


Exploring Student Engagement in Online Learning

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ARTICLE INFO	ABSTRACT
<p>Article history Received August 10, 2022 Revised Dec 19, 2022 Accepted Dec 19, 2022</p>	<p>This survey study aimed to capture the actual student engagement in online learning, including the intensity of engagement, the barriers that prevent the students from engaging, and the efforts to stay engaged during online learning. It determined the students' and English teachers' perspectives to identify the differences in engagement variables among them. There were 424 participants consisting of students and English teachers from 2 Senior High Schools, 1 Vocational High School, and 2 Junior High Schools in South Sumatera, Indonesia. The online questionnaire was distributed through Google Forms and divided into three parts. The questionnaire items were adopted from Online Student Engagement Scale (OSE) to measure the intensity of engagement and Microsystem Factors Influence Student Engagement Scale to investigate the students' barriers and efforts in engaging in online learning. Further, all the garnered data were computed through SPSS 25.0, facilitating an easier data presentation. The results of this study unveil the moderate intensity of student engagement in online learning, low barriers, and high efforts to stay engaged during online learning from both students and English teachers' perspectives. Additionally, these results are expected to be used as the basis of reflection and evaluation of the online learning program in Indonesia.</p>
<p>Keywords Student Engagement (Intensity, Barriers, and Efforts) Online Learning Secondary School</p>	<p>This is an open access article under the CC-BY license.</p> 

I. Introduction

Online learning is a solution for 1.5 billion students who are not able to attend school (UNESCO, 2020). In Indonesia, online learning has been fully implemented since the Ministry of Education and Culture decided to suspend all school activities and use online learning through the issuance of Circular Letter No.4/2020 (Kemendikbud, 2020). Online learning has become an emergency remote learning alternative due to the spread of COVID-19 (Adedoyin & Soykan, 2020). Emergency remote learning is described as the quick transformation from face-to-face learning to an online system during a pandemic situation. Online learning is applied because there is no other way to conduct the education process since most outdoor activities are shut down. As the online learning implementation was suddenly implemented, the stakeholders had no sufficient preparation. It results in many problems and obstacles. One of the impacts of this situation is students' low engagement during online learning (Aliyyah et al., 2020).

Student engagement is seen as student involvement in every activity related to the learning process (Kuh, 2001) as well as a variable in educational research that is aimed at understanding, explaining, and predicting student behavior in learning environments (Axelson & Flick, 2010).

It is taken as a process of learning (Boekaerts, 2016) and also an indicator of successful teaching and learning process (Fredricks et al., 2016). NSSE (National Survey of Student Engagement) also defined student engagement as student involvement inside and outside the classroom. It includes the way students invest their time in learning as well as the benefits they obtain from learning and attending class (NSSE, 2021). However, Trowler (2010) stated that engagement is more than just involvement since it requires both involvement and internal feeling. Dixson (2015) curtails the definition of engagement into the teacher-learner-content interaction in the classroom. The students must think, talk, and interact with the content of a course, the other students in the course, and the instructor. Meanwhile, (Bolliger & Martin, 2018; Mukhtar et al., 2020; Wang & BrckaLorenz, 2018) also include school environment and student-faculty interaction as part of student engagement.

Many factors can affect student engagement, such as technical barriers and teacher intervention. There are also internal factors, such as gender and ability (Peng, 2017). According to McNaught et al. (2012), teachers also carry substantial effects on student engagement. The way teachers design and plan their learning content is an important

point in engaging students in the classroom activity. Teachers can promote student engagement through appropriate learning methods, tasks, and feedback. Those elements should be carefully determined to encourage students' participation in the classroom. Milligan et al. (2013) also positioned learners' motivation, online learning experience, and self-confidence as the main factors influencing student engagement in online learning. In line, Mandernach et al. (2011) also believed that students' internal factors, such as attitude, personality, motivation, effort, and self-confidence, were affective factors affecting student engagement.

Generally, the influencing factors of student engagement can be divided into internal and external factors. Bond & Bedenlier, (2019) unveil detailed factors that influence student engagement by adapting the bioecological model of influences on student engagement (Bronfenbrenner, 1979, 1986; Bronfenbrenner & Ceci, 1994). The influencing factor is divided into macrosystem, exosystem, mesosystem, and microsystem levels. From the smaller factor, the microsystem factor includes the student, as the center of the learning process, along with the institution, teacher curriculum, technology, peers, and family. The mesosystem level represents the interactions between microsystems, as well as between the micro and exosystems. The exosystem includes the wider social structures that affect the learner, such as institutional policy, institutional governance, national curriculum, the more extensive community, media, social service, extra-curricular activities, employment, family social networks, and extended family. Meanwhile, the macrosystem is the largest system, consisting of power, policy, economics, political and social environment, history, digitalization, and culture of a country or even worldwide.

In fact, various measures have been carried out to prevent problems that might occur during online learning, starting from the government to the school and teachers. As an emergency curriculum implemented through the Circular Letter of the Ministry of Education and Culture No.719/P/2020 about curriculum implementation guidelines in education units in special conditions, online learning in Indonesia still encounters issues in student engagement. The teaching and learning process still uses student center as the main principle. The emergency curriculum also articulates that the school has the freedom to choose the best curriculum to be applied according to the student's learning needs, so they can use the national curriculum, emergency curriculum, or construct an independent curriculum simplification (Kemendikbud, 2020).

On the other hand, the online system requires several tools and an internet connection. Besides, learning media also has an essential role in online learning than in traditional ones. Previous research has confirmed that the use of media increases students' motivation, engagement, and achievement in learning (Gil-Doménech & Berbegal-Mirabent, 2019; Ratminingsih et al., 2018; Tsai et al.,

2020). Additionally, since online learning is a new system, especially in Indonesia, it offers a new learning experience for students and a more attractive learning atmosphere.

