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Understanding Student Perspectives on Emergency Remote Teaching: Insights for Enhanced Learning

Virginia Gabrella Sengkey
English Education Department, Universitas Klabat, Manado, Indonesia
e-mail: virginia.sengkey@unklab.ac.id

Abstract

This study employed descriptive and correlational research methods to investigate how students perceive Emergency Remote Teaching (ERT). Specifically, the study focused on assessing students' views regarding the effectiveness, attitude, and anxiety levels associated with ERT. Additionally, the study aimed to investigate the relationships between students' perceived effectiveness of ERT and their levels of satisfaction, as well as the correlation between their attitudes towards ERT and their satisfaction and anxiety levels. The study sample comprised 109 students from a private university in North Sulawesi. The findings revealed that students perceived ERT as highly effective and reported high levels of satisfaction. Furthermore, students displayed a positive attitude towards ERT and exhibited low levels of anxiety. The results also indicated significant correlations between students' perceived effectiveness of ERT and their satisfaction, as well as between their attitude towards ERT and their satisfaction and anxiety levels.

Keywords— emergency remote teaching, online learning, students

Abstrak

Penelitian ini yang bertujuan untuk menentukan tingkat kepuasan pembelajaran jarak jauh darurat serta persepsi efektivitas, sikap, dan kecemasan mahasiswa dalam konteks pembelajaran jarak jauh darurat menggunakan desain penelitian deskriptif dan korelasional. Tujuan utama studi ini adalah untuk mengidentifikasi hubungan antara persepsi efektivitas pembelajaran jarak jauh darurat mahasiswa dengan tingkat kepuasan dan sikap mereka, serta antara tingkat kepuasan dengan tingkat kecemasan. Sampel studi terdiri dari 109 mahasiswa di sebuah universitas swasta di Sulawesi Utara. Hasil penelitian menunjukkan bahwa persepsi efektivitas dan kepuasan mahasiswa terhadap pembelajaran jarak jauh darurat berada pada level yang tinggi. Selain itu, mereka juga memiliki sikap positif dan tingkat kecemasan yang rendah. Hasil penelitian juga menunjukkan adanya hubungan yang signifikan antara persepsi efektivitas dengan kepuasan dan sikap mereka serta antara kepuasan dan kecemasan mereka.

Kata kunci—mahasiswa, pembelajaran jarak jauh darurat, pembelajaran daring,

INTRODUCTION

The World Health Organization (WHO) designated the sudden emergence of COVID-19 as a global public health emergency, attributing this decision to the rapid increase in confirmed cases worldwide (WHO, 2020). Subsequently, the Indonesian government responded proactively by implementing various preventive measures to safeguard public health. These measures included imposing a lockdown, enforcing social distancing protocols, canceling events and gatherings, and closing public spaces. Furthermore, in alignment with these efforts, the Ministry of Education swiftly devised and implemented an emergency plan. This plan mandated an immediate transition to remote teaching as a critical step to ensure continuous education delivery for students amidst the prevailing health crisis (MOE, 2020).

Under these conditions, remote teaching becomes a practical educational alternative. Emergency remote teaching (ERT) is described as "a temporary shift of instructional delivery to an alternate model due to crisis circumstances" (Hodges et al., para. 13, 2020). Hodges and colleagues introduced ERT to distinguish this crisis-driven form of remote learning from established methods such as distance learning, blended learning, e-learning, and mobile learning. During crises like the COVID-19 pandemic, ERT is crucial as it enables both social distancing and uninterrupted teaching throughout periods of lockdown. This study utilized relevant literature on e-learning within the specific context of using ERT during the COVID-19 lockdown to offer further understanding and clarification.

