

# The Perspectives of Teachers and Students of the Indonesian Eastern Coastal Region on Language Acquisition Through Online Learning

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**Abstract**—This research discusses the perspective of teachers and students in the eastern coastal region of Indonesia toward online learning as a means for language learning. Participants in the study included 50 teachers and 35 students from different high schools in North Sumatra, Indonesia. This study applied a semi-structured interview for data collection to explore the teachers and students' perceptions of online learning and then analyzed the data qualitatively through description. Moreover, the interview data were also transcribed and analyzed using thematic content analysis. The four data themes that this study examined were: (1) participants' reactions to online instruction; (2) participants' limits in online instruction; (3) participants' approach to overcoming obstacles; and (4) participants' utilization of technology. The findings demonstrated that, by fostering independent learning and increasing student willingness to learn, teachers and students in Indonesia's rural eastern coastline region were able to adjust to online learning concerning second language acquisition. This study addressed a concern that many participants had when learning online: the use of digital technology, which is seen as challenging to acquire and apply. In light of the geographical difficulties and facility issues associated with online learning, this study highlights the significance of having mental and emotional support from peers, parents, and teachers.

**Index Terms**—teachers' perspective, students' perspective, online learning, language acquisition, geographical areas

## I. INTRODUCTION

Today, thanks to educational technology playing a crucial role in replacing traditional face-to-face classroom teaching during the COVID-19 pandemic, e-learning, or online learning, is now integrated with the majority of traditional classroom learning. Indeed, nowadays, you will find virtual classrooms, augmented reality classrooms, web 2.0 technologies, massive open online courses (MOOCs), and various other online learning environments utilized for education, making technology-enhanced schooling increasingly prominent. Moreover, technology-driven educational systems in numerous fields currently teach, evaluate, and address the specific requirements of learners by considering different factors. Literature has recognized the implementation of many personalization strategies in these systems to offer a tailored learning experience to specific users.

As technology became more prevalent in classrooms, research initially examined the timing of its implementation but later shifted to analyzing the methods employed to incorporate technology into the learning process. For instance, Ertmer (1999) identified two categories of obstacles when incorporating technology in classrooms: first-order obstacles, which refer to external obstacles like infrastructure, training, and support, and second-order obstacles, which pertain to

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internal obstacles faced by instructors such as beliefs, knowledge, and abilities related to integrating educational technology. Despite these lingering obstacles in some schools, however, there has been a widespread initiative to eliminate them by investing in digital infrastructure in education systems and transforming teacher training methods.

Teachers can gain professional expertise and pedagogical understanding to effectively integrate technology into classrooms. However, there has been relatively little success in implementing modern technology tools with a sensible, meaningful, and student-led instructional approach (Ertmer, 2013; Heitink et al., 2017; Koh, 2019; Weiner et al., 2020). Distance learning has the ability to decrease the importance of the teacher in the classroom and shift some of the responsibility of learning to students (Baru et al., 2020). Yondler and Blau (2021) conducted a study that categorized teachers who integrate technology into their teaching based on their level of importance in the classroom into four prototypes and teaching models.

Time constraints and the level of administrative and technical support from external educational frameworks can significantly hinder the successful incorporation of technology (Francom, 2020). Indeed, effective technology integration necessitates a thorough examination of all components involved in educational design, including government education policy, the regional education system, teachers, and students in the classroom. Buchanan (2019) proposed the Five Spaces for Design in Education framework, which is based on Buchanan's four orders of design from the design field but tailored for education. This paradigm suggests analyzing all educational design processes using five places where educational discourse and design take place. Additionally, the educational institution and its teachers are considered integral components of a bigger framework that encompasses culture, systems, experiences, procedures, and artifacts.

