PERCEPTION OF ENGLISH STUDENTS ON THE EFFECTIVENESS OF ONLINE LEARNING DURING THE PANDEMIC AT IAIN PONTIANAK

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Abstract

Covid-19 emergency online learning requires a simultaneous transformation from face-to-face learning to online learning. The goal of this reseach is to know comprehensively about the perception of Students of the English Tadris Study Program on the effectiveness of online learning during the pandemic at IAIN Pontianak. Based on observations and interviews by several Students of the English Tadris Study Program, online lectures took place with various obstacles. The pros and cons occur among students related to the implementation of online learning. Most students prefer lectures to be conducted face-to-face due to various factors, including: boredom due to lack of direct interaction with friends and lecturers, too much burdened with assignments by lecturers, unsupportive internet access, even to the point of frustration due to lack of finance to accommodate online learning. However, the current conditions do not allow lectures to be conducted offline for all students. Then this should be a more concern for the English Tadris Study Program to evaluate and improve in the future to accommodate the problems faced by students during online learning during the pandemic.

Keywords: perception, english students, effectiveness, online learning, iain Pontianak.

Abstrak

Pembelajaran daring darurat Covid-19 memerlukan transformasi yang simultan dari pembelajaran tatap muka ke pembelajaran daring. Tujuan penelitian ini adalah untuk mengetahui secara komprehensif tentang persepsi Mahasiswa Program Studi Tadris Bahasa Inggris mengenai efektivitas pembelajaran daring selama pandemi di IAIN Pontianak. Berdasarkan pengamatan dan wawancara oleh beberapa Mahasiswa Program Studi Tadris Bahasa Inggris, perkuliahan daring berlangsung dengan berbagai hambatan. Pro dan kontra terjadi di antara mahasiswa yang terkait dengan pelaksanaan pembelajaran daring. Sebagian besar mahasiswa lebih memilih perkuliahan dilakukan secara tatap muka karena berbagai faktor, termasuk: kebosanan karena kurangnya interaksi langsung dengan teman dan dosen, terlalu banyak dibebani tugas oleh dosen, akses internet yang tidak mendukung, bahkan sampai pada frustrasi karena kekurangan dana untuk mengakomodasi pembelajaran daring. Namun, kondisi saat ini tidak memungkinkan perkuliahan dilakukan secara offline untuk semua mahasiswa. Maka ini harus menjadi perhatian lebih bagi Program Studi Tadris Bahasa Inggris untuk mengevaluasi dan meningkatkan di masa depan guna mengakomodasi permasalahan yang dihadapi oleh mahasiswa selama pembelajaran daring di masa pandemi.

Kata kunci: persepsi, mahasiswa bahasa Inggris, efektivitas, pembelajaran daring, IAIN Pontianak

INTRODUCTION

Due to the Covid-19 pandemic, almost all countries around the world are feeling the impact of various sectors. The impact of Covid-19 greatly affects the stability of a country (Prisuna, 2021). One sector that is strongly affected by Covid-19 is the Education sector. As we know educational institutions in Indonesia, ranging from kindergartens to universities, it is recommended to do online learning. Several local governments in Indonesia have decided to implement policies to eliminate students and start implementing online learning methods. This government policy began

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to be effective in several provincial areas in Indonesia on Monday, March 16, 2020 which was also followed by other provincial areas. In addition, the Indonesian government also implements the PPKM policy (Enforcement of Restrictions on Community Activities) with the aim of providing rules related to all forms of community activities including teaching and learning activities. The policies related to the implementation of online learning are adjusted to the development of the Covid-19 pandemic in each region. On August 10, 2021, Pontianak City itself was one of 14 urban districts in west Kalimantan that implemented PPKM level 3. The implementation of PPKM level 3 refers to the instruction of the Minister of Home Affairs Number 32 of 2021, one of the provisions listed is related to the implementation of learning in the education unit can be done through limited face-to-face learning and /or distance learning.

