Journal Elementary School Pendidikan Dan Pembelajaran* 7, no. 2 (n.d.): 2020.

<sup>63</sup>Naziha et al., "Analisis Keaktifan Belajar Siswa Selama Pembelajaran Daring Pada Masa Covid-19 Di Sekolah Dasar," *Jurnal Paedagogy: Jurnal Penelitian Dan Pengembangan Pendidikan*, 2020.

perceptions amounted to 49% while negative perceptions amounted to 51%. so it can be concluded that English teachers have a more dominant negative perception of online learning. The This study's results align with the research of Hermansyah & Aridah stated that the perception of teachers toward online learning is negative because teacher faces some obstacles.<sup>64</sup> Besides Endri Bagus Prastiyo stated the teacher's perception of the online learning is that there are two perceptions, including positive perceptions and negative perceptions. The positive perceptions is that teachers feel calmer because can done whenever and wherever, teachers become more proficient in using applications, while the negative perception is that online learning is not effective because teachers cannot monitor students directly in learning, the delivery of material cannot be fully conveyed, and unsupportive network.<sup>65</sup> This is in contrast to research conducted by Puja which revealed that many teachers have a positive view of online English learning, on the grounds that it is easier and students are more independent in learning.<sup>66</sup>

The second instrument is an interview about obstacles in online learning. Based on the interview results, teachers stated that previously online learning had been implemented in schools in North Luwu for some years during the pandemic. The implementation is carried out through handphones, laptops etc., in online learning, teachers monitor students through WhatsApp, Zoom, Google Meet, and

---

<sup>64</sup>Hermansyah and Aridah, "Teachers' Perception toward the Challenges in Online English Teaching during Covid-19 Pandemic." *Indonesia Journal of EFL And Linguistics* 6, no. 1 (2021): 63.

<sup>65</sup>Endri Bagus Prastiyo, Desmayati Arfa, and Sundari Waras Tuti, "Persepsi Guru Terhadap Proses Pembelajaran Dalam Jaringan (Daring)," *Equilibrium: Jurnal Pendidikan* 10, no. 1 (2022), <https://doi.org/https://doi.org/10.26618/equilibrium.v10i1.6567>.

<sup>66</sup> Puja Harahap and Ratmanida, "An Analysis of Teachers and Students' Perceptions toward Online English Teaching and Learning during a Covid-19 Pandemic at Senior High School in Torgamba, Labuhanbatu Selatan, Sumatera Utara."

so on, but WhatsApp is widely used because it is considered easy and uses little data. This method has significant differences from face-to-face. In face-to-face learning, there are some advantages, such as making it easier for teachers to monitor students during the learning process, saving costs because there is no need to use internet data, direct contact between teachers and students, which strengthens their relationship, and also easier questions to the teacher. Anggarwan said that face-to-face learning is learning carried out between teachers and students in the classroom so that there is direct interaction between teachers and students.<sup>67</sup>

However, in online learning, students have less understanding of the material provided, lack of closeness between students and teachers, and inability to monitor students directly. Online learning lacks face-to-face interaction between teachers and students, causing students to sometimes not understand the material provided due to the lack of direct interaction between students and teachers.<sup>68</sup> Online learning is not limited during the pandemic, although not all teachers apply it uniformly. There are innovations in online, such as online assignment collection, where students can submit their assignments via WhatsApp. Online learning has become an integral part of teaching in some schools, even after the pandemic has ended. Although not all teachers consistently implement it. In addition, there are some obstacles in online learning, namely

---

<sup>67</sup>Anggrawan, "Analisis Deskriptif Hasil Belajar Pembelajaran Tatap Muka Dan Pembelajaran Daring Menurut Gaya Belajar Mahasiswa," *Jurnal Matrik* 2, no. 18 (2019), <https://doi.org/https://journal.universitاسbumigora.ac.id/index.php/matrik/article/download/411/321>.

<sup>68</sup>Jamila, Ahdar, and Natsir, "Problematika Guru Dan Siswa Dalam Process Pembelajaran Daring Pada Masa Pandemic Di UPTD SMP Negeri1 Parepare." *Jurnal Pendidikan Sosial Dan Budaya* 3, no.2(2021) <https://doi.org/10.35905/almaarief.v3i2.2346>.

unstable network, unsupportive facilities, economic factors, and difficulties in monitoring students so that students do not understand the material being taught.

An unstable network is one of the biggest obstacles experienced during online learning because online learning cannot be separated from the internet network. A network connection is needed when online learning takes place, and also the obstacles faced by teachers or students, especially those who live in rural areas, that are difficult to reach the network. Areas that are often slow in participating in learning or collecting assignments. This is stated that not all areas can access the internet well, making it difficult for students to collect assignments or participate in learning.<sup>69</sup> Delays in collecting assignments and participating in learning are obstacles for teachers to teach online because learning cannot be done thoroughly to students.

Inadequate facilities will affect the lack of effectiveness of online learning. The facilities needed in learning are very important such as handphones, laptops, and network connections, because some students do not have handphones, so students cannot take part in learning. Based on the result of Handarini & Wulandari's research, one of the obstacles to conducting online learning is that it requires adequate facilities and infrastructure such as laptops, handphones, computers, and internet networks. However, for most students, the need for

---

<sup>69</sup>Wiwi Noviati, "Kesulitan Pembelajaran Online Mahasiswa Pendidikan Biologi Di Tengah Pandemi Covid19," *Jurnal Pendidikan MIPA*. 10, no. 1 (2020): 7–11, <https://doi.org/DOI:https://doi.org/10.37630/jpm.v10i1.258>.

supporting devices for online learning still cannot be fulfilled; students do not all have a laptop and computer.<sup>70</sup>

The next obstacle is the economic factor: funds to buy internet data. Internet data is a facility that is needed in online learning. Without internet data, teachers cannot communicate remotely with students. In the online learning process, the obstacle experienced by students is internet data because the funds used in buying internet data are pretty expensive, making it difficult for students and burden parents. Even though the school provides it, the internet data is not enough to use, and only some students get it. The result of research conducted by Evi Surahman et al. shows that the cost of buying data issued by parents is one of the obstacles to online learning.<sup>71</sup> Because some students have a low economy, buying internet data is difficult.

The next obstacle is that online learning causes students to be less active so that the teacher is more active than the students; for absent absences, students only list their names on WhatsApp groups even though some students are absent but do not participate in the study. In contrast to face-to-face, the teacher can explain the material directly so that students can easily ask things that have not been understood and can direct attendance. Based on the results of research conducted by Haryadi & Selviani show that students are also limited in understanding the material that the teacher has given; there is no direct interaction

---

<sup>70</sup>Oktafia Ika Handarin and Siti Sri Wulandari, "Pembelajaran Daring Sebagai Upaya Study From Home(SFH) Selama Pandemi Covid 19," *Jurnal Pendidikan Administrasi Perkantoran(JPAP)* 8, no. 3 (2020),<https://doi.org/10.26740/jpap.v8n3.p496-503>.

<sup>71</sup>Evi Surahman, Rustan Santaria, and Edi Indra Setiawa, "Tantangan Pembelajaran Daring Di Indonesia," *Journal of Islamic Education Management* 5, no. 2 (2020),<https://doi.org/10.24256/kelola.v5i2.1397>.

between the teacher and their peers. This online learning can be said to be ineffective in online learning.<sup>72</sup> In line with research conducted by Ria Puspita Sari stated that online learning is carried out remotely so that teachers are difficult to monitor students and are less than optimal in providing material to students. The material delivered is not so that students also lack understanding of the material presented.<sup>73</sup>

Based on the results of the interviews it can be concluded that there are some obstacles encountered in online learning, namely: unstable networks, unsupportive facilities, economic factors, teachers are difficulty in monitoring students, and inadequate online learning facilities, due to economic factors so that some students do not have facilities such as handphones, internet quota, unstable network, and lack of student understanding of the material presented.

In conducting research, researchers have several obstacles, namely

1. The difficulty of adjusting the schedule between the researcher and the informant to be studied.
2. Incomplete data obtained in the field
3. The limited time needed to obtain data in the field.
4. Distance between the research location and the place of residence is far

---

<sup>72</sup>Rudi Haryadi and Fitria Selviani, "Problematika Pembelajaran Daring Di Masa Pandemi Covid-19," *Academy of Education Journal* 12, no. 2 (2021): 254–261.

<sup>73</sup>Ria Puspita Sari, Nabila Bunnanditya Tussyantari, and Meidawati Suswandari, "Dampak Pembelajaran Daring Bagi Siswa Sekolah Dasar Selama Covid-19," *Prima Magistra: Jurnal Ilmiah Kependidikan* 2, no. 1 (2021), <https://doi.org/10.37478/jpm.v2i1.732>.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

Based on the result of the research conducted on the perceptions of English teachers' toward online learning. It was found that English teachers' perceptions of online learning were negative and positive, but more dominant to negative. The percentage of positive perception is 49%, while negative perception is 51%. Meanwhile, the obstacles faced in online learning include: unstable network, lack of supporting facilities, economic factors, difficulties in monitoring students. From this research, so it can be concluded that English teachers have a more dominant negative perception of online learning.

#### B. SUGGESTION

##### 1. For teacher.

Teachers must be more creative in learning so that students do not feel bored, by using various methods such as blended learning methods, blended learning is a combined or mixed learning. This method is present by mixing face-to-face learning with technology-based learning. With the combined learning method, students will be more motivated to be able to carry out various learning activities independently. With blended learning method, learners will be more motivated to carry out various learning activities independently. They can also ask questions easily through discussion forums to both teachers and other learners.



## 2. For next researcher

Researcher realize that this research still has some deficiencies. Therefore, the researcher suggests that future researchers can provide positive learning outcomes.