Second language acquisition (SLA) is a key area of study that is closely linked to cultural values, as highlighted by Duff (2019), and this connection is evident in multiple aspects of classroom settings. SLA teachers, typically from the second language culture, naturally incorporate their native learning culture principles into their teaching methods (Kramsch, 2014). Applying Second Language Acquisition (SLA) in a pedagogical approach that aligns with the culture of the learners' country is deemed beneficial (Lantholf & Genung, 2001). Moreover, teachers must adhere to widely used and acknowledged local learning styles and practices, as stated by Kramsch (2014). This is based on a fundamental SLA theory known as the Comprehension Hypothesis, also referred to as the Input Hypothesis. Language learning is most successful when learners view the language as useful and significant, creating a sense of ease that aids in both input and output in the target language (Krashen, 2008). Studies on second language acquisition (SLA) learning technologies have demonstrated that digital environments can significantly enhance the process of learning and mastering a second language by providing various forms of interaction (Chang & Hung, 2019). For example, there are challenges associated with inadequate online teaching infrastructure along with insufficient instructor expertise, knowledge deficiencies (such as restricted information and resources available to all pupils), and intricate domestic circumstances (Zhang et al., 2020). Furthermore, there is a lack of mentoring and support (Judd et al., 2020).

Online learning, which has its origins in distance education, is defined as a learning experience facilitated by technological tools and internet access (Moore & Gaylen, 2011; Onyema et al., 2020). This requires all teachers to become acquainted with various Learning Management Systems and digital platforms (Smadar & Rony, 2020). Furthermore, teachers must move beyond the use of emergency online practice and instead focus on cultivating high-quality online teaching and learning through deliberate instructional design and planning (Hodges et al., 2020). Teachers who are transitioning to online teaching must be able to use a wide range of using digital tools and resources to solve challenges and adopt new approaches to teaching and learning (Eickelmann & Gerick, 2020). WhatsApp, Facebook, Twitter, and Instagram helped facilitate online education platforms such as ZOOM, Cisco WebEx, Google Meet, and others. Additionally, several practical educational applications are available to download for free, such as Office 365, Google Classroom, and many more user-friendly video conferencing applications (Future Learn, 2020). These are all tools that teachers must learn to use effectively (Smadar & Rony, 2020). According to Azorin (2020), the gap causes a temporary loss of the learning process in the classroom and has the potential to cost human resources if it lasts for a long time.

Moreover, it's not just the teachers who face challenges; online learning presents its own set of obstacles for students, too. Raaper and Brown (2020) concluded that the pandemic crisis impacted students' psychological conditions in the form of disciplinary issues, mental and physical health problems, motivation, and feelings of isolation during the implementation of online learning. Based on the above, together with the region or area in which it is used, online learning media can influence or contribute to students' capacity to acquire material on a specific subject.

The geographical area has also created unprecedented challenges for teachers by forcing them to adapt to online learning. Before the COVID-19 pandemic, the typical teaching scenario in schools was that teachers covered regular subject matter in classrooms where pupils gathered according to their scheduled time (Johannes & Nina, 2020).

Several distinct concepts are sometimes used interchangeably in the existing literature on online teaching and learning (for example, distance learning, online teaching, emergency online education, and distance teaching). Bozkurt and Sharma (2020) posit that online education is a pedagogical shift from traditional methods of teaching and learning to modern learning approaches such as using ZOOM, personal to virtual learning, and seminars to webinars. Moreover, though distance education and correspondence are widely regarded as non-formal education, it appears that as the current trend continues, they will gradually replace the formal education system (Lokanath et al., 2020).

Teaching is fundamentally a multifaceted process that relies on successful communication and connections between teachers and pupils. It is an emotional experience for both sides, involving social, personal, and cognitive aspects (Day, 2008; Hagenauer & Vollet, 2014; Jephcote & Salisbury, 2009; Schutz et al., 2006). The teaching practice also provides an opportunity for meaningful reflection in collaboration with peers and tutors who can contribute to the teaching and learning process (Fuentes-Abeledo, 2020). Moreover, online teaching and learning necessitate a specific process that considers roles, competencies, professional development approaches, curriculum, pedagogy, assessment, and the nature of interactions among participants (Ni Sh éet al., 2019). As a result, school curricula must become more integrated with Information and Communication Technology (ICT), and students should be provided with opportunity to utilise sophisticated technology tools and digital resources to engage in creative and inventive problem-solving (Kozma, 2011). Thus, this study focuses on online platforms that enable teachers to instruct and engage with their pupils, offering a wide array of educational possibilities in remote settings.