Despite having established infrastructure and a learning management system in place, the abrupt and unplanned shift to remote learning may have adversely affected the educational experience. Existing literature underscores the critical importance of thorough advanced planning to ensure well-structured and effective e-learning, whether in the form of fully remote courses or blended learning (Rice & McKendree, 2014). Moreover, empirical studies have consistently highlighted inadequate planning and insufficient training of staff as significant barriers to successful e-learning experiences (Algahtani, 2011; Edwards & McKinnell, 2007). Furthermore, achieving successful e-learning involves several essential stages. These stages include course design, orientation of both learners and instructors to the online environment, facilitation of online participation, and continuous assessment of learning outcomes. Following these steps is crucial for enhancing readiness among learners and instructors, both technically and psychologically, and for emphasizing the importance of virtual learning. Thus, anticipating potential decreases in confidence and increases in anxiety levels among both students and teachers can be beneficial in addressing challenges associated with the transition to remote education.

As a reaction to the COVID-19 outbreak, educational institutions have adopted various strategies, including ERT. ERT refers to educational delivery when face-to-face learning becomes impossible due to a crisis or catastrophe. Institutions have transitioned from traditional classroom settings to virtual platforms, requiring students to study remotely from home to prevent the spread of COVID-19. According to Rahiem (2020, p. 2), "The UN Education, Scientific, and Cultural Organization (UNESCO) estimated that 129 countries had implemented national school closures" by June 10, 2020. For example, universities in South Korea canceled on-campus classes scheduled to begin on March 2, 2020 (Shim & Lee, 2020), a measure also implemented in Indonesia where school closures commenced on March 23, 2020 (Rahiem, 2020). Consequently, educational institutions worldwide have adopted emergency remote teaching to ensure continuity amidst the pandemic, seeking alternative ways to maintain educational activities.

During the COVID-19 shutdown, the transition to emergency remote teaching and learning influenced educational systems worldwide as well as the mental health of teachers and students (Ahmady et al., 2020; Odriozola-González et al., 2020; Sahu, 2020). Using a variety of already-existing e-learning platforms integrated into their learning management systems, Saudi Arabian universities made significant efforts to successfully adopt

emergency remote teaching (Yamin, 2020). The Saudi Arabian higher education system, which has been incorporating e-learning since 2002, has a well-established e-learning infrastructure that has contributed to this smooth transition (Al-Asmari and Khan, 2014). The Saudi National Centre for E-learning supports e-learning departments or sections at almost all Saudi universities (Al-Shehri, 2010). However, numerous countries have no access to such strong infrastructures. In many cases, poor staff training and planning provide significant obstacles to the effectiveness of e-learning initiatives (Algahtani, 2011; Edwards and McKinnell, 2007). Therefore, while putting online learning initiatives into action, a number of issues need to be properly taken into account.

Teachers need to meticulously plan and structure the learning process for online education to be successful. Alqabbani et al. (2020) introduced five key elements—readiness, perceptions of effectiveness, attitudes, satisfaction, and anxiety—to explain the experience of ERT. Researchers should anticipate the complexity and variability in defining satisfaction, which encompasses multiple dimensions that evolve throughout a specific course. Therefore, examining the effectiveness, satisfaction, attitudes, and anxiety of ERT among students is crucial for ensuring quality education during remote learning. This study aims to assess the levels of perceived effectiveness, attitudes, satisfaction, and anxiety among students in ERT. Additionally, it seeks to explore the significant correlations between students' perceived effectiveness, attitudes, satisfaction, and anxiety in ERT.

RESEARCH METHODS

The study involved 109 students from a private university in North Sulawesi, selected through convenience sampling, meaning those available during data collection participated. Data on students' perceived satisfaction with ERT were gathered using a questionnaire adapted from Alqabbani et al. (2020). To ensure questionnaire validity, three education experts were consulted, and pilot testing was conducted among students in general English classes. The internal consistency of the questionnaire was found to be acceptable (Cronbach's Alpha = 0.92). Descriptive statistics, specifically mean scores, addressed the first research question, while the Pearson Product moment correlation coefficient was used for research questions two, three, and four.