Even though some schools and students are unfamiliar with online learning, it does not automatically translate into low participation. Some studies revealed a high level of engagement in online learning during the pandemic situation (Oraif & Elyas, 2021; Rojabi, 2020; Suharti et al., 2021). Some also suggested an evaluation of online learning since it did not promote student engagement (Dumford & Miller, 2018; Mukhtar et al., 2020). However, student engagement is regarded as a crucial part of online learning. Maintaining students' active engagement and great learning motivation remains to be the leading issue in both online and traditional classrooms (Bolliger & Martin, 2018).

In addition, since online learning has become a new trend in the educational field, many researchers express great interest in exploring online learning, especially in its relation to student engagement. Many of those studies focused on promoting students' engagement in online learning by using several technologies such as Blackboard and Facebook (Rekhter & Morlet, 2020), Game-based Digital Quiz (Nuci et al., 2021), and WeChat (Xu et al., 2020). Other studies implemented some interactive teaching methods such as web-mediated activity-based learning and meaningful learning (Tsai et al., 2020), mobile-based inter-active teaching model (Lim, 2017), learning analytics (Lu et al., 2018), and created harmonious classroom environment (Luo et al., 2022) to increase student's engagement in online learning. Those studies generally suggested low student engagement in online learning.

A study investigating the reasons for students' low engagement is necessary to determine the aspects of student engagement that require improvement. Generally, the most common issue in online learning is technology barriers. According to Adedoyin & Soykan (2020), technology and the internet become the main challenges of online learning since learning relies on them. Aside from technology and internet connection, socio-economic factors, human and pet intrusions, digital competence, assessment and supervision, heavy workload, and compatibility are also re-reported as challenges in online learning. In addition, Dumford & Miller (2018) found that online learning did not promote effective teaching practices and quality of interactions. Consequently, students feel isolated and disconnected. When a teacher is aware of the difficulties associated with online learning, they can make the best decisions for fostering student involvement.

In addition, most recent studies on engagement in online learning only explored students' perspectives (Oraif & Elyas, 2021; Rojabi, 2020; Suharti et al., 2021) and some faculty members (Bolliger & Martin, 2018; Mukhtar et al., 2020; Wang & BrckaLorenz, 2018), with only a few studies explored from both teachers' and student's perspective. As teachers also carry a substantial role in

classroom learning, their perspective will widen the description regarding student engagement in online learning.

Since the worldwide pandemic, there has been more focus on the trend of online learning replacing face-to-face instruction. Online learning has become the only possible solution for educational institutions to keep conducting their educational processes during a pandemic. During this pandemic, many Indonesian schools have just implemented online learning for the first time. Considering their limited preparation, problems and obstacles are unavoidable. As Rasmitadila et al. (2020) have reported, online learning in Indonesia still needs evaluation. One of the evaluation aspects should focus on students' engagement during online learning.

This current study, therefore, aimed to identify authentic student engagement in online learning, including the intensity of engagement, the barriers that prevent the students from engaging, and their effort to stay engaged during online learning. It also examined student engagement from the perspective of the teacher and student.

II. Method

This study used a quantitative approach with a survey design. In detail, we used a cross-sectional survey that was carried out at a single point in time. We specifically aimed this study for specific English subject in the areas affected by the pandemic, but still considered the accessibility. So therefore, we involved English teachers and students who experienced online learning during the pandemic at Lubuklinggau City, South Sumatera, Indonesia for the data collection. There were 404 students and 20 English teachers in total taken from a stratified random sampling of five schools, including two Senior High Schools, one Vocational High School, and two Junior High Schools.

In collecting the data, the close-ended online questionnaire was distributed through Google Forms. The questionnaire was divided into three parts, with a total of 90 items for students and 91 items for teachers. In the first part of the questionnaire, we examined the intensity of student engagement in online learning using Dixson (2015) Online Student Engagement Scale (OSE). It attempted to measure students' activities (actively and in their thought processes), their feeling about the learning, and their connections with the learning content, the instructor, and other students in terms of skills, participation, performance, and emotion. In the second and third parts, Microsystem Factors Influence Student Engagement, as stated in Bond & Bedenlier (2019) taken from the Bioecological Model of Influences on Student Engagement by Bronfenbrenner and colleagues (Bronfenbrenner, 1979, 1986; Bronfenbrenner & Ceci, 1994) was used to investigate student's barriers and efforts of engagement in online learning. We examined students' barriers and efforts using the microsystem factors affecting students' engagement,

consisting of the factors of a student, teacher, curriculum, technology, peers, family, and institution. In the questionnaires, we used five points Likert scale.

Before distributing the instrument, the item validity and reliability test were carried out. The result revealed that all items of the questionnaires were valid ($r_{\text{observed}} > r_{\text{table}}$) at a significant level of 5%, $r = .279$. Linearly, the reliability coefficients were .949 for the intensity scale, .951 for the barriers scale, .941 for the barriers scale, .830 for the intensity scale, as well as .961 and .904 for the scale of the effort on the student's and teacher questionnaires, respectively. Therefore, the entire questionnaire was highly reliable ($\alpha > .80$).

Table 1. Demographic Information of Participants

School	Teachers		Students	
	Male	Female	Male	Female
Junior High School A	2	2	31	54
Junior High School B	1	3	30	54
Senior High School A	0	4	26	55
Senior High School B	0	4	30	35
Vocational High School	1	3	31	58
Total	4	16	148	256

III. Results and Discussion

A. The Intensity of Student Engagement in Online Learning

Table 2 shows that many of the students (48%) believe that they have sufficiently engaged in online learning. However, the highest number of students answered 'sometimes,' indicating that they did not always present high engagement during English online learning.