## BIBLIOGRAPHY

- A, Fauzy, and Nurfauziah P. “Kesulitan Pembelajaran Daring Matematika Pada Masa Pandemi COVID-19 Di SMP Muslimin Cililin.” *Jurnal Cendekia: Jurnal Pendidikan Matematika* 05, no. 02 (2021): 1463.
- Abas, Erjati. *Magnet Kepemimpinan Kepala Madrasah Terhadap Kinerja Guru*. Jakarta: Gramedia, 2017.
- Anggrawan. “Analisis Deskriptif Hasil Belajar Pembelajaran Tatap Muka Dan Pembelajaran Daring Menurut Gaya Belajar Mahasiswa.” *Jurnal Matrik* 2, no.18(2019).<https://doi.org/https://journal.universitاسbumigora.ac.id/index.php/matrik/article/download/411/321>.
- Ani Yani. “English Teachers’ Perception on the Quality of Online Learning during Covid-19.” *JELTL (Journal of English Language Teaching and Linguistics)* 6, no. 2 (2021).
- Aprilisanda, Syarifah Hikmah Jamildan Invony Dwi. “Pengaruh Pembelajaran Daring Terhadap Minat Belajar Mahasiswa Pada Masa Pandemi Covid-19.” *BAJ (Behavioral Accounting Journal)* iii, no. 1 (2020): 37.
- Asmuni. “Problematika Pembelajaran Daring Di Masa Pandemi Covid-19 Dan Solusi Pemecahannya.” *Jurnal Penelitian Dan Pengembangan Pendidikan*, 7, no. 4 (2020): 281–288.
- Aziza, Mela, and Zurya Tina Hasanah. *Mathematics Teachers’ Questioning Activity In Online Learning During Covid-19 pandemic*. Edited by Haris Mustakim. Syiah Kuala Unirversity Press, 2022.
- C, Pratomo. “Analisis Efektifitas Pembelajaran Daring Terhadap Hasil Belajar Pendidikan Olahraga Selama Pandemi Covid-19 SMK SMTI Bandar Lampung (Doctoral.” Doctoral dissertation, Universitas Teknokra, 2021.
- Dewi safitri. *Menjadi Guru Profesional*. Pt:Indragiri Dot Com, 2019.
- Dhea, Wahyuni, Mailana. “Persepsi Masyarakat Terhadap Berita-Berita Covid\_19 Di Media Sosialfacebook (Studi Desa Sungai Puar Kecamatan Mersam Kabupaten Batanghari).” Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, 2021.
- Dr. Irwanto, S.Pd.T., MA., M.Pd.I. Asriandi, M.M. Aditya Wardhana, S.E., M.Si., M.Pd. Dr. Saifullah, M.Si. Charli Sitinjak, M.I.Kom. Farida M. Arif, S.I.Kom., M.Pd Nadiyah Abidin, S.S., M.Si., et al. *Psikologi Sosial Suatu Pengantar*. Edited by M. Sos. Daeng Sani Ferdiansyah. Media Sains Indonesia, 2022.

- Efendi, Albert, Pohan. *Konsep Pembelajaran Daring Berbasis Pendekatan Ilmiah*. Jakarta: Cv. Sarnu Untung, 2020.
- Fahmi, Dzul. *Persepsi Bagaimana Sejatinnya Persepsi Membentuk Konstruksi Berpikir Kita*. Anak Indonesia Hebat, 2020.
- Fieka Nurul Arifa. "Tantangan Pelaksanaan Kebijakan Belajar Dari Rumah Dalam Masa Darurat Covid-19", *Jurnal Masalah -Masalah Sosial* 12, no. 7 (2020): 15.
- Fitrah, M., and Luthfiyah. *Metodologi Penelitian; Penelitian Kualitatif, Tindakan Kelas & Studi Kasus*. Sukabumi: CV Jejak., 2017.
- Hadi, Suprato, Arifin. "Analisis Faktor Yang Mempengaruhi Persepsi Mahasiswa Untirta Terhadap Keberadaan Perda Syariah Di Kota Serang." *Jurnal Pendidikan Komunikasi Dan Opini Publik*. 21 (2017).
- Hakim. "Efektifitas Penggunaan E-Learning Moodle, Google Classroom Dan Edmodo." *I-STATEMENT* 2 (2016): 1–6.
- Hanafi, Halid. *Profesionalisme Guru Dalam Pengelolaan Kegiatan Pembelajaran Di Sekolah*. Yogyakarta: Deepublish, 2018.
- Handarin, Oktafia Ika, and Siti Sri Wulandari. "Pembelajaran Daring Sebagai Upaya Study From Home(SFH) Selama Pandemi Covid 19." *Jurnal Pendidikan Administrasi Perkantoran(JPAP)* 8, no. 3 (2020). <https://doi.org/10.26740/jpap.v8n3.p496-503>.
- Harahap, Puja Adelia, and Ratmanida. "An Analysis of Teachers and Students' Perceptions toward Online English Teaching and Learning during a Covid-19 Pandemic at Senior High School in Torgamba, Labuhanbatu Selatan, Sumatera Utara." *Journal of English Language Teaching* 10, no. 3 (2021): 374. <https://doi.org/10.24036/jelt.v10i3.113209>.
- Haryadi, Rudi, and Fitria Selviani. "Problematika Pembelajaran Daring Di Masa Pandemi Covid-19." *Academy of Education Journal* 12, no. 2 (2021): 254–61.
- Hasanah, Nurul Raodatun, I Putu Panca Ad, and I Gede Suwiwa. "Survey Pelaksanaan Pembelajaran Pjok Secara Daring Pada Masa Pandemi Covid-19." *Jurnal Kesehatan Jasmani Dan Olahraga* 6, no. 1 (2020): 12–18. <https://doi.org/10.36526/kejaora.v6i1.1295>.
- Henry Aditia Rigianti. "Kendala Pembelajaran Daring Guru Sekolah Dasar Di Kabupaten Banjarnegara." *Journal Elementary School Pendidikan Dan Pembelajaran* 7, no. 2 (n.d.): 2020.

- Hermansyah, and Aridah. "Teachers' Perception toward the Challenges in Online English Teaching during Covid-19 Pandemic." *Indonesian Journal of EFL and Linguistics* 6, no. 1 (2021): 63. <http://dx.doi.org/10.21462/ijefl.v6i1.342>.
- Jamila, Ahdar, and Emmy Natsir. "Problematika Guru Dan Siswa Dalam Process Pembelajaran Daring Pada Masa Pandemic Di UPTD SMP Negeri1 Parepare." *Pendidikan Sosial Dan Budaya* 3, no. 2 (2021): 107.
- Jhon W, Creswell. *Penelitian Kualitatif & Desain Riset*. Yogyakarta: Pustaka Pelajar, n.d.2014
- KH. Lalu Gede Muhammad Zainuddin Atsani. "Transformasi Media Pembelajaran Pada Masa Pandemi Covid-19." *Al-Hikmah: Jurnal Studi Islam* 1, no. 1 (2020): 82–93.
- Kurniawan, Andri, Irma Noervadila, Zulkifli, Mayasari, Nanny, Faridahtul Jannah, Syahdara Anisa Makruf Asmirin Noor, Osniman Paulina Maure, Sri Restu Ningsih, and Yuliatr Novita. *Digitalisasi Sebagai Pengembangan Model Pembelajaran*. Get Press, 2022.
- Lengkoan, Fergina, and Paula Audry Rombepajung. "Teachers' Perception of Online Learning in The Pandemic Era." *Jurnal Lingua Idea* 13, no. 1 (2022): 1–11. <https://doi.org/10.20884/1.jli.2022.13.1.4301>.
- Mastur, Muhammad. "Upaya Guru Dalam Pelaksanaan Pembelajaran Daring Pada Masa Pandemi Covid-19." *Jurnal Pendidikan Madrasah Ibtidaiyah* vol 2 (2020): hal.77.
- Maulita, Waode Anggria. "Persepsi Guru Terhadap Pelaksanaan Pembelajaran Daring Pada Masa Pandemi Covid-19 Di Sekolah Mi Kabupaten Bener Meriah." Universitas Islam Negeri Ar-Raniry Darussalam-Banda Aceh, 2021.
- Miles, and Huberman. *Qualitative Data Analysis (Terjemahan)*. Jakarta: UI Press, 2007.
- Mulyadi. *Sistem Informasi Akuntansi*. Jakarta: Salemba Empat, 2016.
- Naziha, Syifa Tiara, Luthfi Hamdani Maula, and Astri Sutisnawati. "Analisis Keaktifan Belajar Siswa Selama Pembelajaran Daring Pada Masa Covid-19 Di Sekolah Dasar." *Jurnal Paedagogy: Jurnal Penelitian Dan Pengembangan Pendidikan*, 2020.
- NH, Zafira. "Persepsi Mahasiswa Terhadap Perkuliahan Daring Sebagai Sarana Pembelajaran Selama Masa Karantina Covid-19." *Jurnal Bisnis Dan Kajian Strategi Manajemen*, 2020.

- NS, Sukmadinata. *Metodelogi Penelitian Pendidikan Bandung*. Bandung: PT Remaja Rosdakarya Offset, 2012.
- Nursalina, and Fitriwati. "EFL Teachers' Perception on Online English Learning Activities during the Covid-19 Pandemic at High Schools in Padang." *Journal of English Language Teaching* 10, no. 2 (2021): 204.
- Prastiyo, Endri Bagus, Desmayati Arfa, and Sundari Waras Tuti. "Persepsi Guru Terhadap Proses Pembelajaran Dalam Jaringan (Daring)." *Equilibrium: Jurnal Pendidikan* 10, no. 1 (2022). <https://doi.org/10.26618/equilibrium.v10i1.6567>.
- Prastowo, Andi. *Panduan Kreatif Membuat Bahan Ajar Inovatif*. Yogyakarta: Diva Press., 2014.
- Pratama, Rio Erwan, and Sri Mulyati. "Pembelajaran Daring Dan Luring Pada Masa Pandemi Covid-19." *Gagasan Pendidikan Indonesia* 1, no. 2 (2020): 49. <http://dx.doi.org/10.30870/gpi.v1i2.9405>.
- Putra, Aji Permana, and Hema Malin. "Pembelajaran Dalam Jaringan (Daring) Saat Dan Pasca Pandemi Covid-19." *Jurnal Intersections* 7, no. 1 (2022): 39.
- Rahayu, Retno Puji, and Yanty Wirza. "Teachers' Perception of Online Learning during Pandemic Covid-19." *Jurnal Penelitian Pendidikan* 20, no. 3 (2020): 392–406. <https://doi.org/10.17509/jpp.v20i3.29226>.
- Raibowo, Septian, and Yahya Eko Nopiyanto. "Proses Belajar Mengajar Pjok Di Masa Pandemi Covid-19." *Journal Sports Teaching And Development* 1, no. 2 (2020): 112–19. <https://doi.org/10.36456/jstand.v1i2.2774>.
- Rapanta, Chrysi, Luca Bottur, Peter Goodyear, Lourdes Guàrdia, and Marguerite Koole. "Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity." *Postdigital Science and Education*, 2020, 1–23. <https://doi.org/10.1007/s42438-020-00155->
- Rare, Melvin Alfagusya, and Surdin. "Identifikasi Obyek Wisata Pantai Tanjung Kayu Angin Di Desa Liku Kecamatan Samaturu Kabupaten Kolaka." *Jrnal Pendidikan Geografi* 1, no. 1 (2017): 4.
- Rimawati, Elistya, and Ari Wibowo. "Pengaruh Persepsi Guru Sekolah Dasar Terhadap Minat Menggunakan Internet Sebagai Sumber Belajar." *Jurnal Sains Dan Informatika*, 4, no. 2 (2018): 78.
- Rizqon Halal Syah Aji. "'Dampak Covid-19 Pada Pendidikan Di Indonesia, Sekolah, Keterampilan, Dan Proses Pembelajaran'." *Jurnal Sosial Dan Budaya*, 7, no. 5 (2020): 397.