Online learning is actually not new in the world of Education. However, online learning during the Covid-19 emergency is different from online learning before the pandemic. Covid-19 emergency online learning requires a simultaneous transformation from face-to-face learning to online learning. The change from face-to-face learning to online learning poses challenges for educators and learners. The online learning experience for most people is new to them. In addition, they have to get used to the new thing in a short time. According to Wibowo et al., (2021: 115) Online learning is a learning carried out remotely through media in the form of the internet and other supporting tools such as mobile phones and computers. Online learning is very different from learning as usual. Distance teaching requires careful thinking, planning, and development of technology and human resources to successfully achieve the desired learning outcomes (Klein et al., 2021). The purpose and purpose of online learning is to provide quality, massive, and open distance learning services. Achieving this goal will eventually provide wider opportunities for students (Sofyana & Rozaq, 2019).

The implementation of online learning in the Pontianak State Islamic Institute took place in the middle of the even semester of the 2019/2020. Based on observations and interviews by several Students of the English Tadris Study Program, online lectures took place with various obstacles. The pros and cons occur among students related to the implementation of online learning. Most students prefer lectures to be conducted face-to-face due to various factors, including: boredom due to lack of direct interaction with friends and lecturers, too much burdened with assignments by lecturers, unsupportive internet access, even to the point of frustration due to lack of finance to accommodate online learning. However, the current conditions do not allow lectures

to be conducted offline for all students. So follow up on this, based on the circular letter of the Rector of IAIN Pontianak Number: 598 of 2021 concerning Instructions for the Implementation of Lectures During the *Corona Virus Disease* 2019 Pandemic in the Pontianak State Islamic Institute Environment which also referred to the Joint Decree (SKB) of the Four Ministers. Stated that (1) Offline system, can be applied to students in semester 1 and/or semester 3; and students who participate in practicum programs, which are not possible online. (2) Online system, for students of semesters 3, 5, 7. (3) *Hybrid Learning* System, based on academic considerations of lecturers studying courses related to the needs of forms of communication in accordance with their teaching materials.

The English Tadris Study Program of the Faculty of Tarbiyah and the Teacher Science of the Pontianak State Islamic Institute itself received recognition of its existence by issuing operational permits amid the rise of the Covid-19 pandemic in Indonesia. This operational permit is stated in the Decree of the Minister of Religious Affairs of the Republic of Indonesia Number 195 of 2020 concerning Permits for the Implementation of the Bachelor Program of the English Tadris Study Program at the Pontianak State Islamic Institute. This is a challenge for the English Tadris Study Program. Because new students who join the English Tadris Study Program will immediately do online learning. The next challenge is that online learning is expected to accommodate four skills in English learning that need to be mastered so that students can use English effectively, namely *speaking, listening, reading, & writing* (Miranti, 2021). To produce students who are skilled in speaking English in facing the challenges of the globalization era, the teaching and learning process needs to be carried out with the right methods and strategies, especially during a pandemic like today. Holistic readiness needs to be done UPPS (Study Program Implementation Unit), seeing the condition of English Tadris is a new Study Program in the environment of the Faculty of Tarbiyah and Pontianak Teacher Science.

Based on observations and interviews to several Students of the English Tadris Study Program related to the implementation of online lectures. Data is obtained that online lectures take place with various problems. The pros and cons occur among students related to the implementation of online learning. Most students prefer lectures to be conducted face-to-face due to various factors, including: boredom of lectures conducted at home, assignment-centered lectures, inadequate internet access, even to the point of frustration due to lack of finances to accommodate online learning. However, the current conditions do not allow lectures to be conducted face-to-

face for all IAIN Pontianak students. This research will focus on English students to find out their perceptions regarding the effectiveness of online learning during the pandemic. Various perceptions conveyed by students related to the effectiveness of online learning will be explored more deeply by referring to indicators of learning effectiveness, namely: Learning Management, Learning Activities, Learning Completion, and Facilities and Infrastructure. According to Yusuf (2017) indicators in the effectiveness of learning include: (1) management of learning implementation, (2) communicative processes, (3) student responses, (4) learning activities, (5) learning outcomes. According to Wotruba & Wright in Uno & Nurdin (2011) revealed seven indicators of learning is said to be effective, namely: (1) good material organization, (2) effective communication, (3) mastery and enthusiasm for the subject matter, (4) a positive attitude towards learners, (5) fair value, (6) flexibility in learning approaches, and (7) good learner learning outcomes. In-depth analysis of student perception will provide insight to further become a reflection for the Study Program in measuring success in the implementation of online learning. Based on the background above, researchers are interested in conducting research related to the perception of Students of the English Tadris Study Program on the effectiveness of online learning during the pandemic at IAIN Pontianak.