Among the sub-dimensions, the students were highly engaged in the performance activities. They also expressed positive responses on the item "Doing well on the English tests/exercises." Consequently, the students were also positively convinced that they were "Getting a good score in English lessons." Contradictory, most of the participants gave negative responses on the participation engagement section. There were 53 and 106 students who answered never and seldom on the item "Posting in the English class discussion forum regularly (sharing/ comment/ giving response)."

Table 2. Student Perspective of the Intensity of Student Engagement in Online Learning

Sub-Dimensions	Items	Never	Seldom	Some-times	Often	Always

Sub-Dimensions	Items	Never	Seldom	Some-times	Often	Always	Sub-Dimensions	Items	Never	Seldom	Some-times	Often	Always
Emotion engagement	Staying up to read English text	12	55	157	97	83	Participation engagement	courses interesting					
	Looking over English class notes before attending online learning to make sure that I understand the English material	23	75	147	98	61		Present high motivation to learn English	14	55	111	108	116
	Listening or reading the English material carefully	5	43	79	131	146		Enjoy the English online class chats, discussions, and personal chats with the teacher or other students	50	83	121	89	61
	Being prepared before attending online English learning	21	71	107	102	103		Participating actively in English small-group discussion	51	84	133	85	51
	Taking notes when readings the text, listening to teacher presentations and watching the learning video	14	56	81	122	131		Helping fellow students in learning English	34	69	135	103	63
	Putting great effort into learning English	8	32	88	126	150		Engaging in conversations during the English online class (chat, discussions, email)	39	89	138	80	58
	Finding ways to make English lesson material relevant to daily activity	38	82	138	109	37		Posting in the English class discussion forum regularly (sharing, comment or giving response)	53	106	136	70	39
	Applying English material to daily activity	51	101	130	92	30		Getting to know other students in the class	29	51	81	123	120
	Finding ways to make English	47	71	121	106	59		Getting a good score in English lesson	5	41	134	157	67
								Doing well on English tests or exercises	3	22	78	130	171
						Total	50	124	225	205	161		
							2	5	6	6	7		
							7%	16%	29%	27%	21%		

Like the student's responses, most of the teachers admit that the students did not always engage during English online learning, as illustrated by 51% of them answering 'sometimes.' Following 'sometimes,' most teachers answered 'often,' then 'seldom', to our questionnaire items. Interestingly, none of the teachers answered 'never' to all the questionnaire items. Based on the teachers' perspective, the students showed high engagement in the term of skills engagement while barely engaged in emotional engagement. Besides, some students also always "*study English lessons on a regular basis*" and often "*carefully listen or read the English material.*" However, the teachers felt that the students did not really "*apply English material to their daily activity,*" leading to students' lowest engagement in the emotional category compared to other categories.

Table 3. Teacher Perspective of the Intensity of Student Engagement in Online Learning

Sub-Dimensions	Items	Never	Seldom	Some-times	Often	Always
Skills engagement	Study English lessons on a regular basis	0	0	10	7	3
	Staying up to read English text	0	1	8	10	1
	Looking over English class notes before attending online learning to make sure that I understand the English material	0	3	7	10	0
	Listening or reading the English material carefully	0	1	5	13	1
	Being prepared before attending online English learning	0	2	11	7	0
	Taking notes when readings the text, listening to teacher presentations and watching the learning video	0	1	9	9	1

Sub-Dimensions	Items	Never	Seldom	Some-times	Often	Always
Emotion engagement	Putting great effort into learning English	0	1	9	10	0
	Finding ways to make English lesson material relevant to daily activity	0	3	11	6	0
	Applying English material to daily activity	0	13	14	3	0
	Finding ways to make English courses interesting	0	2	15	3	0
	Present high motivation to learn English	0	2	14	4	0
	Enjoy the English online class chats, discussions, and personal chats with the teacher or other students	0	4	12	4	0
	Participating actively in English small-group discussion	0	6	11	3	0
	Helping fellow students in learning English	0	2	11	7	0
Participation engagement	Engaging in conversations during English online classes (chat, discussions, email)	0	4	10	6	0
	Posting in the English class discussion forum regularly (sharing, commenting, or giving responses)	0	3	12	5	0
	Getting to know other	0	2	6	12	0

Sub-Dimensions	Items	Never	Seldom	Some-times	Often	Always
Performance engagement	students in the class					
	Getting a good score in an English lesson	0	2	12	6	0
	Doing well on the English tests or exercises	0	1	10	9	0
Total		0 0%	53 14%	197 51%	134 35%	6 0%

Both students' and teachers' viewpoints suggested that students do not always present great engagement during online learning, but their engagement cannot be considered low. The students tend to show high engagement in certain aspects of the learning process. Our data in the skills engagement aspect showed that the students believed they were "always carefully listening to or read *the English material delivered carefully*" but did not always "look over their notes before attending the online learning." Similarly, the teachers also express the same perspective as the students. Thus, this result of skills engagement supported the previous study by Suharti et al. (2021), which reported that students show highly positive responses in listening or reading English material and studying regularly, but they rarely study their notes. In this case, the use of technology while delivering the content and material via an online platform is proven to increase students' interest in learning (Tsai et al., 2020) as they read or listen to the material carefully.