RESULTS AND DISCUSSIONS

Research Question Number 1: What are the perceived effectiveness, attitude, satisfaction, and anxiety levels among students during the shift to ERT?

Table 1 demonstrates that students rated perceived effectiveness, attitude, and satisfaction levels highly, with mean scores of 3.56, 3.66, and 3.75, respectively. Additionally, students reported experiencing low anxiety during ERT (M = 1.53). These findings indicate that students generally viewed ERT as effective for learning during the pandemic. Moreover, they exhibited positive attitudes towards ERT and expressed high levels of satisfaction with it. Hence, the low anxiety level among students might suggest a correlation with their positive attitudes and high satisfaction towards ERT.

Table 1. *Level of Student Perceived Effectiveness, Attitudes, Satisfaction, and Anxiety*

	N	Min.	Max.	Mean	SD
Effectiveness	109	2.00	4.45	3.56	.44931
Attitude	109	1.50	5.00	3.66	.47702
Satisfaction	109	1.00	5.00	3.75	.65611
Anxiety	109	.00	4.00	1.53	.94579
Valid N (listwise)	109				

The high perceived effectiveness among students in this study can be attributed to their familiarity with computer use. According to Wu et al. (2010), insufficient computer skills can hinder effective online learning. Additionally, the effectiveness of e-learning may be linked to students' previous access to and affordability of e-learning technology (Rashid & Yadav, 2020). Therefore, students who are adept at using technology tend to find online learning, or ERT, effective. Moreover, the positive attitude observed in this study supports the findings by Agormedah et al. (2020), who also explored English learners' attitudes toward emergency online learning in higher education. This favorable attitude could stem from the fact that today's students are digital natives, having grown up in the digital era where digital tools are integral to their lives (Boca, 2021). As highlighted by Boca (2021), digital applications are a fundamental part of the learning process for contemporary students, who have been utilizing these tools extensively.

Furthermore, the high satisfaction reported with ERT by students could be attributed to the interactive nature of interactions between students, teachers, and classmates. Research by Sher (2009) and Kuo et al. (2014) suggests that these interactions play a significant role in student satisfaction with online learning. Additionally, the elimination of commuting time to school, allowing students to allocate this time to other activities, may also contribute to their satisfaction with ERT, as noted by Shim and Lee (2020). In summary, students' high perceived effectiveness, positive attitude, and satisfaction with ERT can be linked to their familiarity with technology, the interactive nature of online interactions, and the time-saving benefits of remote learning.

Lastly, regarding the students' level of anxiety, it could be that students had low level of anxiety because they were ready for online learning. During online learning, the students can turn off their cameras. Hapsari (2021) acknowledged that students tend to experience anxiety when unprepared for online learning. In addition to that, Shim and Lee (2020) added that 'time utilization' and the possibility for students to turn off their cameras whenever they feel nervous about speaking in class allow 'smooth interactions' to occur. This low anxiety could also be due to students' ability to deal with online learning. Bao (202) and Unger and Meiran (2020) found that students become less anxious after several weeks of the pandemic as they adapted to online education. Thus, these reasons for being prepared for online learning, the possibility to turn off their camera when they want to speak, and the ability to adapt to online learning might then help explain why students had low anxiety in ERT.

Research Question Number 2: Is there any significant correlation between student perceived effectiveness and their attitude?

Table 2. *Correlation between Perceived Effectiveness and Attitude*

		Attitude
Effectiveness	Pearson Correlation	.613**
	Sig. (2-tailed)	.000
	N	109

Table 2 indicates a strong correlation between students' perceived effectiveness of ERT and their attitude ($p = .000$, $r = .613$). Thus, the alternative hypothesis, which suggests a significant correlation between students' perceived effectiveness and their attitude, is supported. This implies that as students perceive ERT to be more effective, their attitude towards ERT also tends to become more positive. Shim and Lee (2020) proposed that the flexibility of online classes and the unrestricted learning environment, which are integral to

perceived effectiveness, provide psychological comfort to students. This may help explain why a perception of ERT effectiveness is associated with a more positive attitude toward it.