METHOD

The approach used in this research is a descriptive quantitative approach with this type of survey research. The population in this study was an Active Student of the English Tadris Study Program in semesters 1 & 3. Sampling using *simple random sampling* techniques. According to Sugiyono (2018: 122) *Simple Random Sampling* is said to be simple because sampling of population members is done randomly without regard to the strata in that population. Sampel research as many as 89 people from the total number of active students in the English Tadris Study Program.

Data collection techniques in this study used questionnaires. The data collection instrument in this study is in the form of statements compiled in *google form* format. Before the instrument is used first, the validity of the contents is carried out by conducting expert tests. Furthermore, all research samples were given *a link* containing a questionnaire of perception of English students to the effectiveness of online learning in the form of 22 statements. The perception questionnaire data of English Tadris students is then processed and analyzed. The student's perception questionnaire data analysis technique includes descriptive data analysis. This analysis is intended

to describe the characteristics of the distribution of the scores of study respondents. The student perception score can be juxtaposed with the perception value table, IKM interval, IKM conversion interval, service quality and service unit performance in table 1 below:

Table 1. Perception Value, IKM Interval, IKM Conversion Interval, Service Quality and Service Unit Performance

Perception Value	IKM Interval Value	IKM Conversion Interval Value	Quality Service	Unit Performance Service
1	1,00 - 1,75	25,00 - 43,75	D	Bad
2	1,76 - 2,50	43,76 - 62,50	C	Not Good
3	2,51 - 3,25	62,51 - 81,25	B	Good
4	3,26 - 4,00	81,26 - 100,00	A	Excellent

Source: KEP/25/M.PAN/2/2004

RESULTS AND DISCUSSION

This study examines the perception of English students to the effectiveness of online learning during the pandemic at IAIN Pontianak. Based on the results of the survey by conducting a questionnaire spread containing 22 open questionnaire statements and 1 closed questionnaire statement to 89 respondents who were randomly determined from all active students of the English Tadris study program. Furthermore, the results of student perception questionnaires are analyzed based on Perception Value, IKM Interval, IKM Conversion Interval, Service Quality and Service Unit Performance. Here is the data from the analysis of the perception of English Tadris students on the efecticivity of daring pembelajaran in masa pandemi at IAIN Pontianak.
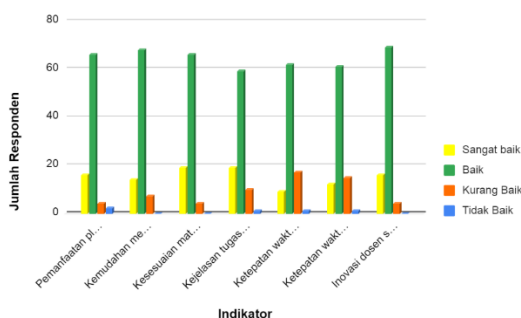
Learning Management

Figure 1. English Tadris Student Perception Bar Diagram on the Effectiveness of
Online Learning on Aspects of Learning Management

For more details and details can be seen in the table of the results of the analysis of the perception
of English students on the effectiveness of online learning in the following aspects of learning
management below.

Table 2. Results of The Analysis of Perception of English Students on the Effectiveness of
Online Learning in Aspects of Learning Management

No	Assessment Aspects	Number of Responses				Aver age
		SB	B	KB	TB	
A	**Learning Management**					
1	Utilization of *online platforms* as a medium of lectures / online learning in accordance with the characteristics of lecture materials	16	66	4	2	3,06
2	Ease of accessing storage and delivery of materials, assignments, and exam questions in lectures / online learning	14	68	7	0	3,08
3	Conformity of materials provided by lecturers in each lecture / online learning with RPS	19	66	4	0	3,17
4	Clarity of tasks given by lecturers in lectures / online learning	19	59	10	1	3,08
5	Timeliness of lecturers starting lectures / online learning *(Ontime)*	9	62	17	1	2,89
6	Punctuality of lecturers ending lectures / online learning *(Ontime)*	12	61	15	1	2,94
7	Lecturer innovation when delivering materials at lectures / online learning	16	69	4	0	3,13
Overall Average Value						3,05