In emotional engagement, the teachers did not show positive answers. Contradictorily, Suharti et al. (2021) reported mostly positive responses in the emotional engagement aspect. However, students' responses are in line with a study by Bolliger & Halupa (2018), showing that students exhibit great efforts in learning and always search for ways to make English relevant. Furthermore, in participation engagement, our finding is the opposite of the study conducted by Bolliger & Halupa (2018) as well as Buelow et al. (2018). Those previous studies attained low engagement in the aspect of "helping fellow students in learning English" and "getting to know other students in the class." However, our data suggested that both teachers and students mostly have a neutral but relatively positive response to those two statements compared to other statements.

Lastly, the students expressed that they got good scores and were doing well on the test, linear with the study by (Bolliger & Halupa, 2018; Buelow et al., 2018) on performance engagement. The effect of technology and media intervention (Gil-Doménech & Berbegal-Mirabent, 2019), the application of new teaching techniques (Lu et al.,

2018), and even the quality of teacher-student communication (Laksana & Tanduklangi, 2019) lead to students' better performance in English online learning. Meanwhile, the teachers conveyed students' moderate engagement in the aspect of performance, like the study from (Suharti et al., 2021).

Previous studies reported different intensities of student engagement in online learning. Some reported high student engagement (Oraif & Elyas, 2021; Rojabi, 2020; Suharti et al., 2021), but some claimed online learning does not promote student engagement (Dumford & Miller, 2018; Mukhtar et al., 2020). Meanwhile, our data suggested that student engagement in online learning is in the middle of high and low. In general, despite being low in certain areas, student participation is high in others. According to Saputra et al. (2021), some students present positive responses since they perceive online learning as an enjoyable activity, while those with negative responses regard it as unpleasant activity.

B. Students' Barriers to Engaging in Online Learning

Following their positive perspective on engagement intensity in online learning, our data also showed that the students face minimum problems during English online learning. There were 59% of positive responses, with most of the students (31%) answering 'always.'

The data showed that the students were more satisfied with curriculum, family, and institutional factors. Successful English curriculum in online learning was confirmed by 254 students who agreed that the "outcomes are aligned to the English learning activities." Meanwhile, 159 students thought that English online learning always "used active and collaborative learning techniques." The students also admitted that family and school were supportive of their English online learning. The 206 students stated that they had no problems communicating with family during English online learning, and 178 agreed that their school constantly strives to make online learning simpler than face-to-face learning. On the other hand, as predicted, the technology factor attained the highest negative responses along with the student factor.

Table 4. Student Perspective on the Barriers of Engagement in Online Learning

Sub-Dimensions	Items	Never	Seldom	Some-times	Often	Always
Student	Present high enthusiasm to attend English online class	33	66	140	102	63
	Taking English online classes seriously	33	63	121	116	71
	Feeling a strong sense	22	27	81	112	162

Sub-Dimensions	Items	Never	Seldom	Sometimes	Often	Always	Sub-Dimensions	Items	Never	Seldom	Sometimes	Often	Always
Teacher	of being part of the online learning						Curriculum	Familiar with some ICT instruments	11	31	63	103	196
	Showing good responses to English online learning	14	61	112	113	104		Delivering the online English material properly	19	38	74	121	152
	Feeling confident being active during English online learning	22	41	138	109	94		Being concerned with students' development during online English learning	15	51	99	113	135
	Have excellent time management during online learning	14	48	98	120	124		Providing a simpler learning design in line with the role of the emergency curriculum	15	55	111	104	119
	have no physical problems because of online learning	19	34	90	90	171		Enhancing students' critical thinking skills	10	42	91	111	150
	Providing timely feedback	26	53	125	100	100		Relating English to students' daily activities	28	53	125	120	78
	Giving guidance in online English learning	23	58	120	120	83		Outcomes are aligned with the English learning activities	3	8	45	94	254
	Providing additional time for asking and answering questions online	12	36	101	148	107		Using active and collaborative learning techniques	9	30	69	137	159
	Having no problem in using ICT during online English learning	14	36	93	158	103	Technology	Having no problem with the internet connection	25	60	115	102	102
	Showing positive response towards the use of technology in online English learning	20	47	130	114	93		Having no problem with ICT tools and devices	18	40	96	116	134
	Integrating ICT in online English learning	23	37	63	99	182		Choosing the best internet provider and ICT tools to support online English learning	42	83	116	100	63
								Having no problem in using ICT during online	53	72	113	93	73

Sub-Dimensions	Items	Never	Seldom	Sometimes	Often	Always	Sub-Dimensions	Items	Never	Seldom	Sometimes	Often	Always
Peers	English learning Showing positive response towards the use of technology in online English learning	52	84	107	84	77	Institution	English learning Familiar with some ICT instruments	10	38	87	137	132
	Familiar with some ICT instruments	72	76	122	76	58		Having good communication with family members	4	27	49	118	206
	Learning activities promote interaction with others	85	82	123	65	49		Paying full attention to difficulties during online English learning	13	24	83	127	157
	Respect the opinions and presence of classmates	10	39	62	91	202		Providing school operational assistance (BOS) funds to support online English learning programs	35	28	106	111	124
	Knowing how to support each other as a classmate	11	42	118	105	128		Provide simpler online learning than offline learning	7	27	59	133	178
	Familiar with their classmates	7	33	89	137	138		Following the instruction of the emergency curriculum	11	32	106	129	126
	Exchanging ideas related to online English learning	14	46	101	144	99		Total	93	190	415	473	524
	Getting prompt assistance from some classmates during English online learning	6	32	82	157	127			7	1	1	7	1
	Getting support and help during online English learning from family	11	51	119	114	109			6%	11	24	28	31
	Having no problem using ICT tools	11	27	100	113	153			%	%	%	%	%
Family	Showing positive response towards the use of technology in online English learning	55	43	109	81	106							

Consistent with students' perspectives, teachers also admitted that the students did not encounter many difficulties during English online learning, as shown by their 49% positive responses. Also, analogous to teachers' perspectives on students' engagement intensity during online learning, none of them answered 'never' on the students' barriers to engaging in online learning questionnaires.