- Sadikin, Ali, and Afreni Hamidah. "Pembelajaran Daring Di Tengah Wabah Covid-19." *Jurnal Ilmiah Pendidikan Biologi* 6 (2020): 216.
- Sari, Ria Puspita, Nabila Bunnanditya Tusyantari, and Meidawati Suswandari. "Dampak Pembelajaran Daring Bagi Siswa Sekolah Dasar Selama Covid-19." *Prima Magistra: Jurnal Ilmiah Kependidikan* 2, no. 1 (2021). <https://doi.org/10.37478/jpm.v2i1.732>.
- Sari, Silvia Indah, Dindi Fatika Sari, and Iis Suwartini. "Efektivitas Pembelajaran Daring Dan Luring Di Smp Negeri 3 Pleret." *Alinea: Jurnal Bahasa, Sastra, Dan Pengajaran* 10, no. 2 (2021): 145–52. <https://doi.org/10.35194/alinea.v10i2.1079>.
- Satrianingrum, Arifah Prisma, and Iis Prasetyo. "Persepsi Guru Dampak Pandemi Covid\_19 Terhadap Pelaksanaan Pembelajaran Daring Di PAUD." *Jurnal Pendidikan Usia Dini* 5 (2020): 632.
- Sayekti, Chodzirin, and Mustofa. "Formulasi Model Perkuliahan Daring Sebagai Upaya Menekan Disparitas Kualitas Perguruan Tinggi (Studi Terhadap Website Pditt.Belajar.Kemdikbud.Go.Id)." *WJIT: Walisongo Journal of Information Technology* 1 (2019). <https://doi.org/doi:10.21580/wjit.2019.1.2.4067>.
- Setiono, Panut, Etika Handayani, Selvia Selvia, and Wahyu Widian.A. "Strategi Guru Dalam Pembelajaran Daring Pada Masa Covid-19 Di Sekolah Dasar." *Jurnal Riset Pendidikan Dasar* 3, no. 3 (2020): 405. <https://doi.org/10.33369/juridikdas.3.3.402-407>.
- Shodiq, Iman ja'far, and Husniyatus Salamah. "Pemanfaatan Media Pembelajaran ELearning Menggunakan Whatsapp Sebagai Solusi Ditengah Penyebaran Covid-19 Di Mi Nurulhuda Jelu." *Jurnal Studi Keislaman*, no. 6 (2020).
- Stofiana, Tofan. "Persepsi Guru Bahasa Indonesia Tentang Belajar Daring Akibat Dampak Pandemi Covid-19 Di SMP Negeri 12 Baubau." *JEC (Jurnal Edukasi Cendekia)*, 2021.
- Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D*. Bandung. Bandung: CV. Alfabeta, 2020
- . *Metode Penelitian Pendidikan*. Bandung: Alfabet, cet 1, 2019.
- Suharsimi, Arikunto. *Manajemen Penelitian*. Jakarta: Rineka Cipta, 2013.
- Sulistiyawati, Erlina. "Persepsi Siswa Terhadap Pembelajaran Daring Pada Mata

Pelajaran Bahasa Indonesia Di Madrasah Aliyah Negeri 2 Surakarta.” Institut Agama Islam Negeri., 2020.

Supardi. *Kinerja Guru*. Jakarta: RajaGrafindo Persada, 2014.

Surahma, Evi, Rustan Santaria, and Edi Indra Setiawa. “Tantangan Pembelajaran Daring Di Indonesia.” *Journal of Islamic Education Management* 5, no. 2 (2020). <https://doi.org/10.24256/kelola.v5i2.1397>.

Syaiful Bahri Djamarah. *Guru Dan Anak Didik Dalam Interaksi Edukatif: Suatu Pendekatan Teoretis Psikologis*. Jakarta: Rineka Cipta, 2010.

Trianto. *Mendesain Model Pembelajaran Inovatif-Progresif*. Jakarta: kencana, 2011.

Warda, Khusnul. *Guru Sebagai Profesi*. Yoyakarta: Deepublish, 2019.

wiryanto. “Persepsi Siswa Terhadap Pembelajaran Bahasa Indonesia Daring Pada Masa Pandemi Covid-19.” *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan Dan Hasil Penelitian* 7, no. 2 (2020): 2. <https://doi.org/10.51836/je.v7i2.274>.

Wiwi Noviati. “Kesulitan Pembelajaran Online Mahasiswa Pendidikan Biologi Di Tengah Pandemi Covid19.” *Jurnal Pendidikan MIPA*. 10, no. 1 (2020): 7–11. <https://doi.org/10.37630/jpm.v10i1.258>.

Zahrawati, Fawziah, and Nurhayati Nurhayati. “The Challenge Of Online Learning In Curriculum-2013 During Covid-19 Pandemic: Study Of Social Science Teachers At Man 2 Parepare.” *Sociological Education* 2, no. 1 (2021): 9–14. <https://doi.org/10.59098/socioedu.v2i1.380>.



APPENDICES



**APPENDIX 1:  
SURAT IZIN MENELITI**



**PEMERINTAH KABUPATEN LUWU UTARA  
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU  
(DPMPTSP)**

Jalan Simpursiang Kantor Gabungan Dinas No.27 Telp/Fax 0473-21536 Kode Pos 92961 Masamba

**SURAT KETERANGAN PENELITIAN**

Nomor : 00518/00210/SKP/DPMPTSP/V/2023

- Memeriksa : Permohonan Surat Keterangan Penelitian an. Isar beserta lampirannya.  
Menimbang : Hasil Verifikasi Badan Kesatuan Bangsa dan Politik Kabupaten Luwu Utara Nomor 070/192/V/Bakesbangpol/2023  
Mengingat : 1. Undang-Undang Nomor 39 Tahun 2008 tentang Kementrian Negara;  
2. Undang-Undang Nomor 23 Tahun 2014 tentang Pemerintahan Daerah;  
3. Peraturan Pemerintah Nomor 12 Tahun 2017 tentang Pembinaan dan Pengawasan Penyelenggaraan Pemerintah Daerah;  
4. Peraturan Presiden Nomor 97 Tahun 2014 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu;  
5. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 3 tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;  
6. Peraturan Bupati Luwu Utara Nomor 27 Tahun 2022 tentang Pendelegasian Wewenang Penyelenggaraan Pelayanan Perizinan Berusaha Berbasis Risiko dan Non Perizinan kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

**MEMUTUSKAN**

- Menetapkan : Memberikan Surat Keterangan Penelitian Kepada :  
Nama : Isar  
Nomor Telepon : 082393710959  
Alamat : Dsn. Padangnge, Desa Pute Mata Kecamatan Malangke, Kab. Luwu Utara Provinsi Sulawesi Selatan  
Sekolah / Instansi : Institut Agama Islam Negeri (IAIN) Palopo  
Judul Penelitian : The English Teachers Perception Toward Online Learning In Senior High School In North Luwu  
Lokasi Penelitian : SMAN 1, SMAN 4, SMAN 8 Luwu Utara, Desa Masamba Kecamatan Masamba, Kab. Luwu Utara Provinsi Sulawesi Selatan

Dengan ketentuan sebagai berikut

1. Surat Keterangan Penelitian ini mulai berlaku pada tanggal 2 Bulan (23 Mei - 23 Juli 2023).
2. Mematuhi semua peraturan Perundang-Undangan yang berlaku.
3. Surat Keterangan Penelitian ini dicabut kembali dan dinyatakan tidak berlaku apabila pemegang surat ini tidak mematuhi ketentuan peraturan perundang-undangan yang berlaku.

Surat Keterangan Penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya dan batal dengan sendirinya jika bertentangan dengan tujuan dan/atau ketentuan berlaku.

Diterbitkan di : Masamba  
Pada Tanggal : 19 Mei 2023

an. BUPATI LUWU UTARA  
Kepala Dinas Penanaman Modal dan  
Pelayanan Terpadu Satu Pintu

**U. IR. ALAUDDIN SUKRI, M.Si**  
NIP : 196512311997031060

Retribusi : Rp. 0,00  
No. Seri : 00518

**DPMPTSP**  
www.dpmptsp.luwuutara.go.id

## APPENDIX 2: LEMBAR VALIDASI

### SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Husnaini, S.Pd.I.,M.Pd  
 Jabatan/Pekerjaan : Dosen IAIN Palopo  
 Instansi Asal : IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:  
***The English Teachers' Perceptions Toward Online Learning in Senior High School in North Luwu*** dari mahasiswa:

Nama : Isar  
 Program Studi : Pendidikan Bahasa Inggris  
 NIM : 19 0202 0025

(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

*Pertanya difokuskan pada pelaksanaan pembelajaran online bagi guru, misalnya kelebihan dan kekurangan, kendala yang dialami oleh guru serta dukungan fasilitas sekolah/kemampuan siswa dalam mengikuti online learning.*

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 10 Mei 2023  
 Validator

*[Signature]*  
 Husnaini, S.Pd.I.,M.Pd  
 NIP. 19840820 200902 2 007

\*coret yang tidak perlu

## SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Ermawati, S.Pd.I.,M.Hum  
 Jabatan/Pekerjaan : Dosen IAIN Palopo  
 Instansi Asal : IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:

*The English Teachers' Perceptions Toward Online Learning in Senior High School in North Luwu* dari mahasiswa:

Nama : Isar  
 Program Studi : Pendidikan Bahasa Inggris  
 NIM : 19 0202 0025

(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

Mengurangi beberapa pertanyaan interview untuk mengefisienkan jawaban dan menyewatkan dengan 1 pertanyaan penelitian yang perlu dijawab.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 10 Mei 2023  
 Validator,



Ermawati, S.Pd.I., M.Hum  
 NIP. 19911117 202012 2 019

\*coret yang tidak perlu

**APPENDIX 3:**  
**INSTRUMENT OF QUISTIONNAIRE AND INTERVIEW**  
**QUESTIONNAIRE SHEET**  
**THE ENGLISH TEACHERS' PERCEPTIONS TOWARD ONLINE**  
**LEARNING.**

**A. Identity**

**Full name** :

**Agency** :

Give check mark (√) according to the respondent's opinion.