Based on table 2 above, the results of the analysis of perceptions of English Tadris students on the effectiveness of online learning in aspects of learning management. There are 7 (seven) statements related to effectiveness seen in aspects of learning management. In the first statement, the number of respondents who stated SB (Very Good) as many as 16, B (Good) as many as 66, KB (Less Good) as many as 4, TB (Not Good) as much as 2. If averaged, an IKM (Quality Performance Index) value of 3.06 is obtained which means that the performance of the service unit in the first statement is assumed to be "Good". In the second statement, the number of respondents who stated SB (Very Good) as many as 14, B (Good) as many as 68, KB (Less Good) as many as 7. If averaged, an IKM (Quality Performance Index) value of 3.08 is obtained which means that the performance of the service unit in the second statement is assumed to be "Good".

In the third statement, the number of respondents who stated SB (Very Good) as many as 19, B (Good) as many as 66, KB (Less Good) as many as 4. If averaged, an IKM (Quality Performance Index) value of 3.17 is obtained which means that the performance of the service unit in the third statement is assumed to be "Good". In the fourth statement, the number of respondents who stated SB (Very Good) as many as 19, B (Good) as many as 59, KB (Less Good) as many as 10, TB (Not Good) as much as 1. If averaged, an IKM (Quality Performance Index) value of 3.08 is obtained which means that the performance of the service unit in the fourth statement is assumed to be "Good". In the fifth statement, the number of respondents who stated SB (Very Good) as many as 9, B (Good) as many as 62, KB (Less Good) as many as 17, TB (Not Good) as much as 1. If averaged, an IKM (Quality Performance Index) value of 2.89 is obtained which means that the performance of the service unit in the fifth statement is assumed to be "Good". In the sixth statement, the number of respondents who stated SB (Very Good) as many as 12, B (Good) as many as 61, KB (Less Good) as many as 15, TB (Not Good) as much as 1. If averaged, an IKM (Quality Performance Index) value of 2.94 is obtained which means that the performance of the service unit in the sixth statement is assumed to be "Good". In the seventh statement, the number of respondents who stated SB (Very Good) as many as 16, B (Good) as many as 69, KB (Less Good) as many as 4. If averaged, an IKM (Quality Performance Index) value of 3.13 is obtained which means that the performance of the service unit in the seventh statement is assumed to be "Good". Based on the data above, the average overall quality performance index (IKM) value of 3.05 is 3.05 which means that the performance of the service unit in the aspect of learning management is assumed to be "Good". However, it should be noted that the value in the learning

management aspect there are still some indicator items whose IKM values are at intervals close to the upper limit of the category is not good. Then this should be a concern for the English Tadris Study Program to conduct future evaluations and improvements, especially in the fifth and sixth statement items.
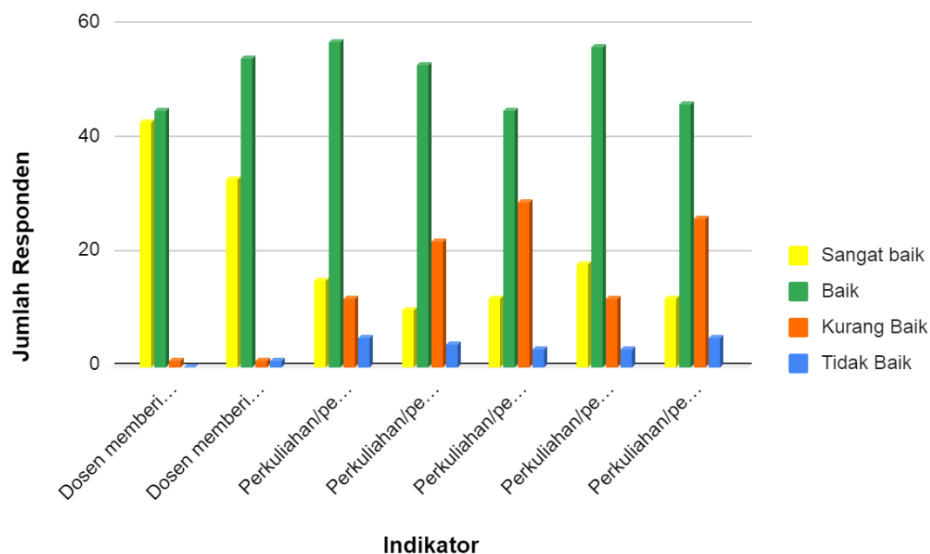
Learning Activities

Figure 2. English Tadris Student Perception Bar Diagram on the Effectiveness of Online Learning on Aspects of Learning Activities

For more details and details can be seen in the table of the results of the analysis of the perception of English students on the effectiveness of online learning in the following aspects of learning management below.