Based on Table 5, most teachers were certain that institutional and teacher factors were the two least factors that prevented the students from engaging in English online learning. Referring to the teacher's perspective, the school encountered no issues in providing support and facility for students' online learning, such as examining student difficulties, providing BOS funds, and following the government instruction in realizing simpler online learning than face-to-face learning. The teacher also faced no issues in delivering the material and identifying students'

progress during English online learning. In addition, in line with students' viewpoint, the teachers also regard technology as the biggest challenge in English online learning. The teacher frequently found students having problems with the internet connection, along with the ICT tools and devices to support English online learning. The teachers added that the family factor also affected the technology factor, such as in operating the ICT and being familiar with some ICT tools, contributing to students' barriers to engaging in online learning.

Table 5. Teacher Perspective on the Students' Barriers in Engaging in Online Learning

Sub-Dimensions	Items	Never	Seldom	Some-times	Often	Always
Student	Present high enthusiasm to attend English online class	0	1	12	5	2
	Taking English online classes seriously	0	1	7	10	2
	Feeling a strong sense of being part of the online learning	0	3	9	5	3
	Showing good responses to English online learning	0	2	5	12	1
	Feeling confident being active during English online learning	0	2	12	3	3
	Have excellent time management during online learning	0	4	8	8	0
	have no physical problems because of online learning	0	5	11	4	0
	Teacher Providing timely feedback	0	3	5	10	2
	Giving guidance in online English learning	0	1	7	8	4
	Providing additional time for asking and answering questions online	0	2	4	10	4
Having no problem in using ICT	0	4	7	6	3	

Sub-Dimensions	Items	Never	Seldom	Some-times	Often	Always
Curriculum	during online English learning	0	1	4	11	4
	Showing positive response towards the use of technology in online English learning	0	2	5	10	3
	Integrating ICT in online English learning	0	3	4	11	3
	Familiar with some ICT instruments	0	1	2	14	3
	Delivering the online English material properly	0	1	0	15	4
	Being concerned with students' development during online English learning	0	1	2	11	6
	Providing a simpler learning design in line with the role of the emergency curriculum	0	2	10	8	0
	Enhancing students' critical thinking skills	0	1	8	11	0
	Relating English to students' daily activities	0	1	11	7	1
	Outcomes are aligned with the English learning activities	0	3	12	4	1
Technology	Using active and collaborative learning techniques	0	8	10	2	0
	Having no problem with the internet connection	0	8	11	1	0
	Having no problem with ICT tools and devices	0	8	11	1	0

Sub-Dimensions	Items	Never	Seldom	Some-times	Often	Always	Sub-Dimensions	Items	Never	Seldom	Some-times	Often	Always	
Peers	Choosing the best internet provider and ICT tools to support online English learning	0	5	10	4	1	Institution	response towards the use of technology in online English learning						
	Having no problem in using ICT during online English learning	0	7	11	1	1		Familiar with some ICT instruments	0	6	12	2	0	
	Showing positive response towards the use of technology in online English learning	0	1	10	8	1		Having good communication with family members	0	1	11	6	2	
	Familiar with some ICT instruments	0	2	6	12	0		Paying full attention to difficulties during online English learning	0	1	2	13	4	
	Learning activities promote interaction with others	0	5	9	6	0		Providing school operational assistance (BOS) funds to support online English learning programs	0	3	4	11	2	
	Respect the opinions and presence of classmates	0	1	3	15	1		Provide simpler online learning than offline learning	0	1	2	15	2	
	Knowing how to support each other as a classmate	0	2	8	9	1		Following the instruction of emergency curriculum	0	1	0	14	5	
	Familiar with their classmates	0	3	8	7	2		Total	0	119	313	334	75	
	Exchanging ideas related to online English learning	0	4	9	7	0			0	14	37	40	9	
	Getting prompt assistance from some classmates during English online learning	0	3	10	6	1			%	%	%	%	%	
	Getting support and help during online English learning from family	0	2	10	7	1								
	Having no problem using ICT tools	0	7	11	2	0								
	Showing positive	0	4	11	3	2								

Especially in the aspect of technology, both teachers and students perceive it as the biggest challenge to student engagement in online learning. There were 148 students who perceived that they were not really “familiar with some ICT tools.” Further, Milligan et al. (2013) positioned online learning as one of the main influencing factors for student engagement in online learning, along with learners’ motivation and self-confidence. This conclusion is derived from the fact that online learning is a recent addition to Indonesia’s educational system, having been used since COVID-19 began to spread quickly in March 2020. Online learning was just implemented in Indonesia since the issuance of the Ministry of Education and Culture Circular Letter No.4/2020. In a face-to-face class, students attend the “real” class and sit together in one room, while in online learning, they need some ICT tools to conduct the learning, such as a laptop or smartphone and some applications or online learning platforms. As students do not

need those tools previously in face-to-face learning, they are still unfamiliar with ICT-integrated learning.

Like the teachers' viewpoint, the students also expressed that they face problems with the internet connection, ICT tools, and devices during English online classes, so the technology factor is the greatest barrier to student engagement in online learning. From the teachers' perspective, the issues may result from the students' family backgrounds, who may also be having issues utilizing ICT and may not be very "familiar with the ICT instrument." The family factor is the second barrier to online learning that attain the highest vote from the students and teachers. Linearly, Rasmitadila et al. (2020) explained that internet factors were the obstacles to the implementation of learning, especially in Indonesia. Further, they also explained that online learning required more parent involvement since their assistance is essential for students during their online learning.