Ket:

Sangat setuju :Strongly agree

Setuju : agree

Tidak setuju :Disagree

Sangat tidak setuju : Strongly Disagree

No	Questions	Amount			
		Strongly agree	agree	Disagree	Strongly Disagree
1.	Online learning makes it easier for teachers to deliver learning material optimally to students				
2.	Online learning makes it easier for teachers to give assignments to students				
3.	Online learning is simple to implement				
4.	The learning outcomes of students increase when learning online.				
5.	Online learning encourages students to learn independently				
6.	The tools used in online learning are adequate				
7.	The network is stable during online learning				

8.	Teachers easily monitor students in online learning				
9	Online learning makes it easier for teachers to check student work				
10	The tasks given by the teachers to students are previously explained				
11.	It easier for teachers to check students learning outcomes.	-			
12.	Student understand the materials or given task.	-			
13.	Student submit their assignments on time.				-
14.	Teachers use media when teaching				
15.	Online learning according to the lesson plan that has been disgned				
16	Online learning according to predetermined				
17.	Students dislike online learning				-
18.	Teachers dislike online learning				
19.	Students are not active when learning online.				
20.	Students don't provide responses and questions during online learning.				-

## INTERVIEW GUIDELINES FOR TEACHERS

### A. Researcher identity

**Full name** : Isar

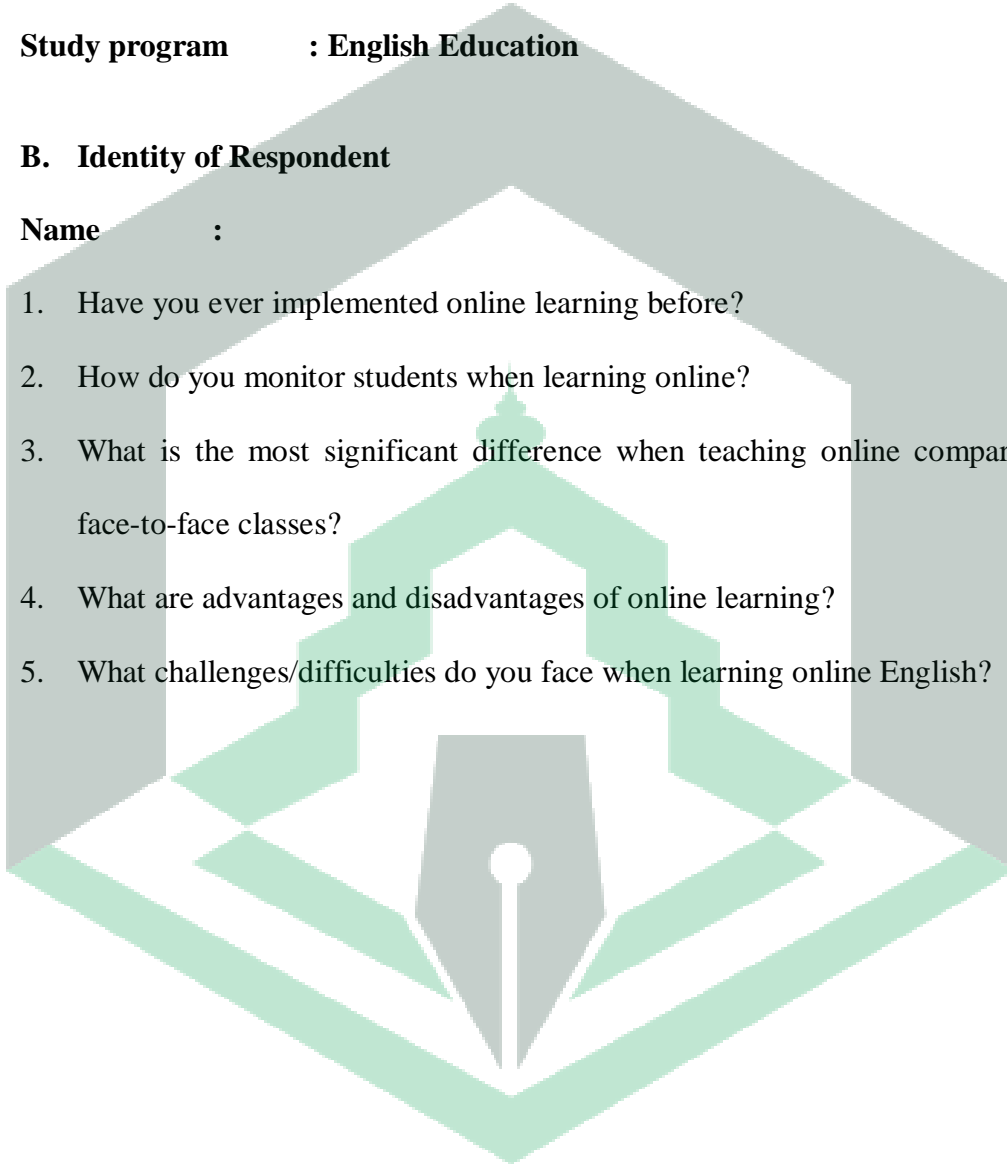
**Reg. Number** : 1902020025

**Study program** : English Education

### B. Identity of Respondent

**Name** :

1. Have you ever implemented online learning before?
2. How do you monitor students when learning online?
3. What is the most significant difference when teaching online compared to face-to-face classes?
4. What are advantages and disadvantages of online learning?
5. What challenges/difficulties do you face when learning online English?



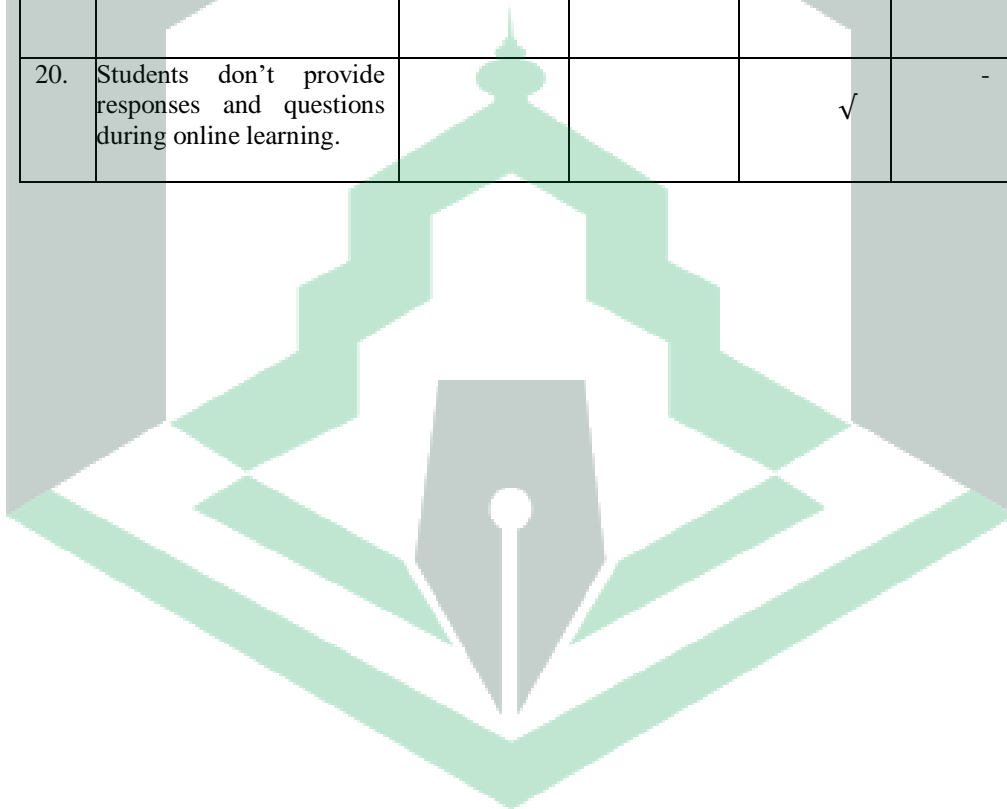
**APPENDIX 4**  
**TEACHERS' RESPONSES**  
**QUESTIONNAIRE**

**QUESTIONNAIRE SHEET**  
**THE ENGLISH TEACHERS' PERCEPTIONS TOWARD ONLINE**  
**LEARNING**

Name : HARIANI S.Pd  
Agency : SMAN 1 Luwu Utara.

No	Questions	Amount			
		Strongly agree	Agree	Disagree	Strongly Disagree
1.	Online learning makes it easier for teachers to deliver learning material optimally to students	√			
2.	Online learning makes it easier for teachers to give assignments to students		√		
3.	Online learning is simple to implement		√		
4.	The learning outcomes of students increase when learning online.	√			
5.	Online learning encourages students to learn independently			√	
6.	The tools used in online learning are adequate		√		
7.	The network is stable during online learning.		√		
8.	Teachers easily monitor students in online learning		√		
9.	Online learning makes it easier for teachers to check student work		√		
10.	The tasks given by the the teachers to students are previously explained		√		
11.	It easier for teachers to check students learning outcomes.	-			√
12.	Student understand the materials or given task.			√	

13.	Student submit their assignments on time.		√		
14.	Teachers use media when teaching		√		
15.	Online learning according to the lesson plan that has been disgned		√		
16.	Online learning according to predetermined	√			
17.	Students dislike online learning .	√			-
18.	Teachers dislike online learning	√			
19.	Students are not active when learning online.			√	
20.	Students don't provide responses and questions during online learning.			√	-





## QUESTIONNAIRE SHEET

### THE ENGLISH TEACHERS' PERCEPTIONS TOWARD ONLINE

#### LEARNING

Name : NURHALIMA, S.Pd  
 Agency : SMAN 1 Luwu Utara

No	Questions	Amount			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Online learning makes it easier for teachers to deliver learning material optimally to students		√		
2.	Online learning makes it easier for teachers to give assignments to students			√	
3.	Online learning is simple to implement			√	
4.	The learning outcomes of students increase when learning online.		√		
5.	Online learning encourages students to learn independently		√		
6.	The tools used in online learning are adequate.		√		
7.	The network is stable during online learning.			√	
8.	Teachers easily monitor students in online learning	√			
9.	Online learning makes it easier for teachers to check student work		√		
10.	The tasks given by the the teachers to students are previously explained		√		
11.	It easier for teachers to check students learning outcomes.	-	√		
12.	Student understand the materials or given task.	-	√		

13.	student submit their assignments on time.		√		
14.	Teachers use media when teaching		√		
15.	Online learning according to the lesson plan that has been disgned		√		
16.	Online learning according to predetermined		√		
17.	Students dislike online learning.		√		
18.	Teachers dislike online learning	√			
19.	Students are not active when learning online.		√		
20.	Students don't provide responses and questions during online learning.		√		-

## QUESTIONNAIRE SHEET

### THE ENGLISH TEACHERS' PERCEPTIONS TOWARD ONLINE

#### LEARNING

Name : FRANSISKA ADA, S.S.