Several challenges related to the new perspective of online education and the complexity of its technology have been encountered in changing the education system that emerged following the COVID-19 pandemic (Misra, 2020). Likewise, Trigwell and Prosser (2004) discovered that intrinsic and extrinsic factors influence teachers' approaches to teaching. Teachers' motivation to approach teaching can be influenced by intrinsic factors such as their pedagogical ideas and perceptions of learning and teaching in a particular manner. Furthermore, individual participation in socio-cultural activities and institutions mediated by semiotic artifacts also heavily influences learning experiences from a socio-cultural standpoint (Lantolf & Beckett, 2009; Rogoff et al., 1995; Wertsch, 1985).

Teachers also have different perspectives on how to manage students in distance education, as students are frequently undisciplined. For example, they often listen to music, make noise, post comments with fictitious accounts, eat, and even play video games while learning online (Joshi et al., 2020). Additionally, many teachers experience connectivity issues, system failures, bandwidth issues, and other problems and are unable to resolve the issue while conducting online sessions due to a lack of technical assistance (Kaup et al., 2020). Still, online education cannot be successful without the participation and input of teachers, as they are the frontline workers in any educational institution (Joshi & Muddu, 2020).

## II. METHODOLOGY

In order to investigate teacher perceptions of teaching related to second language acquisition, media and technological media-based use, and regional conditions, this study used an interview approach. Kvale (2008) argues that interviews allow researchers to explore participants' activities, experiences, and opinions in their own language. As a result, switching from in-person classroom instruction to online virtual instruction has the potential to give educators fresh experiences to discuss. Indeed, relative to the dynamics that occur, they have different experiences from one another. As a result, the semi-structured interview was used as a guide to obtain information regarding the background of the research participants and their teaching experience.

Creswell (1998) created a useful interview procedure, as follows:

1. Identify the participants are selected according to the chosen sampling strategy.
2. Determine the kind of the interview to be conducted and the pertinent information required to address the research question.
3. Ensure that a suitable recording device, such as a microphone, is prepared for both the interviewer and the participant. The microphone must possess sufficient sensitivity to capture talks accurately. This is particularly evident in cases where the room lacks a favourable acoustic configuration and there are numerous gatherings to be recorded.
4. Inspect the state of the recording device, such as examining the battery. Ensure that the record button has been pushed accurately before the recording commences.
5. Create an interview procedure that is around four to five pages in length. Include approximately five open-ended questions and give enough space between each question to record the participant's responses to their comments.
6. Determine a suitable location for the interview. Ideally, the space should possess a tranquil ambiance devoid of any disturbances and should provide a pleasant environment for the participants. Optimally, the researcher and participants are positioned facing each other, with the recorder placed in the middle to ensure accurate speech recording. This configuration also facilitates the researcher's ability to document participants' non-verbal cues, such as laughter, forehead patting, and similar actions.
7. Obtain explicit consent from prospective participants after providing them with the necessary information.
8. During the interview, adjust to the questions, complete the interview in the allotted time (if possible), respect the participants, and always be polite as these are the signs of a good interviewer.

### A. Participants

The study included instructors from various senior high schools in the Indonesian province of North Sumatra, whose ages ranged from 30 to 40. Fifty high school teachers who employ online learning were contacted privately via WhatsApp messaging in order to recruit volunteers for the study. However, other teachers who had the time and were

interested in taking part in the study could voluntarily become participants without any coercion. Additionally, there were 35 students ages 16 and 17 who also took part in the study. The data for teachers and students is displayed in Tables 1 and 2, respectively, below.

TABLE 1  
TEACHERS' PARTICIPANTS DATA

Participants	Gender	School	Field of Study	Age
KhN	Woman	Senior High School	Indonesian	30
If	Man	Senior High School	English	40
Plps	Woman	Senior High School	English	34
Er	Woman	Senior High School	Mathematics	32
Rms	Woman	Senior High School	Indonesian	32

TABLE 2  
STUDENTS' PARTICIPANTS DATA

Participants	Gender	School	Field of study	Age
FIY	Boy	Senior High School	Science	16
LKT	Boy	Senior High School	Science	17
OMR	Girl	Senior High School	Social	16
UNT	Girl	Senior High School	Social	16
GHI	Girl	Senior High School	Science	17

The participants were informed of the study's goals, procedures, and potential risks by the researcher prior to the start of the study (Hammersley & Traianou, 2012). The teachers have indicated their readiness to engage in a series of interviews in order to share their life experiences that are relevant to the research topic. The purpose of these interviews is to gather data on the participants' lives. In order to safeguard the privacy of the individuals involved and adhere to ethical guidelines in research, the researcher refrained from disclosing the complete identities of the participants or the specific educational institution they were associated with (Widodo, 2014).