However, only 6% of 404 students expressed that they faced those problems, while 31% claimed they never went through those problems. Following the students' perspective, the teachers also expressed the same idea, reflected by the positive response that shows students face no issues in engaging in online learning. Besides, none of the teachers answered 'never' on all the questionnaire items. The students stated that they face most issues in the curriculum, family, and institutional factors. Linearly, teachers also put family factors as one of the major students' problems during online learning. Furthermore, most of the teachers were confident in positioning institutional and teacher factors as the two least factors that prevent the students from engaging in English online learning.

In conclusion, the students did not face significant barriers in student factor in online learning. Both teachers and students mostly showed positive answers on each item in the student factor. Institution and teacher support carry substantial effects in enhancing students' engagement during online learning. The result of this research is an example of the successful implementation of the emergency curriculum offered by the government during the pandemic era. Hence, this result can be taken as a consideration of students' low engagement in online learning. However, technological factors still being the most significant barriers to student engagement in online learning. Besides, the National Survey of Student Engagement (NSSE) proposes the enrichment of students' educational experiences as it affects student engagement, especially in online learning.

C. The Students' Efforts to Stay Engaged in Online Learning

The data suggested that 60% of students stated that they had already put big efforts into engaging in English online learning. Meanwhile, 33% of them claimed that they always do the activities mentioned in the

questionnaire. Consequently, they experienced minimum issues during English online learning.

Among all the factors, technology and student factor are the top factors preventing students from engaging in English online learning, as illustrated by the positive score on items representing these factors. There were 232 students who were always "trying to solve the problems related to ICT infrastructure during English online learning" and "willing to learn new features of some ICT instruments." In the student factor, more than half of the students admitted that they were happy attending English online classes and really tried always to ignore the distraction during the learning process. Meanwhile, there were no factors that attained significantly negative. Even the peer factor, which attained the most negative responses, gained relatively sufficient positive responses.

Table 6. Student Perspective of the Efforts of Student Engagement in Online Learning

Sub-Dimensions	Items	Never	Seldom	Some-times	Often	Always
Student	Setting goals and plans for learning English	17	39	105	122	121
	Ignoring distractions during English learning	5	13	56	93	237
	Attending online English classes with pleasure	10	17	62	96	219
	Getting involved in English class activities	9	29	101	120	145
	Having no hesitation in being active during online English learning	19	22	106	133	124
	Having a clear schedule for learning English	12	36	118	131	107
	Maintaining eye and back health during online learning	11	25	111	130	127
Curriculum	Focusing only on the essential base competencies, in line with the	16	35	110	131	112

Sub-Dimensions	Items	Never	Seldom	Some-times	Often	Always
Technology	emergency curriculum					
	Giving or asking questions that provoke students' critical thinking	26	53	156	94	75
	Giving examples based on real life	32	55	145	87	84
	Choosing activities that support the achievement of English learning goals	12	42	115	104	130
	Using group discussion to promote student active and collaborative learning	26	50	154	85	89
	Finding a location with a good internet connection	9	37	116	120	122
	Ensuring that the ICT tools and devices work properly before the online learning	19	48	122	114	101
	Identifying the best and most suitable internet provider and ICT tools to support online English learning	10	51	113	114	116
	Trying to solve the problems related to ICT instruments during online English learning	4	20	43	105	232
	Willing to learn the new features of ICT instruments	4	20	43	105	232

Sub-Dimensions	Items	Never	Seldom	Some-times	Often	Always
Peers	Using ICT regularly in daily life	8	43	72	93	197
	Taking the opportunity to cooperate	16	42	130	106	110
	Using appropriate words in communicating	33	59	117	119	76
	Willing to provide help when being asked	27	55	114	102	106
	Having no reluctance to greet people and introduce oneself	41	54	139	79	91
	Sharing knowledge related to English learning	18	47	109	106	124
Family	Helping a friend without being asked	26	57	148	95	78
	Inquiring into the progress and challenges of online English learning	17	28	89	111	159
	Getting help from family members to solve problems related to ICT instruments during online English learning	11	42	116	117	118
	Supporting and addressing the technology requirements during online English learning	56	68	122	83	75
	Introducing some ICT tools	13	31	103	140	117
	Maintain good communication with	7	20	66	92	219

Sub-Dimensions	Items	Never	Seldom	Some-times	Often	Always
family members	Total	51	113	310	312	384
		4	8	1	7	3
		4%	10%	26%	27%	33%

Analogous to the obtained students' viewpoint, most teachers agreed that some factors mentioned in the questionnaire help students maintain engagement in English online learning, as 59% of teachers gave positive responses. Further, none of the teachers responded 'never' to all the questionnaire items. The negative response was also low.

As observed from the responses to every questionnaire item, they obtained positive responses, except for the factor of technology. Additionally, the teachers also affirmed that the relevant stakeholders had provided sufficient efforts and consideration to students' engagement during online learning, primarily the teacher, institution, and curriculum. More than half of the teachers participated in this research gave their positive perspective for these factors. Most of the teachers (18 out of 20 teachers) were "*willing to help students' resolve difficulties related to online English learning.*" For the technical factors, as the teachers aspired that student had presented adequate effort in fixing their technological issues, the number of favourable responses in the technical forum was still greater than the total of negative ones. It meant the teachers were aware of the efforts given by the students in the technical factors.