Agency : SMAN I Luwu Utara

No	Questions	Amount			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Online learning makes it easier for teachers to deliver learning material optimally to students			√	
2.	Online learning makes it easier for teachers to give assignments to students			√	
3.	Online learning is simple to implement		√		
4.	The learning outcomes of students increase when learning online.			√	
5.	Online learning encourages students to learn independently			√	
6.	The tools used in online learning are adequate		√		
7.	The network is stable during online learning.			√	
8.	Teachers easily monitor students in online learning	√			
9.	Online learning makes it easier for teachers to check student work		√		
10.	The tasks given by the the teachers to students are previously explained		√		
11.	It easier for teachers to check students learning outcomes.	-	√		
12.	Student understand the materials or given task.	-	√		
13.	Student submit their assignments on time.			√	
14.	Teachers use media				

	when teaching			√	
15.	Online learning according to the lesson plan that has been disgned		√		
16	Online learning according to predetermined			√	
17.	Students dislike online learning		√		-
18.	Teachers dislike online learning		√		
19.	Students are not active when learning online.		√		
20.	Students don't provide responses and questions during online learning.		√		-



## QUESTIONNAIRE SHEET

### THE ENGLISH TEACHERS' PERCEPTIONS TOWARD ONLINE

#### LEARNING

Name : Sitti Fatimah, S.Pd.  
Agency : SMAN 4 Luwu Utara

No	Questions	Amount			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Online learning makes it easier for teachers to deliver learning material optimally to students			√	
2.	Online learning makes it easier for teachers to give assignments to students		√		
3.	Online learning is simple to implement		√		
4.	The learning outcomes of students increase when learning online.	√			
5.	Online learning encourages students to learn independently			√	
6.	The tools used in online learning are adequate			√	
7.	The network is stable during online learning.		√		
8.	Teachers easily monitor students in online learning			√	
9.	Online learning makes it easier for teachers to check student work			√	
10.	The tasks given by the the teachers to students are previously explained		√		
11.	It easier for teachers to check students learning outcomes.	-	√		
12.	Student understand the materials or given task.			√	

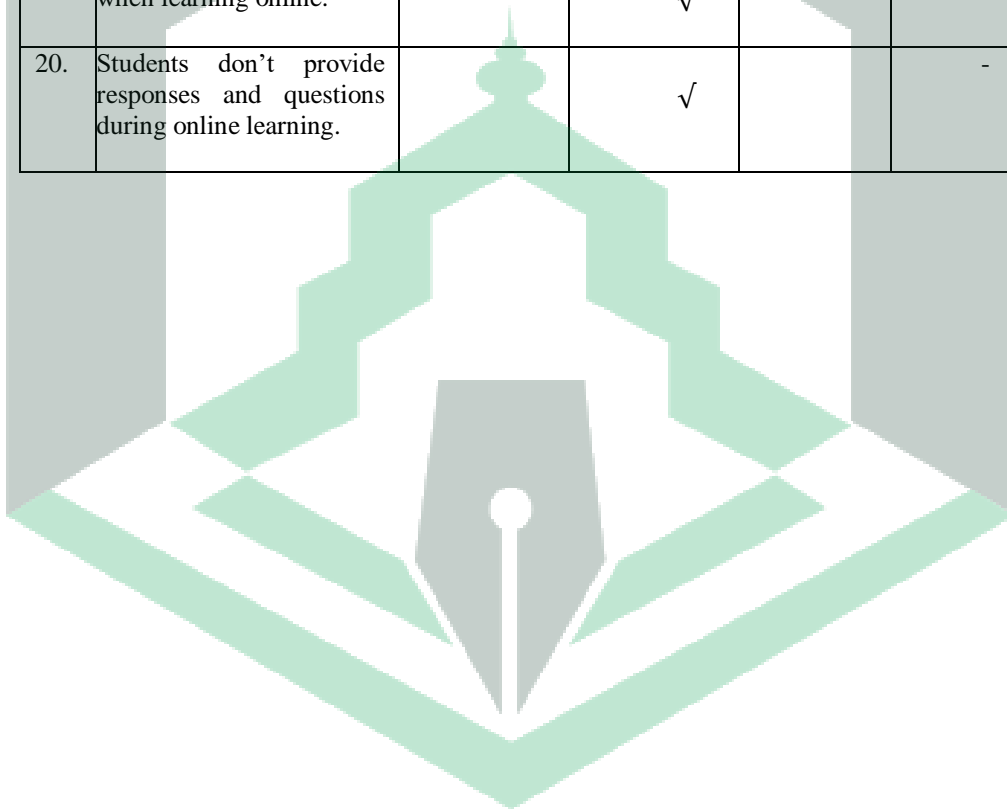
13.	Student submit their assignments on time.		√		-
14.	Teachers use media when teaching		√		
15.	Online learning according to the lesson plan that has been disgned			√	
16.	Online learning according to predetermined			√	
17.	Students dislike online learning .			√	
18.	Teachers dislike online learning		√		
19.	Students are not active when learning online.		√		
20.	Students don't provide responses and questions during online learning.		√		-

**QUESTIONNAIRE SHEET**  
**THE ENGLISH TEACHERS' PERCEPTIONS TOWARD ONLINE**  
**LEARNING**

Name : Hisrah, S.Pd  
 Agency : SMAN 4 Luwu Utara

No	Questions	Amount			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Online learning makes it easier for teachers to deliver learning material optimally to students		√		
2.	Online learning makes it easier for teachers to give assignments to students			√	
3.	Online learning is simple to implement			√	
4.	The learning outcomes of students increase when learning online.			√	
5.	Online learning encourages students to learn independently		√		
6.	The tools used in online learning are adequate			√	
7.	The network is stable during online learning.		√		
8.	Teachers easily monitor students in online learning.			√	
9	Online learning makes it easier for teachers to check student work		√		
10	The tasks given by the the teachers to students are previously explained		√		
11.	It easier for teachers to check students learning outcomes.			√	
12.	Student understand the materials or given task.	-	√		
13.	Student submit their assignments on time.			√	

14.	Teachers use media when teaching		√		
15.	Online learning according to the lesson plan that has been disgned		√		
16.	Online learning according to predetermined			√	
17.	Students dislike online learning .		√		-
18.	Teachers dislike online learning		√		
19.	Students are not active when learning online.		√		
20.	Students don't provide responses and questions during online learning.		√		-



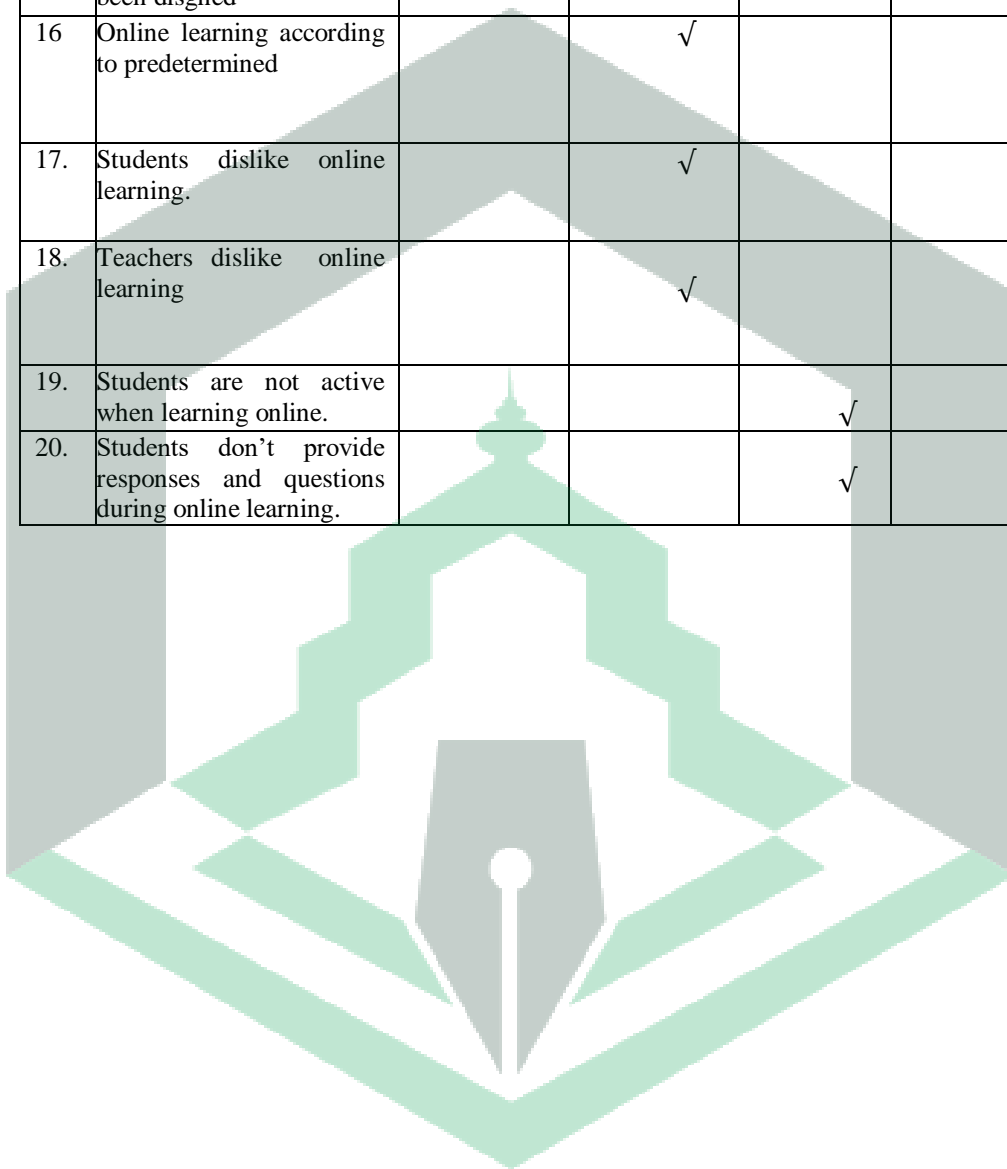


**QUESTIONNAIRE SHEET**  
**THE ENGLISH TEACHERS' PERCEPTIONS TOWARD ONLINE**  
**LEARNING**

Name : HUSNAH , S.Pd  
 Agency : SMAN 4 Luwu Utara

No	Questions	Amount			
		Strongly agree	Agree	Disagree	Strongly Disagree
1.	Online learning makes it easier for teachers to deliver learning material optimally to students		√		
2.	Online learning makes it easier for teachers to give assignments to students	√			
3.	Online learning is simple to implement		√		
4.	The learning outcomes of students increase when learning online.			√	
5.	Online learning encourages students to learn independently		√		
6.	The tools used in online learning are adequate		√		
7.	The network is stable during online learning .		√		
8.	Teachers easily monitor students in online learning			√	
9.	Online learning makes it easier for teachers to check student work.		√		
10.	The tasks given by the the teachers to students are previously explained			√	
11.	It easier for teachers to check students learning outcomes.			√	
12.	Student understand the materials or given task.	-		√	
13.	Student submit their assignments on time.			√	-

