



¹ Teachers' and Students' Perceptions of Online Learning Interactions Amidst the COVID-19 Pandemic in Indonesian Senior High Schools

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ABSTRACT

The research investigates Indonesian high school teachers' and students' perceptions of learning interactions when the classroom settings were moved online at the beginning of 2020. Conducting this research is essential to unpack the development of online learning after more than a year of pandemic hits in the world. To unload the issue, this research employed a mixed-method design. A survey questionnaire was shared with the teachers around Indonesia, and from this effort, 136 teachers and 107 students agreed to participate in this research. Then, two teachers and two students were chosen to explain in detail their online learning experience. Based on the results, teachers tend to positively perceive online learning, while students moderately perceive the learning. Five interaction aspects influence perceptions: social interaction, instructional interaction, technology interaction, teachers' and students' engagement. The findings suggest that teachers should be more active in enhancing their pedagogical practice and social approach in online classrooms.

INTRODUCTION

In 2020, the COVID-19 pandemic became a starting point for education around the globe to access technology as a part of teaching and learning activities. Due to this circumstance, all governments in the world took significant measures which impose the use of the internet and technology for all learning activities (Chakraborty et al., 2020). In Indonesia, the ministry of education and culture issued a policy that demands all educational institutions to close the door of classrooms and to open online classrooms for the students. The goal of completing the face-to-face classroom was to stop the virus from spread among teachers and students.

Eventually, this pandemic has become the accelerator for digital education transformation for many institutions in the world, including in Indonesia. The extensive lockdown and the use of technology for schools have made distance learning spaces more critical for everyone who wants to pursue an education (Korkmaz and Toraman, 2020). Korkmaz and Toraman (2020) further argue that adapting to this digital learning transformation is necessary because future education will heavily demand technology. Thus, future research should address factors that unpack the effectiveness of online learning so that learning in an online space can become more meaningful for teachers and students (Widiyono, 2020). By understanding online learning issues, digital learning will be more promising and effective for all learners.

Some researchers believe that interactions are the key (Anderson, 2004; Baber, 2020; Mehall, 2020; York & Richardson, 2012). According to Baber (2020), an effective interaction in online learning will lead to students' knowledge and better learning outcomes. Several studies which delve into this

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