Table 7. Teacher Perspective of the Efforts of Student Engagement in Online Learning

Sub-Dimensions	Items	Never	Seldom	Some-times	Often	Always
Teacher	Checking every student's assignment and progress in online English learning	0	1	3	6	10
	Willing to help students resolve difficulties related to online English learning	0	1	0	11	8
	Willing to answer questions or open discussion online after class ended	0	1	1	8	10

Sub-Dimensions	Items	Never	Seldom	Some-times	Often	Always
Curriculum	Trying to solve the problems faced related to the use of ICT during online English learning	0	1	4	12	3
	Willing to learn new features of ICT instruments	0	1	5	11	3
	Using media in delivering English content or materials	0	1	1	15	3
	Using ICT tools regularly in daily life	0	1	5	12	2
	Properly prepare the English materials	0	1	2	13	4
	Providing ongoing encouragement for the student to contact the teacher proactively when they need them	0	2	1	14	3
	Focusing only on the essential base competencies, in line with the emergency curriculum	0	1	4	13	2
	Giving or asking questions that provoke students' critical thinking	0	1	9	7	3
	Giving examples based on real life	0	1	3	13	3
	Choosing activities that support achieving English learning goals	0	1	3	13	3
	Using group discussion to promote student active and collaborative learning	0	5	10	5	0

Sub-Dimensions	Items	Never	Seldom	Sometimes	Often	Always	
Technology	Locating a place with a reliable internet connection	0	2	6	9	3	
	Ensuring that the ICT tools and devices work before using them	0	1	8	7	4	
	Knowing the best and most suitable internet provider and ICT tools to support online English learning	0	1	10	5	4	
	Trying to solve the problems related to the use of ICT during online English learning	0	1	14	4	1	
	Willing to learn new features of ICT instrument	0	1	7	9	3	
	Using ICT tools regularly in daily life	0	3	3	11	3	
	Peers	Using the opportunity to cooperate	0	1	6	11	2
		Using appropriate words in communicating	0	1	5	12	2
		Willing to help when requested	0	2	8	9	1
		Presenting no hesitation in greeting people and introducing themselves	0	1	11	7	1
Institution	Sharing knowledge related to English learning	0	3	7	9	1	
	Helping a friend without being asked	0	5	10	4	1	
	Evaluating online English learning in the school regularly	0	1	5	11	3	

Sub-Dimensions	Items	Never	Seldom	Sometimes	Often	Always
	Using BOS funds to solve the problems and improve the quality of ICT instruments in the school to support the teacher in online English teaching	0	1	6	11	2
	Adjusting the middle and final examinations to online learning condition	0	1	2	11	6
	Giving freedom to the teacher in designing the English learning following emergency curriculum	0	1	2	12	5
	Total	0 0%	45 9%	161 32%	295 59%	99 0%

Both students' and teachers' viewpoints suggested that students do not always present great engagement during online learning, but their engagement cannot be considered low. The students tend to show high engagement in certain aspects of the learning process. Our data in the skills engagement aspect showed that the students believed they were "always carefully listening to or read *the English material delivered carefully*" but did not always "look over their notes before attending the online learning." Similarly, the teachers also express the same perspective as the students. Thus, this result of skills engagement supported the previous study by Suharti et al. (2021), which reported that students show highly positive responses in listening or reading English material and studying regularly, but they rarely study their notes. In this case, the use of technology while delivering the content and material via an online platform is proven to increase students' interest in learning (Tsai et al., 2020) as they read or listen to the material carefully.

In emotional engagement, the teachers did not show positive answers. Contradictorily, Suharti et al. (2021) reported mostly positive responses in the emotional engagement aspect. However, students' responses are in line with a study by Bolliger & Halupa (2018), showing that students exhibit great efforts in learning and always search for

ways to make English relevant. Furthermore, in participation engagement, our finding is the opposite of the study conducted by Bolliger & Halupa (2018) as well as Buelow et al. (2018). Those previous studies attained low engagement in the aspect of “*helping fellow students in learning English*” and “*getting to know other students in the class.*” However, our data suggested that both teachers and students mostly have a neutral but relatively positive response to those two statements compared to other statements.

Lastly, the students expressed that they got good scores and were doing well on the test, linear with the study by (Bolliger & Halupa, 2018; Buelow et al., 2018) on performance engagement. The effect of technology and media intervention (Gil-Doménech & Berbegal-Mirabent, 2019), the application of new teaching techniques (Lu et al., 2018), and even the quality of teacher-student communication (Laksana & Tanduklangi, 2019) lead to students’ better performance in English online learning. Meanwhile, the teachers conveyed students’ moderate engagement in the aspect of performance, like the study from (Suharti et al., 2021).

Previous studies reported different intensities of student engagement in online learning. Some reported high student engagement (Oraif & Elyas, 2021; Rojabi, 2020; Suharti et al., 2021), but some claimed online learning does not promote student engagement (Dumford & Miller, 2018; Mukhtar et al., 2020). Meanwhile, our data suggested that student engagement in online learning is in the middle of high and low. In general, despite being low in certain areas, student participation is high in others. According to Saputra et al. (2021), some students present positive responses since they perceive online learning as an enjoyable activity, while those with negative responses regard it as unpleasant activity.

In the aspect of technology, both teachers and students perceive it as the biggest challenge to student engagement in online learning. There were 148 students who perceived that they were not really “*familiar with some ICT tools.*” Further, Milligan et al. (2013) positioned online learning as one of the main influencing factors for student engagement in online learning, along with learners’ motivation and self-confidence. This conclusion is derived from the fact that online learning is a recent addition to Indonesia’s educational system, having been used since COVID-19 began to spread quickly in March 2020. Online learning was just implemented in Indonesia since the issuance of the Ministry of Education and Culture Circular Letter No.4/2020. In a face-to-face class, students attend the “*real*” class and sit together in one room, while in online learning, they need some ICT tools to conduct the learning, such as a laptop or smartphone and some applications or online learning platforms. As students do not need those tools previously in face-to-face learning, they are still unfamiliar with ICT-integrated learning.