Table 3. Results of The Analysis of Perception of English Students on the Effectiveness of Online Learning in Aspects of Learning Activities

No	Assessment Aspects	Number of Responses				Aver age
		SB	B	KB	TB	
B	**Learning Activities**					
1	Lecturers provide opportunities for students to ask questions and give opinions during lectures / online learning	43	45	1	0	3,47

No	Assessment Aspects	Number of Responses				Aver age
		SB	B	KB	TB	
2	Lecturers respond to questions that arise during lectures / online learning	33	54	1	1	3,34
3	Online lectures/learning make students actively involved in giving opinions during the learning process	15	57	12	5	2,92
4	Online lectures / learning provide convenience to collaborate with fellow students	10	53	22	4	2,78
5	Online lectures/learning allow students to think more critically	12	45	29	3	2,74
6	Online lectures / learning make students more independent in digging for information related to teaching materials	18	56	12	3	3,00
7	Online lectures / learnings make students able to hear the delivery of materials clearly	12	46	26	5	2,73
Overall Average Value						3,00

Based on table 3 above, the results of the analysis of perception of English students on the effectiveness of online learning in aspects of learning activities. There are 7 (seven) statements related to effectiveness seen in aspects of learning activities. In the first statement, the number of respondents who stated SB (Very Good) as many as 43, B (Good) as many as 45, KB (Less Good) as much as 1. If averaged, an IKM (Quality Performance Index) value of 3.47 is obtained which means that the performance of the service unit in the first statement is assumed to be "Excellent". In the second statement, the number of respondents who stated SB (Very Good) as many as 33, B (Good) as many as 54, KB (Less Good) as much as 1, TB (Not Good) as much as 1. If averaged, an IKM (Quality Performance Index) value of 3.34 is obtained which means that the performance of the service unit in the second statement is assumed to be "Excellent". In the third statement, the number of respondents who stated SB (Very Good) as many as 15, B (Good) as many as 57, KB

(Less Good) as many as 12, TB (Not Good) as many as 5. If averaged, an IKM (Quality Performance Index) value of 2.92 is obtained which means that the performance of the service unit in the third statement is assumed to be "Good". In the fourth statement, the number of respondents who stated SB (Very Good) as many as 10, B (Good) as many as 53, KB (Less Good) as many as 22, TB (Not Good) as many as 4. If averaged, an IKM (Quality Performance Index) value of 2.78 is obtained which means that the performance of the service unit in the fourth statement is assumed to be "Good". In the fifth statement, the number of respondents who stated SB (Very Good) as many as 12, B (Good) as many as 45, KB (Less Good) as many as 29, TB (Not Good) as many as 3. If averaged, an IKM (Quality Performance Index) value of 2.74 is obtained which means that the performance of the service unit in the fifth statement is assumed to be "Good". In the sixth statement, the number of respondents who stated SB (Very Good) as many as 18, B (Good) as many as 56, KB (Less Good) as many as 12, TB (Not Good) as many as 3. If averaged, an IKM (Quality Performance Index) value of 3.00 is obtained which means that the performance of the service unit in the sixth statement is assumed to be "Good". In the seventh statement, the number of respondents who stated SB (Very Good) as many as 12, B (Good) as many as 46, KB (Less Good) as many as 26, TB (Not Good) as much as 5. If averaged, an IKM (Quality Performance Index) value of 2.73 is obtained which means that the performance of the service unit in the seventh statement is assumed to be "Good".