#### B. Research Procedure

The method of choice for addressing the research questions was the interview. Both in-person and WhatsApp interviews were conducted with the participants. As was previously noted, the participants were first given an explanation of the study's objectives, methods, and possible risks before being asked if they would be ready to participate in the study. After obtaining the participant's consent, the researcher immediately began the interviews, questioning the participants about their perceptions of online learning during the COVID-19 pandemic. All interviews were recorded for future reference. Finally, the interview data was gathered and transferred into a file to streamline the process of identifying and categorizing the data.

#### C. Data Collection

Methods for gathering information included conducting in-person interviews and WhatsApp calls, covering perceptions of online learning and teachers' reflections on online learning based on their geographical location in the eastern coastal region of North Sumatra, Indonesia. Interview questions included how teachers respond to online learning during the pandemic, what types of online learning are used, what obstacles are encountered in online learning, what solutions and responsibilities are played in overcoming these challenges, and how far the degree of objective attainment has progressed in each meeting.

Overall, the data were divided into four categories, namely: (1) teacher responses in online teaching; (2) teacher constraints in teaching online; (3) the teacher's solution to overcome difficulties; and (4) the use of technology. The same questions were also asked of students. Interviews were also carried out in accordance with the participants' and researchers' flexible schedules and situations. Moreover, the researchers developed a rapport with the participants before the research was conducted so that, during the interview, participants could more freely discuss their academic experiences in teaching during the pandemic since the interview becomes easier and the participant feels comfortable when emotional closeness has been established between the researcher and the participant. This encouraged participants to voluntarily disclose their experiences and academic struggles during the pandemic, which are relevant to the needs of research data, before the data were analyzed.

#### D. Data Analysis Method

Thematic analysis is one approach to examine data with the purpose of uncovering patterns or finding themes using data that has been collected by academics (Braun & Clarke, 2006). This approach is highly efficient when a research study aims to thoroughly analyse qualitative data in order to identify connections between patterns in a phenomena and elucidate the degree to which the phenomenon occurs as perceived by researchers (Fereday & Muir-Cochrane, 2006). Likewise, Holway and Todres (2003) stated that the thematic analysis serves as the framework or foundation for the analysis of qualitative research. Rather than the structure of the story, the thematic method seeks to grasp "what is being told" and to identify problems and experiences based on established themes. The analysis involves frequently reviewing the interview transcripts to comprehend the story's meaning and discourse, then coding them by themes, subthemes, and

potential themes. Interview data analysis begins with transcribing the interview results and continues with: 1. Relistening to recorded interview material to uncover themes or key topics; 2. Format interview transcripts to simplify coding, sorting, and classifying relevant data; 3. Interpret interview data and every participant phrase and sentence, communicating their opinions and viewpoints (inner voices); 4. Produce reliable data by providing opportunities for participants to provide feedback on the results of data interpretation. Feedback was also made by expert researchers who were invited to focus group discussions (Widodo, 2014). All of this is important because the participants are the source of data, and their voices must be conveyed correctly.

TABLE 3  
TEACHERS' DATA ANALYSIS THEMATICALLY

Interview Data	Word Coding	Theme
KHN #1	Online learning is less effective because students at my school are less interested in doing assignments. Every time I give an online assignment, there are people who do it, but more who don't.	Teacher's response
IF #2	Sometimes there are network disturbances; for example, when using ZOOM, not all students can follow due to unstable networks.	Teacher obstacle
PLPS#3	In the implementation of online learning using ZOOM, the activity is recorded in the form of a file that can be shared on the WhatsApp group so that students can repeat the material until they really understand it, or for students who happen to be unable to join ZOOM at that time due to a bad network, so that they don't miss the material.	Teacher's solution
ER #4	Not only are teachers required to be able to use technology, but students also have to learn more about using technology.	Use of technology