Like the teachers’ viewpoint, the students also expressed that they face problems with the internet

connection, ICT tools, and devices during English online classes, so the technology factor is the greatest barrier to student engagement in online learning. From the teachers’ perspective, the issues may result from the students’ family backgrounds, who may also be having issues utilizing ICT and may not be very “*familiar with the ICT instrument.*” The family factor is the second barrier to online learning that attain the highest vote from the students and teachers. Linearly, Rasmitadila et al. (2020) explained that internet factors were the obstacles to the implementation of learning, especially in Indonesia. Further, they also explained that online learning required more parent involvement since their assistance is essential for students during their online learning.

However, only 6% of 404 students expressed that they faced those problems, while 31% claimed they never went through those problems. Following the students’ perspective, the teachers also expressed the same idea, reflected by the positive response that shows students face no issues in engaging in online learning. Besides, none of the teachers answered ‘never’ on all the questionnaire items. The students stated that they face most issues in the curriculum, family, and institutional factors. Linearly, teachers also put family factors as one of the major students’ problems during online learning. Furthermore, most of the teachers were confident in positioning institutional and teacher factors as the two least factors that prevent the students from engaging in English online learning.

In conclusion, the students did not face significant barriers in student factor in online learning. Both teachers and students mostly showed positive answers on each item in the student factor. Institution and teacher support carry substantial effects in enhancing students’ engagement during online learning. The result of this research is an example of the successful implementation of the emergency curriculum offered by the government during the pandemic era. Hence, this result can be taken as a consideration of students’ low engagement in online learning. However, technological factors still being the most significant barriers to student engagement in online learning. Besides, the National Survey of Student Engagement (NSSE) proposes the enrichment of students’ educational experiences as it affects student engagement, especially in online learning.

In addition, we also concluded that students’ minimum issues in some factors are caused by their and the teachers’ tremendous efforts in resolving their problem. As many as 33% of 404 students stated that they always put big efforts into staying engaged during online learning, while only 4% of them expressed no maximum efforts. Meanwhile, 59% of the teachers also often tried to give their best. Students’ effort was included as one of the indicators that affected student engagement (Mandernach et al., 2011). On the other hand, our analysis of students’ answers indicated their high awareness of their deficiencies. As previously discussed, the use of and familiarity with ICT instruments

are considered the biggest barriers to student engagement in online learning. Thus, 232 students claimed they were always “*trying to solve the problems related to using ICT instruments during online English learning*” and “*willing to learn new features of ICT tools.*” The teachers also appreciated students’ significant efforts, as seen by most of them responding favourably to the technical issues.

Among the teachers, their greatest effort was observed in the curriculum and teacher factors. Consequently, the students encounter minimum issues in the teacher, curriculum, and institution factors. To increase student engagement, it is crucial that the instructor create and prepare their instructional materials as well as select appropriate learning strategies, tasks, and feedback (McNaught et al., 2012). Additionally, the school, as the executor of the government policy related to the implementation of online learning in Indonesia, also demonstrated positive attempts to maintain student engagement during online learning. As articulated in the emergency curriculum by Circular Letter of Ministry of Education and Culture No.719/P/2020 about curriculum implementation guidelines in education units in particular conditions, schools are given the freedom to choose the curriculum they use, while the teachers can design the lesson following the circumstances and needs of students. Thus, most teachers gave positive responses to the items in the teacher, curriculum, and institution factors, along with 243 students who agreed that online learning was “*focusing only the essential base competencies as in line with the emergency curriculum.*”

In the end, this study revealed the great effort of teachers and students in maintaining and promoting student engagement in online learning. The students presented their best efforts to solve the barriers to technical factors. Besides, they also stated that they attained sufficient assistance from their family in solving problems and maintaining good communication as well as monitoring the progress during online learning. This study also revealed that 19 of 20 teachers were “*willing to help students solve their difficulties related to online English learning.*” Lastly, the school was also “*giving freedom to the teacher in designing the English learning following the emergency curriculum*” as a form of support for the online learning process. Accordingly, students face low barriers to engaging in online learning. Ministry of Education and Culture also expected the cooperation of all parties, including schools, teachers, and parents, to realize success online learning during the Covid-19 pandemic (Kemendikbud, 2020)

IV. Conclusion

This research was conducted to identify the actual students’ engagement in online learning based on the teacher and student perspectives. In the end, we concluded that teachers and students mostly have the same perspective toward intensity, barriers, and efforts to maintain student engagement in online learning. Although not very high, student participation in online learning wasn’t generally low

either. In some factors, the students and teachers articulated students’ high engagement, such as in listening or reading English material, studying their lesson notes, learning attempts, searching ways to make English relevant, getting to know and helping classmates, as well as in all performance engagement. Further, technological factors still hold as the biggest obstacle in online learning, especially in maintaining student engagement. However, both teachers and students revealed that they did not face significant problems. Following the mini-mum problems, this study demonstrates that each component, such as school, instructor, student, and family, contributed positively and supported the online learning program. Thus, the students attain sufficient support to stay engaged in online learning. Nonetheless, some factors remain to be unavoidable barriers that require more significant efforts. Those barriers are expected to be the basis of teachers’ and students’ reflections in evaluating the online learning program, specifically in Indonesia.

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