14.	Teachers use media when teaching		√		
15.	Online learning according to the lesson plan that has been disgned			√	
16.	Online learning according to predetermined		√		
17.	Students dislike online learning.		√		
18.	Teachers dislike online learning		√		
19.	Students are not active when learning online.			√	
20.	Students don't provide responses and questions during online learning.			√	



**QUESTIONNAIRE SHEET**  
**THE ENGLISH TEACHERS' PERCEPTIONS TOWARD ONLINE**  
**LEARNING**

Name :RAHMAWATI, S.S  
 Agency :SMAN 4 Luwu Utara.

No	Questions	Amount			
		Strongly Agree	agree	Disagree	Strongly Disagree
1.	Online learning makes it easier for teachers to deliver learning material optimally to students		√		
2.	Online learning makes it easier for teachers to give assignments to students		√		
3.	Online learning is simple to implement		√		
4.	The learning outcomes of students increase when learning online.			√	
5.	Online learning encourages students to learn independently		√		
6.	The tools used in online learning are adequate		√		
7.	The network is stable during online learning			√	
8.	Teachers easily monitor students in online learning		√		
9.	Online learning makes it easier for teachers to check student work			√	
10.	The tasks given by the teachers to students are previously explained	√			
11.	It easier for teachers to check students learning outcomes.			√	
12.	Student understand the materials or given task.			√	
13.	Student submit their assignments on time.			√	
14.	Teachers use media when teaching		√		

15.	Online learning according to the lesson plan that has been disgned		√		
16	Online learning according to predetermined		√		
17.	Students dislike online learning.			√	
18.	Teachers dislike online learning			√	
19.	Students are not active when learning online.		√		
20.	Students don't provide responses and questions during online learning.		√		

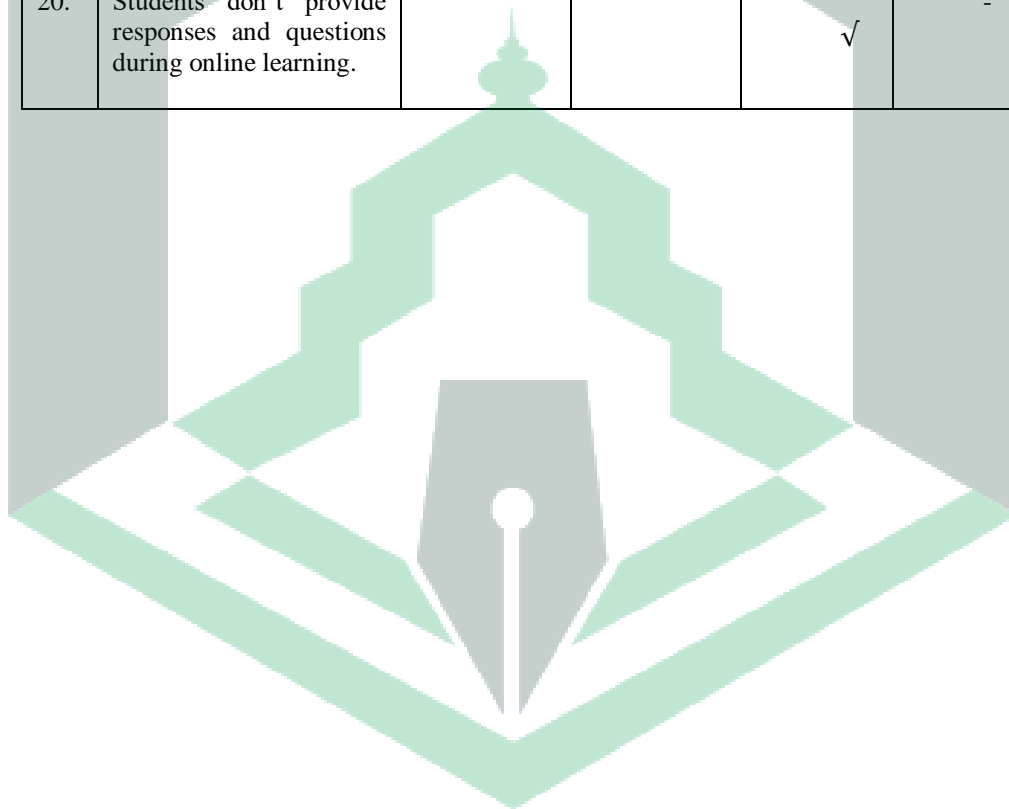


**QUESTIONNAIRE SHEET**  
**THE ENGLISH TEACHERS' PERCEPTIONS TOWARD ONLINE**  
**LEARNING**

Name : ASMI, S.Pd  
 Agency :SMAN 8 Luwu Utara

No	Questions	Amount			
		Strongly agree	Agree	Disagree	Strongly Disagree
1.	Online learning makes it easier for teachers to deliver learning material optimally to students		√		
2.	Online learning makes it easier for teachers to give assignments to students			√	
3.	Online learning is simple to implement			√	
4.	The learning outcomes of students increase when learning online.				√
5.	Learning encourages students to learn independently		√		
6.	The tools used in online learning are adequate			√	
7.	The network is stable during online learning .			√	
8.	Teachers easily monitor students in online learning .			√	
9	Online learning makes it easier for teachers to check student work		√		
10	The tasks given by the the teachers to students are previously explained		√		
11.	It easier for teachers to check students learning outcomes.		√		
12.	Student understand the materials or given task.			√	
13.	Student submit their assignments on time.			√	
14.	Teachers use media when teaching		√		

15.	Online learning according to the lesson plan that has been disgned		√		
16.	Online learning according to predetermined		√		
17.	Students dislike online learning .			√	
18.	Teachers dislike online learning			√	
19.	Students are not active when learning online.			√	
20.	Students don't provide responses and questions during online learning.			√	-

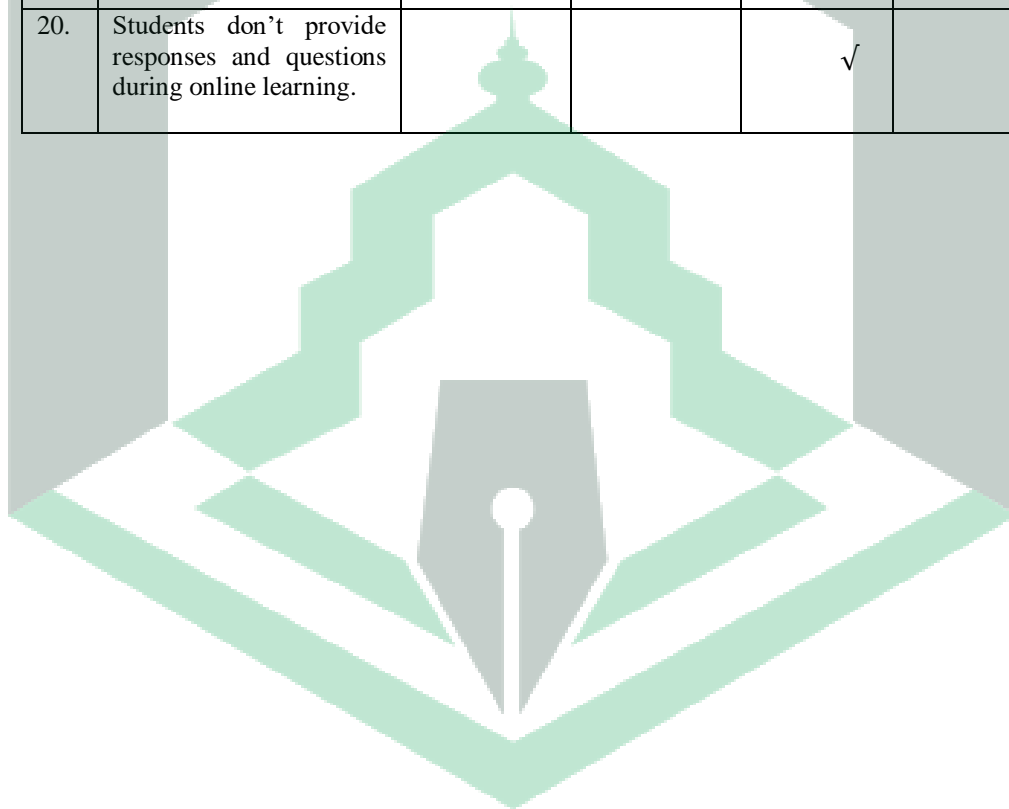


**QUESTIONNAIRE SHEET**  
**THE ENGLISH TEACHERS' PERCEPTIONS TOWARD ONLINE**  
**LEARNING**

Name :RIKA YUSNI ARNIDA, S.Pd  
 Agency : SMAN 8 Luwu Utara

No	Questions	Amount			
		Strongly Agree	agree	Disagree	Strongly Disagree
1.	Online learning makes it easier for teachers to deliver learning material optimally to students			√	
2.	Online learning makes it easier for teachers to give assignments to students			√	
3.	Online learning is simple to implement			√	
4.	The learning outcomes of students increase when learning online.			√	
5.	Online learning encourages students to learn independently		√		
6.	The tools used in online learning are adequate			√	
7.	The network is stable during online learning .			√	
8.	Teachers easily monitor students in online learning .				√
9	Online learning makes it easier for teachers to check student work			√	
10	The tasks given by the the teachers to students are previously explained		√		
11.	It easier for teachers to check students learning outcomes.			√	
12.	Student understand the materials or given task.			√	
13.	Student submit their assignments on time.			√	-