TABLE 4  
STUDENTS' DATA ANALYSIS THEMATICALLY

Interview Data	Word Coding	Theme
FIY #1	Online learning is fun, even though it is not effective. The enthusiasm for learning should not decrease; in fact, you have to be more enthusiastic because there are also many advantages to be gained from online learning like the shorter learning time, so you can develop yourself in other things.	Student's response
LKT #2	The material provided online is less understandable, and the way to send assignments is also rather complicated. Apart from that, signal factors and internet packages also affect online learning.	Students obstacle
UNT #3	Scheduled offline meetings are held, the health protocol is still being implemented, and students can still discuss material that they have not understood with the teacher.	Student's solution
GHI #4	Google Meet, ZOOM, and Google Classroom	Use of technology

### III. RESULTS AND DISCUSSIONS

Along with online learning, modern times have influenced the dynamics and socio-cultural products, such as the availability of digital technology like computers and the internet, for example, which are utilized to mediate social interactions in cyberspace. Kusumaningputri and Widodo (2018) revealed that digital technology like the internet and social media mediate numerous socio-cultural activities and international exchanges. As the use of information technology became increasingly widespread during the pandemic, the socio-cultural approach can be used as a parameter to interpret the learning experience in certain situations and contexts. This study produced four categories of findings: (1) teacher reactions to online teaching; (2) their constraints in online teaching; (3) their solutions to overcoming obstacles; and (4) their use of technology. For students, this includes (1) their responses to online teaching, (2) their obstacles to online teaching, (3) their solutions to overcome the issues, and (4) their use of technology.

#### A. Teacher's Response to Online Teaching Towards Geographical Area

In the context of education, one thing that has really changed is the teaching and learning process. With this change has come a new teaching experience for the teachers who are encouraged to continue carrying out their duties as educators by adapting to the current situation. As a result, teaching strategies have also changed. In the past, the teaching and learning process was carried out face-to-face in the classroom; however, it has now become virtual while also taking into account the status of the regional and geographical area. Therefore, based on the experiences of teachers in the field, there are various responses regarding online learning, such as the following:

*"Online learning is something new that teachers do in learning, for example using ZOOM meetings, WhatsApp groups, Google Classroom, and YouTube"* (ER#4, Live Interview, 17 April 2023).

*"There is also a weakness in this online system because we cannot provide exposure and understanding of the material but only provide the material"* (IF#2, WhatsApp Interview, 17 April 2023).

These responses make it very clear that the use of online learning by teachers is still very new. Many participants apparently still have weaknesses in this regard. Nonetheless, nowadays, teachers must be able to quickly use various kinds of applications that they have never used before, so naturally, there are still many weaknesses here and there, as the following interview results show:

*“Online learning is less effective because students at my school are less interested in doing assignments. Every time I give an online assignment, there are people who do it, but more who don't.”* (KHN#1, Live Interview, 17 April 2023).

*“Online learning is not as effective as face-to-face learning”* (PLPS#4, Live Interview, 17 April 2023).

*“Online learning is considered less effective because not all students have Android, there is a lack of implementation or use, and students are more saturated with online learning”* (RMS#5, WhatsApp Interview, 17 April, 2023).

The emergence of teacher responses about the ineffectiveness of online learning can be attributed to a variety of factors; for example, while every teacher used to freely interact directly with students, during the COVID-19 pandemic, teachers only taught and interacted with their students from behind a smartphone or laptop. Teachers have a variety of applications available at their fingertips. ZOOM, YouTube, and WhatsApp are just a few. Though many of these applications allow teachers to virtually meet face-to face and interact with their students, they still face a multitude of challenges, such as an unstable network, for example. As a result, many teachers feel that online learning is less effective than classroom learning.

### *B. Teachers' Obstacles in Online Teaching Towards Geographical Area*

As mentioned previously, online learning was the method by which teachers tried to deliver the material so that students do not miss out on the teaching and learning process during the COVID-19 pandemic. However, it was not as easy to carry out online learning as it sounds during the pandemic. In fact, many obstacles arose, as seen from the perspectives of participating teachers during their interviews:

*“There was submission of material that is less than optimal, limited opportunities for students to ask questions, and not all students could access online learning from their respective homes”* (ER#4, Live interview, 17 April 2023).

*“Sometimes network disturbances, while using ZOOM, for example, made it so not all students could follow along because of the unstable network”* (IF#2, WhatsApp Interview, 17 April 2023).