Based on the data above, the average overall quality performance index (IKM) value of 3.00 is 3.00 which means that the performance of the service unit in the aspect of learning activities is assumed to be "Good". However, it should be noted that the value in the aspect of learning activities there are still some indicator items whose IKM values are at intervals close to the upper limit of the category is not good. Then this should be a concern for the English Tadris Study Program to conduct future evaluations and improvements, especially on the third, fourth, fifth, and seventh statement items.
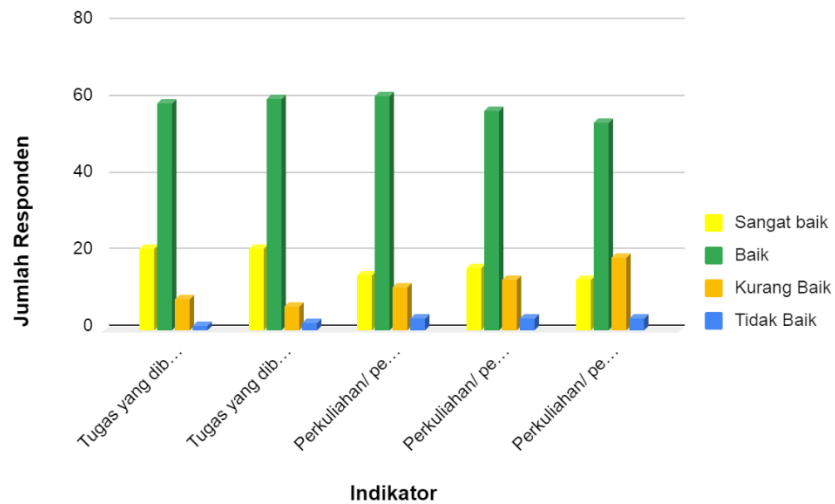
Completeness of Learning

Figure 3. English Tadris Student Perception Bar Diagram on the Effectiveness of Online Learning on aspects of Learning Completion

For more details and details can be seen in the table of the results of the analysis of the perception of English students on the effectiveness of online learning in the following aspects of learning completion below.

Table 4. Results of The Analysis of Perception of English Students on the Effectiveness of Online Learning in Aspects of Learning Completion

NO	Assessment Aspects	Number of Responses				Aver age
		SB	B	KB	TB	
C	**Completeness of Learning**					
1	Tasks given by lecturers in online lectures / learning can be done well	21	59	8	1	3,12
2	Tasks given by lecturers in online lectures / learning can be collected on time	21	60	6	2	3,12
3	Lectures / online learning improves students' ability in cognitive or knowledge aspects	14	61	11	3	2,97

NO	Assessment Aspects	Number of Responses				Average
		SB	B	KB	TB	
4	Lectures / online learning improves students' ability on affective or attitude aspects	16	57	13	3	2,97
5	Lectures / online learning improve students' abilities in psychomotor aspects or skills	13	54	19	3	2,87
Overall Average Value						3,01

Based on table 4 above, the results of the analysis of the perception of English Tadris students on the effectiveness of online learning in the aspect of learning completion. There are 5 (five) statements related to effectiveness seen in the aspect of learning completion. In the first statement, the number of respondents who stated SB (Very Good) as many as 21, B (Good) as many as 59, KB (Less Good) as many as 8, TB (Not Good) as much as 1. If averaged, an IKM (Quality Performance Index) value of 3.12 is obtained which means that the performance of the service unit in the first statement is assumed to be "Good". In the second statement, the number of respondents who stated SB (Very Good) as many as 21, B (Good) as many as 60, KB (Less Good) as many as 6, TB (Not Good) as much as 2. If averaged, an IKM (Quality Performance Index) value of 3.12 is obtained which means that the performance of the service unit in the second statement is assumed to be "Good". In the third statement, the number of respondents who stated SB (Very Good) as many as 14, B (Good) as many as 61, KB (Less Good) as many as 11, TB (Not Good) as much as 3. If averaged, an IKM (Quality Performance Index) value of 2.97 is obtained which means that the performance of the service unit in the third statement is assumed to be "Good". In the fourth statement, the number of respondents who stated SB (Very Good) as many as 16, B (Good) as many as 57, KB (Less Good) as many as 13, TB (Not Good) as much as 3. If averaged, an IKM (Quality Performance Index) value of 2.97 is obtained which means that the performance of the service unit in the fourth statement is assumed to be "Good". In the fifth statement, the number of respondents who stated SB (Very Good) as many as 13, B (Good) as many as 54, KB (Less Good) as many as 19, TB (Not Good) as much as 3. If averaged, an IKM (Quality Performance Index) value of 2.87 is obtained which means that the performance of the service unit in the fifth statement is assumed to be "Good".