14.	Teachers use media when teaching		√		
15.	Online learning according to the lesson plan that has been disgned		√		
16.	Online learning according to predetermined		√		
17.	Students dislike online learning .			√	-
18.	Teachers dislike online learning			√	
19.	Students are not active when learning online.			√	
20.	Students don't provide responses and questions during online learning.			√	



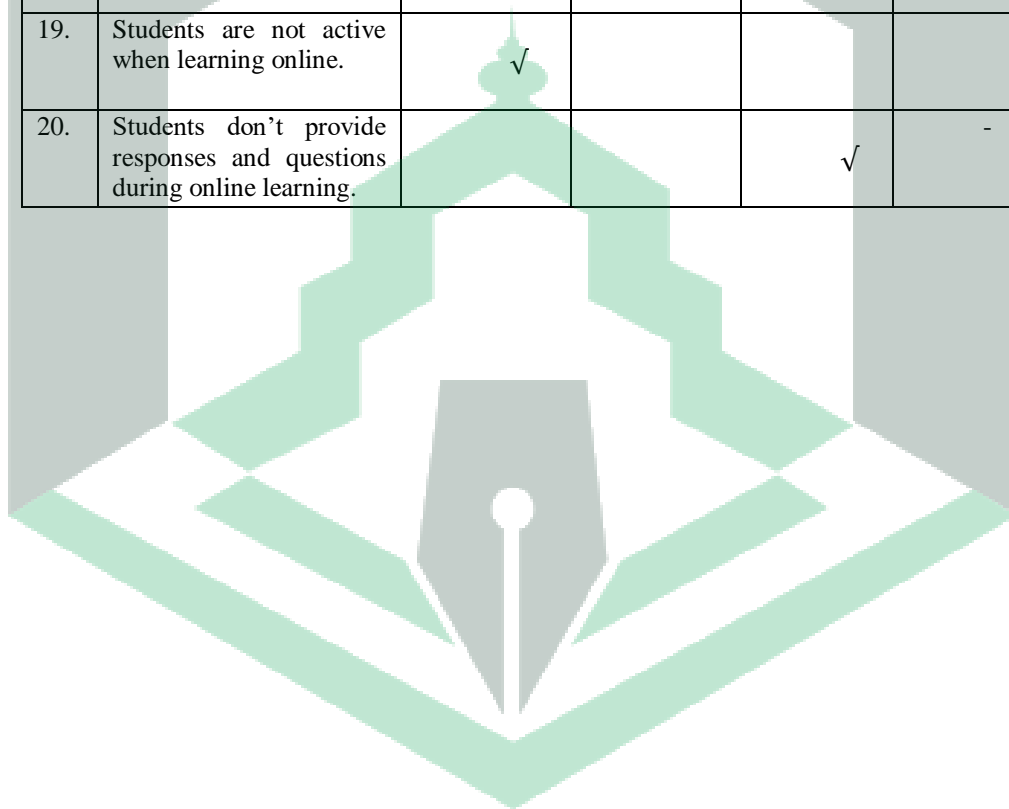


**THE ENGLISH TEACHERS' PERCEPTIONS TOWARD ONLINE  
LEARNING**

Name : DEWI,S.Pd.  
Agency : SMAN 8 Luwu Utara

No	Questions	Amount			
		Strongly agree	agree	Disagree	Strongly Disagree
1.	Online learning makes it easier for teachers to deliver learning material optimally to students				√
2.	Online learning makes it easier for teachers to give assignments to students			√	
3.	Online learning is simple to implement		√		
4.	The learning outcomes of students increase when learning online.				√
5.	Online learning encourages students to learn independently		√		
6.	The tools used in online learning are adequate			√	
7.	The network is stable during online learning .				√
8.	Teachers easily monitor students in online learning .			√	
9.	Online learning makes it easier for teachers to check student work		√		
10.	The tasks given by the the teachers to students are previously explained	√			
11.	It easier for teachers to check students learning outcomes.			√	
12.	Student understand the materials or given task.	-		√	
13.	Student submit their			√	-

	assignments on time.				
14.	Teachers use media when teaching		√		
15.	Online learning according to the lesson plan that has been disgned		√		
16.	Online learning according to predetermined		√		
17.	Students dislike online learning .			√	-
18.	Teachers dislike online learning		√		
19.	Students are not active when learning online.	√			
20.	Students don't provide responses and questions during online learning.			√	-



## APPENDIX 5 INTERVIEW RESULTS

Respondents 1(RK)

1. Have you ever implemented online learning?

Yes, during the pandemic.

2. How do you monitor students when online learning?

Using WhatsApp and Zoom for absences is enough to send their name to the Group WhatsApp. Besides that, I provide tolerance for students who are late with students reasonable reasons.

3. What is the most significant difference when teaching online compared to offline?

Online learning cannot monitor directly, so sometimes students' result doesn't match their abilities, while offline can monitor directly.

4. What are the advantages and disadvantages of online learning?

a. Advantages of online learning namely:

1) Being more familiar with the technology that used only WhatsApp for communication but now can use some applications for communication such as Zoom, Google meets, etc.

2) Flexible time.

b. Disadvantages of online learning namely:

1) I cannot see students' true abilities because some students' assignments are not theirs.

2) Not all students can buy data.

3) There are still teachers who cannot technology

5. What challenges/difficulties do you face when learning online?

Challenges/difficulties during online learning are teaching, for example, materials, and it is known that in English, writing another reading may be more difficult when done online; it is different when offline. We can teach students directly and with internet access because each student has a different village. Some villages do not have good internet access, so students cannot follow the learning.

Respondent 2 ( DW)

1. Have you ever implemented online learning before?

Yes, during and after the pandemic, like nowadays, sometimes collect via WhatsApp when the learning time has expired.

2. How do you monitor students when online learning?

If something needs to be explained through WhatsApp, sometimes through Zoom, but mostly using WhatsApp because it makes learning easier for students.

3. What is the most significant difference when teaching online compared to offline?

The difference is that online students sometimes do not understand the material presented, while offline students are easy to ask if there is something they do not understand something.

4. What are the advantages and disadvantages of online learning?

a. Advantages of online learning namely:

- 1) Limited communication with students
- 2) Unstable network
- 3) Difficult to monitor students

4) Students find it difficult to understand the material provided.

5. What challenges/difficulties do you face when learning online English?

Challenges/difficulties for teachers or students, namely those with a residence that is difficult to reach the network, so they have to walk far to get to the network, and students are often slow in collecting students, so teachers find it difficult to provide assessments.

Respondent 3 (AS)

1. Have you ever implemented online learning before?

Yes, during and after the pandemic, it was only to give notifications, collect assignments and share material.

2. How do you monitor students when online learning?

Monitoring students through Zoom, taking attendance through Zoom. If a student is absent when Zoom starts, it is declared alpha.

3. What is the most significant difference when teaching online compared to offline?

The difference is that when online learning, teachers find it difficult to monitor students, students' condition, and students development, while when offline, teachers can monitor students, see student condition directly and find out student development.

4. What are the advantages and disadvantages of online learning?

a. Advantages of online learning namely:

1) Send the materials before the online learning starts so students can study before it starts.

2) It can be implemented anytime and anywhere.

b. Disadvantages of online learning.

1) Unstable network because certain areas are difficult to reach by the network.

2) Students are not on time when the learning starts.

5. What challenges/difficulties do you face when learning online?

The challenges/difficulties faced are that are some factors, one of which is environmental factors such, for example, some areas cannot always be on four hours because sometimes, we start learning at 09:00 am, some students are only active at 10:00 am it can disrupt learning and have to repeat the material that has been explained before and buy time and the main difficulty is depending on the network.

Respondent 4 (NH)

1. Have you ever implemented online learning?(when)

Yes, but pandemic the pandemic can also do online because there are obstacles, so one can not go to school.

2. How do you monitor the student when online learning?

I monitor students via WhatsApp because it makes it easier for students, Zoom I rarely use it because it requires a good network and a lot of data, it is known that one of the obstacles for students is the network and data.

3. What is the most significant difference when teaching compared to offline?

The difference between online and offline is that online, students are difficult to direct and sometimes do not participate in learning, while offline students are easier to direct and more students attend.

4. .What are the advantages and disadvantages of online learning?

a. Advantages of online learning namely:

- 1) I can teach anytime and anywhere.
- 2) Free to search for materials.
- 3) The place can be anywhere as long as the network is good.
- 4) Online assignments are faster.

b. Disadvantages of online learning namely:

- 1) The network is not good.
- 2) Inadequate facilities Although there are school facilities, students find it difficult to attend.

5. What challenges/difficulties do you face when online learning?

For me, there are no challenges/difficulties because where I live, the network is quite good, and facilities can use the facilities at school. In contrast, students who are in areas that are difficult to reach by the network sometimes they are late in submitting assignments and even do not participate in learning

Respondent 5 (HR).

1. Have you ever implemented online learning before?

During and after the pandemic can be online if there are obstacles such as sick, and when the midterm exam, sometimes I use the online system (google form).

2. How do you monitor students when online learning?

I monitor students through WhatsApp, and Zoom, for attendance, I give instructions who are present to respond, and those who are late to follow the

learning as long as it is still carried out are still presented.

3. What is the most significant difference when teaching online compared to offline?

Online learning makes it difficult to monitor students when learning, while offline, it is easier for me to monitor students.

4. What are the advantages and disadvantages of online learning?

a. Advantages of online learning namely:

- 1) It can be anywhere to provide material as long as it does not run away from responsibility.
- 2) Students are easy to collect assignments because they can be collected at home.

b. Disadvantages of online learning namely:

- 1) There are still many students who don't understand the material provided.
- 2) Poor network.

5. What challenges/difficulties do you face in online learning?

The challenges/difficulties do you faced when online learning is the network when using Zoom, which requires a lot of data. While it is known that some students whose areas are difficult to reach by network and data is limited.

Respondent 6 (FC)

1. Have you ever implemented online learning before?

Yes, during the pandemic, but after the pandemic, I did not carry out online learning.

2. How do you monitor students when online learning?

Via WhatsApp, sometimes via Zoom.



3. What is the most significant difference when teaching compared to offline?

If online, it is difficult to monitor students sometimes because they do not have data and the network is not supportive, while offline is easier to monitor students.