Moreover, the significant correlation between students' perceived effectiveness and their attitude towards ERT may be because they are satisfied with the accessibility of materials that can be accessed or reviewed at any time. As argued by Osman (2020), research has shown that recorded lectures and uploaded e-materials enable students to flexibly access resources, contributing to a positive perception of online learning. Hence, this could clarify the significant correlation between the students' perceived effectiveness and their attitude towards ERT.

Research Question Number 3: Is there any significant correlation between student perceived effectiveness and their satisfaction?

Table 3. Correlation between Perceived Effectiveness and Satisfaction

		Satisfaction
Effectiveness	Pearson Correlation	.565**
	Sig. (2-tailed)	.000
	N	109

In Table 3, the p-value was found to be 0.00 with an r = .565, indicating that the alternative hypothesis stating "There is a significant correlation between students' perceived effectiveness and their satisfaction" is supported. This result demonstrates a significant relationship between students' perceived effectiveness of ERT and their satisfaction with it. Similar findings were also reported by Krishan et al. (2020). According to Cheong and Weldon (2021), students' perception of ERT effectiveness, or online learning in general, is a key determinant of their satisfaction. One of the questionnaire items in this study that measures effectiveness is related to assessment. It is possible that the variation in assessment styles by teachers during ERT contributed to students feeling more satisfied with their learning experience. Shim and Lee (2020) highlighted that unclear or inconsistent assessment practices can lead to dissatisfaction. Therefore, if teachers during ERT employed clear and diverse assessment methods, students may have perceived their learning as effective, thereby increasing their overall satisfaction.

Research Question Number 4: Is there any significant correlation between student satisfaction and their anxiety?

Table 4. *Correlation between Satisfaction and Anxiety*

		Anxiety
Satisfaction	Pearson Correlation	-.234*
	Sig. (2-tailed)	.014
	N	109

Table 4 shows the correlation between student satisfaction and their anxiety. The results show a negative correlation with p = .014 and r = -.234. Thus, the alternative hypothesis stating "There is a significant correlation between student satisfaction and their anxiety" is accepted. The negative correlation suggests that as students experience higher levels of satisfaction with ERT, their anxiety levels decrease during their learning process. This relationship may be attributed to students' prior experience with technology, such as using computers, which could contribute to a reduced sense of anxiety in their learning environment. As found by Lim, as cited in Simpson et al. (2012), individuals with more experience using computers in online classes tend to report higher satisfaction with online

learning. This satisfaction, in turn, could potentially alleviate anxiety related to online learning experiences.

CONCLUSION

Based on the findings of this study, it is determined that students perceive ERT as effective and hold a positive attitude toward it. Additionally, the data analysis indicates that students are satisfied with ERT and demonstrate low levels of anxiety in their learning environment. Furthermore, the study reveals that as students perceive ERT to be more effective, their attitudes and satisfaction levels toward ERT become more positive. Moreover, their satisfaction with ERT correlates with reduced anxiety during online learning. Thus, how effective the students perceive the ERT has a significant relationship to their attitude and satisfaction and also indirectly to their anxiety.

RECOMMENDATIONS

The findings of this current study can serve as a foundation for future research aimed at establishing a framework for creating an optimal and supportive online learning environment, and for enhancing the effectiveness of online learning in virtual settings. Future qualitative research is essential to gain deeper insights into the factors influencing student satisfaction, perceived effectiveness, attitudes, and anxiety in online learning. Understanding these factors, especially following the rapid implementation of e-learning, is crucial for decision-makers and stakeholders involved in similar future scenarios. Therefore, it is recommended to focus on enhancing digital competencies among students and teachers, alongside promoting research and interdisciplinary collaboration to advance various aspects of online higher education. Additionally, further investigation into the impact of emergency remote teaching on achieving both theoretical and practical learning outcomes can be further considered.

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