Based on the data above, the average overall value of the Quality Performance Index (IKM) is 3.01 which means that the performance of the service unit in the aspect of learning completion is assumed to be "Good". However, it should be noted that the value in the aspect of learning completion there are still some indicator items whose IKM value is at intervals close to the upper limit of the category is not good. Then this should be a concern for the English Tadris Study Program to conduct future evaluations and improvements, especially on the third, fourth, fifth statement items.
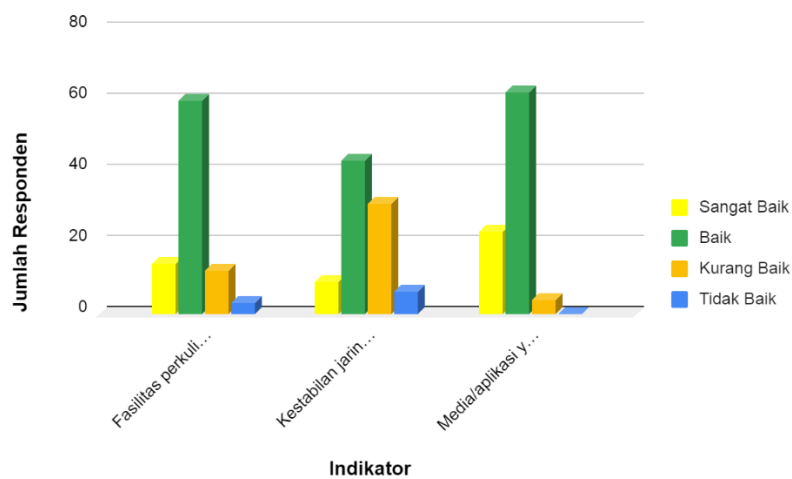
Facilities and Infrastructure

Figure 4. Tadris English Student Perception Bar Diagram on the Effectiveness of Online Learning on Aspects of Facilities and Infrastructure

For more details and details can be seen in the table of the results of the analysis of the perception of English students on the effectiveness of online learning in the following aspects of facilities and infrastructure below.

Table 5. Results of The Analysis of Perception of English Students on the Effectiveness of Online Learning on Aspects of Facilities and Infrastructure

No	Assessment Aspects	Number of Responses				Average
		SB	B	KB	TB	
D	**Facilities and Infrastructure**					

No	Assessment Aspects	Number of Responses				Aver age
		SB	B	KB	TB	
1	Online lecture /learning facilities provided by the institute are very helpful in the learning process	14	60	12	3	2,96
2	Stability of the internet connection network during lectures / online learning	9	43	31	6	2,62
3	Media / applications used during lectures / learning are very easy to use	23	62	4	0	3,21
Overall Average Value						2,93

Based on table 5 above, the results of the analysis of perceptions of English Tadris students on the effectiveness of online learning in aspects of facilities and infrastructure. There are 3 (three) statements related to effectiveness seen in aspects of facilities and infrastructure. In the first statement, the number of respondents who stated SB (Very Good) as many as 14, B (Good) as many as 60, KB (Less Good) as many as 12, TB (Not Good) as many as 3. If averaged, an IKM (Quality Performance Index) value of 2.96 is obtained which means that the performance of the service unit in the first statement is assumed to be "Good". In the second statement, the number of respondents who stated SB (Very Good) as many as 9, B (Good) as many as 43, KB (Less Good) as many as 31, TB (Not Good) as many as 6. If averaged, an IKM (Quality Performance Index) value of 2.62 is obtained which means that the performance of the service unit in the second statement is assumed to be "Good". In the third statement, the number of respondents who stated SB (Very Good) as many as 23, B (Good) as many as 62, KB (Less Good) as many as 4. If averaged, an IKM (Quality Performance Index) value of 3.21 is obtained which means that the performance of the service unit in the third statement is assumed to be "Good".