4. What are the advantages and disadvantages of online learning?

a. Advantages of online learning namely:

- 1) Flexible time.
- 2) Students are more independent.

b. Disadvantages of online learning namely:

- 1) Unsupportive network.
- 2) Less effectively implemented.

5. What challenges/difficulties do you face in online learning?

The biggest challenge/difficulty experienced by the teacher is that many students do not have facilities for online learning, such as Android phones, laptops, and internet quotas. That happens because of the economic factors of parents who are classified as middle to lower class, so most parents of students do not have Android phones. Even if there is maybe only 1 in 1 family, teachers often cannot talk directly with students because their parents bring the phone when the learning process takes place.

Respondent 7 (SF).

1. Have you ever implemented online learning? When?

During pandemic.

2. How do you monitor students when online learning?

Through WhatsApp, Google Classroom, and Zoom but I mostly use WhatsApp because it uses fewer data.

3. What is the most significant difference when teaching online compared to offline?

Students are less focused when learning online, unable to know the condition and development of students, while offline, can see monitor students and ask them questions.

4. What are the advantages and disadvantages of online learning?

a. Advantages of online learning namely: I think the advantage is that it can be done anytime.

b. The disadvantage of online learning namely:

- 1) Difficult to monitor students
- 2) Students are less active in online learning.
- 3) Poor network
- 4) Can not know the development of students.

5. What challenges/difficulties do you face in online learning?

The challenges/difficulties experienced are not being able to monitor the condition of students directly, and some students do not attend lessons or submit assignments because they do not have data/phone.

Respondent 8 (RH).

1. Have you ever implemented online learning?(when)

During pandemic.

2. How do you monitor the student when online learning?

Through WhatsApp, I always reminded about the assignment for absences

listed in the WhatsApp Group, and students who are late are still tolerated if there is a clear reason.

3. What is the most significant difference when teaching online compared to offline?

When learning online, students are late in submitting assignments with the excuse of not using data, while if offline, there is no excuse for not submitting assignments.

4. What are the advantage and disadvantages of online learning?

a. Advantages of online learning namely:

1) Can find references on google.

2) Flexible time.

b. Disadvantages of online learning namely:

1) Unstable network.

2) Limited data.

5. What challenges/difficulties do you face in online learning?

The challenges/difficulties faced are that students are not on time in submitting, and there are even students who collect assignments at the end of the semester. Students sometimes forget to work on the obstacles faced are internet quotas and students who are difficult to contact.

Respondent 9 (HS).

1. Have you ever implemented online learning? (when)

Pandemic and after the pandemic, only collection of assignments if the learning time is over, then the assignment is sent via WhatsApp.

2. How do you monitor the student when online learning?

Through WhatsApp and Zoom.

3. What is the most significant difference when teaching online compared to offline?

The difference is that if online learning cannot have direct contact with students so that the chemistries of teachers and students are reduced, while offline there is direct contact between teachers and students so that teachers and students are closer.

4. What are the advantages and disadvantages of online learning?

a. Advantages of online learning namely:

- 1) It can be done anywhere/
- 2) Materials can be sent via Whatsapp
- 3) Can teach while doing other activities.

b. Disadvantages of online learning namely:

- 1) Poor network
- 2) Lack of enthusiasm for learning
- 3) Lack of focus.
- 4) Students tend to get bored when learning online.

5. What challenges/difficulties do you face in online learning?

The challenges and difficulties I faced were students are less enthusiastic about online learning, so teachers must be more active and creative in teaching so that students do not feel bored.

Respondent 10 (HS).

1. Have you ever implemented online learning?

Yes, but after the pandemic, sometimes assignments are collected via WhatsApp.

2. How do you monitor students in online learning?

Create a class grub.

3. What is the most significant difference when teaching online compared to offline?

The difference is that offline is more focused when learning takes place, while online teaching is often interrupted if students are entering.

4. What are the advantages and disadvantages of online learning?

a. Advantages of online learning namely:

- 1) Easy to send video without using LCD.
- 2) More simple

b. Disadvantages of online learning namely:

- 1) Cannot monitor students directly.
- 2) Unstable network.


5. What challenges/difficulties do you face in online learning?

The teacher must be more hardworking and proactive in teaching so students are interested in learning. When teaching is often unfocused, some

students enter the meeting when the learning is already taking place.



# DOCUMENTATIONS



## APPENDIX 6 DOCUMENTATION



Picture 1:Information data collection with Mr. Safruddin as the Headmaster of SMAN 1 Luwu Utara.



Picture 2:Information data collection with Mr. Nasruddin as the Headmaster of SMAN 4 Luwu Utara





Picture 3: Information data collection with Mr. Rafiuddin as the Headmaster of SMAN 8 Luwu Utara.



Picture 4: Researcher conducts an interview with Mrs. Fransisca as an English teacher at SMAN 1 Luwu Utara.



Picture 5: Researcher conducts an interview with Mrs. Hariani as an English teacher at SMAN 1 luwu utara.



Picture 6: Questionnaire filled out by Mrs. hariani



Picture 7 :Researcher conducts Interview with Mrs. St.fatimah as the English teacher at SMAN 4 Luwu Utara.



Picture 8 :Questionnaire filled out by Mrs. St. Fatimah.



Picture 9 :Questionnaire filled out by Mrs. Husna.



Picture 10:Researcher conducts an interview with Mrs. Husna as English teacher at SMAN 4 Luwu Utara.



Picture 11 : Questionnaire filled out by Mr. Rahmawati.



Picture12: Researcher conducts an interview with Mrs. Rahmawti as the English teacher SMAN 4 Luwu Utara.



Picture13 : Questionnaire filled out by Mrs. Rika



Picture 14 : Researcher conducts an interview with Mrs.Rika as the English teacher of SMAN 8 Luwu Utara.



Picture 15 : Researcher conducts an interview with Mrs. SMAN 8 Luwu Utara.



Picture 16 : Questionnaire filled out by Mrs. Asmi.



**APPENDIX 7:  
SURAT KETERANGAN SELESAI MENELITI**







PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN

**UPT SMA NEGERI 1 LUWU UTARA**

Alamat Jl.K.H.Ahmad dahlan No.32 Masamba, Kab. Luwu Utara  
Website: [www.smansa-lutra.sch.id](http://www.smansa-lutra.sch.id) E-mail: [sman1msblutra@gmail.com](mailto:sman1msblutra@gmail.com)

**SURAT KETERANGAN**

Nomor : 421.3/621-UPT SMAN.1/LUTRA/DISDIK

Yang bertandatangan dibawah ini :

Nama : **SAFRUDDIN, S.Pd., M.Pd.**  
Pangkat/Gol. : Pembina Tingkat I, IV/b  
NIP : 196706161997021002  
Jabatan : Kepala UPT SMAN 1 Luwu Utara

Menerangkan bahwa Saudari yang tersebut dibawah ini :

Nama : **I S A R**  
NIM : 1902020025  
Tempat/tanggal lahir : 02 Februari 1999  
Jenis Kelamin : Perempuan  
Program Studi : Pendidikan Bahasa Inggris (S1)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Alamat : Dusun Padangnge Desa Pute Mata  
Kec. Malangke Kab. Luwu Utara

telah melakukan penelitian terhadap Guru Mata Pelajaran Bahasa Inggris Kelas X, XI dan XII di UPT SMAN 1 Luwu Utara, dengan judul penelitian **"The English Teachers' Perceptions Toward Online Learning In Senior High School in North Luwu"** pada tanggal 19 Juni 2023.

Demikian surat keterangan telah melakukan penelitian ini diberikan untuk digunakan sebagaimana mestinya.

19 Juni 2023



Kepala UPT SMAN 1 Luwu Utara,

**SAFRUDDIN, S.Pd., M.Pd.**  
Pangkat Pembina Tingkat I  
NIP 196706161997021002



PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
**UPT SMA NEGERI 4 LUWU UTARA**

Jl. Pendidikan Dsn Tanimba Kec. Bone – Bone Kab. Luwu Utara ☎ (0473) 2312029 kode Pos 92966  
E-mail : [sman4luwuutara@gmail.com](mailto:sman4luwuutara@gmail.com) Website : [www.sman4luwuutara.sch.id](http://www.sman4luwuutara.sch.id)

**SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN**

Nomor : 422/199-UPT SMA.4/LUTRA/DISDIK

Yang bertanda tangan di bawah ini :

Nama : **Drs. ARUJI RAHMAT**  
NIP : 19660604 200003 1 007  
Pangkat/Golongan : Pembina Tingkat I / IV b  
Jabatan : Kepala UPT SMAN 4 Luwu Utara

Menerangkan bahwa :

Nama : **ISAR**  
Nomor Pokok : 1902020025  
Program Studi : Pend. Bahasa Inggris  
Pekerjaan/Lembaga : Mahasiswa (S1) Institut Agama Islam Negeri Palopo

Benar telah melakukan penelitian di UPT SMA Negeri 4 Luwu Utara Kecamatan Bone-Bone Kabupaten Luwu Utara dalam rangka menyusun (skripsi) yang berjudul **"The English Teachers' Perceptions Toward Online Learning In Senior High School In North Luwu (Studi Kasus Di SMA Negeri 4 Luwu Utara)"** pada tanggal **25 Mei - 19 Juni 2023**.

Demikian surat keterangan ini diberikan untuk diketahui dan dipergunakan sebagaimana mestinya.

Bone – Bone, 20 Juni 2023

Kepala  
PEMERINTAH PROVINSI SULAWESI SELATAN  
UPT  
SEKOLAH MENENGAH NEGERI  
KAB. LUWU UTARA  
**Drs. ARUJI RAHMAT**  
Pangkat: Pembina Tingkat I  
NIP: 19660604 200003 1 007



## APPENDIX 8 PLAGIASI



## CURRICULUM VITAE



**ISAR** she was born on February 17<sup>th</sup> 2000 in Malangke. Her father's name is Rustam and mother's is Hj. Hasnawati. She has two brothers and four sisters. She was seventh child in her family. She finished her study in Elementary School (SDN 126 Putemata) and graduate in 2011. Then, she continued her study in Junior High School ( SMPN 3 Malangke Barat) and graduate in 2014. After that, she continued her study in Senior High School (SMAN 2 Malangke/SMAN 17 Luwu Utara) and graduate in 2017. Finally, she continued her study in State Islamic of Palopo (IAIN Palopo) in 2019 and took English language education study program. She finished her study in 2023. In the end of her study in IAIN Palopo, she composed a thesis entitled “ The English Teachers' Perceptions Toward Online Learning in Senior High School in North Luwu”.