Based on the data above, the average overall value of the Quality Performance Index (IKM) is 2.93 which means that the performance of the service unit in the aspect of facilities and infrastructure is assumed to be "Good". But it should be noted that the value of 2.98 is at intervals close to the upper limit of the category is not good. Then this should be a more concern for the PAI Study Program to conduct future evaluations and improvements, especially in the first and second statement items.

DISCUSSION

The results of the closed questionnaire given to students of the English Tadris Study Program related to students' perception of online media that are considered effective in online learning during the pandemic at IAIN Pontianak can be seen in the following circle diagram.
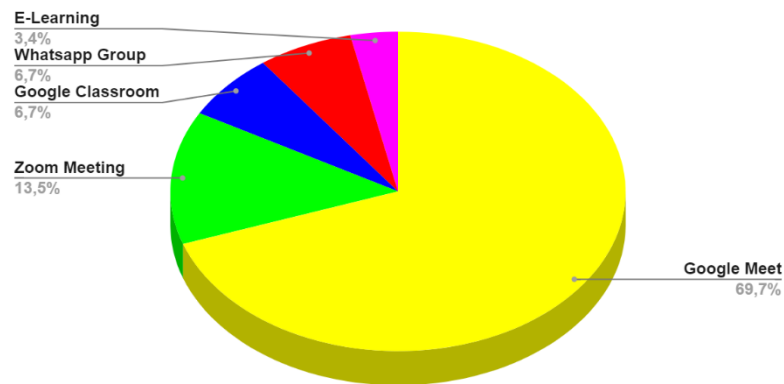

Figure 5. Diagram of English Tadris Student Perception of Online Media which is considered Effective in Online Learning during the Pandemic at IAIN Pontianak

Based on the circle diagram above, it is clear that more than 50% of respondents stated that *Google Meet* is an online media that is considered the most effective use in online learning during the pandemic at IAIN Pontianak, which earned a percentage of 69.7%. This is in line with the results of research conducted by Prisuna (2021: 145) states that "the use of the *Google Meet* application has a significant influence on student learning outcomes". Another study stated that "*the Google Meet* application is able to be an alternative solution for educators and learners in conducting the online learning process" (Prisuna, 2021: 23). Other online learning media also have their own interests by some students, especially in the English Tadris Study Program at IAIN Pontianak, including: 1) *Zoom Meeting* is second only to *google meet* as a medium that is considered effective in online learning by 13.5%; 2) *Google Classroom* and *Whatsapp Group* is in third place as a medium that is considered effective in online learning by 6.7%; 3) *E-Learning* is in fourth place as a medium that is considered effective in online learning by 3.4%.

Organizing online learning during the pandemic is a concern for policy makers regarding the importance of using modern technology in realizing curriculum and learning goals. Online

learning has a fundamental role in the implementation of education goals during the current pandemic. The implementation of effective online learning cannot be separated from the role of an educator. Based on the results of the analysis of the perception of English Tadris students on the efecticivity of pembelajaran daring in masa pandemi at IAIN Pontianak gives an idea that the effectiveness of online learning as a whole if averaged from the four IKM values of each aspect is at the Quality Performance Index Interval value of 3.00, which has the meaning of service unit performance is in category "Good" or have quality of service with a value of "B". But it should be noted that from the four aspects there is one aspect that has an IKM value at intervals close to the upper limit of the category is not good. Then this should be a concern for the English Tadris Study Program to evaluate and improve in the future, especially in aspects that get IKM values below 3.0, namely in the aspect of facilities and infrastructure of 2.93.

Conclusion

Based on the results of research and discussion, it can be concluded that students' perception of the effectiveness of online learning in the pandemi at IAIN Pontianak is in the category of "Good" with an average IKM (Quality Performance Index) score of 2.93. But it should be understood that there is one aspect of the four that get an IKM value is at intervals close to the upper limit of the category is not good. Then this should be a more concern for the English Tadris Study Program to evaluate and improve in the future to accommodate the problems faced by students during online learning during the pandemic. As for the advice from researchers with the perception data of English Tadris students on the effectiveness of online learning in the pandemi at IAIN Pontianak is that the Study Program follows up on this perception data, especially on facilities and infrastructure related to the implementation of online learning that will come for the development and improvement of the quality of the IAIN Pontianak English Tadris Study Program.

REFFERENCES

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