*“Although the government provided learning quota assistance to students, it was not supported by a good signal, so the quota cannot be used optimally”* (RMS#5, WhatsApp Interview, 17 April 2023).

According to the interview excerpt above, the most significant challenge was a poor internet network, which prevented some pupils from getting the given information. Though the government provided quota assistance, which was a big help to the learning process, in reality, it was not carried out properly. In the areas where some students live, there are no internet service providers that are in accordance with government assistance, so the assistance seems futile and not channeled properly. Moreover, there are also other obstacles:

*“Online learning is not optimal for teaching because I only use text, not face-to-face. Usually, I make learning videos myself, but I also use videos from YouTube, and even then, not all students open the learning videos”* (KHN #1, Live Interview, 17 April 2023).

*“When students are given an assignment, they should be able to submit it the very next day, but they don't do it and submit it the following week”* (PLPS#4, Live Interview, 17 April 2023).

Based on the quote above, it can be seen that the lack of student interest in online learning is also an obstacle other than network problems. Students are not more active and productive when asked to study from home. There is no activity out of the house every day because they do not go to school.

### *C. Teachers' Solution to Overcome Difficulties Towards Geographical Area*

Regarding the distinct and various situations in some regions of Indonesia, teachers are busy racking their brains on finding the tactics to employ so that the attainment of learning objectives can be maximized by leveraging technology. By not allowing face-to-face meetings, teachers change the way they teach by using existing technology and digital platforms such as YouTube, ZOOM, WhatsApp, and others. Even though learning takes place online and encounters many obstacles, teachers still try to ensure that the material is well conveyed to students in various ways:

*“Once a week, students come to school to collect assignments and are given the opportunity to share things that have not been understood personally”* (ER#4, Live Interview, 17 April 2023).

*“Make offline meetings for each subject that has been scheduled and collect assignments and share them if there are problems in understanding the material”* (IF#2, WhatsApp Interview, 17 April 2023).

*“Offline meetings once a week can be used to collect assignments and share new things while still following health protocols”* (KHN #1, Live Interview, 17 April 2023).

As seen above, although the teaching and learning process is carried out online from school and the teacher holds only one offline meeting a week, it is clear that students are given the opportunity to meet with the teacher in order to ensure a complete understanding of the previously presented material to help students learn better online.

*“The government should have adjusted it (online learning) to the area where students live before distributing quota assistance. Many students are unable to use the quota due to an inadequate network”* (RMS#5, WhatsApp Interview, 17 April 2023).

*“Use the ZOOM meeting application to record the activity so that the recorded results of the delivery of the material can be shared with students and they can repeat the lesson and study the material over and over, as needed”* (PLPS #4, Direct Interview, 17 April 2023).

The interview data above shows that, despite not meeting with teachers face-to-face, students can still use learning videos from YouTube. This activity is very helpful in understanding the learning material taught by the teacher. By

using ZOOM and recording and saving the lesson, the learning material can be viewed by students repeatedly, so they better understand the material presented. These learning activities indirectly lead students to manage their own learning (self-regulated learning). This is useful for building independent learning. Shin and Kasey (2020) report that there is a relationship between student self-managed learning and attitudes towards online learning in achieving learning goals.

#### D. Use of Technology Towards Geographical Area

One of the supporting factors for online learning is technology. Mastery of technology does not only include the internet network but also the use of applications such as ZOOM meetings, Google Classroom, YouTube, and WhatsApp.

*“Applications used in online learning are Google Classroom, YouTube, and ZOOM”* (ER#4, Live Interview, 17 April 2021).

*“In online learning, I use ZOOM and Google Classroom”* (PLPS#4, Live Interview, 17 April 2023).

Based on the interview excerpt above, the applications most often used are ZOOM and Google Classroom. These applications really supported the teaching and learning process in the midst of the COVID-19 pandemic. As a video-conferencing tool, ZOOM can also still be used for face-to-face learning, though indirectly.

#### E. Students' Response to Online Teaching Towards Geographical Area

Regarding geographical region, it is not only teachers who are affected by changes in teaching in the world of education, but it is also students who feel the effects as well. They are the ones who must stay at home, who cannot meet with their school friends, and who also cannot meet face-to-face with their teachers to learn. This is how one of them responded:

*“Online learning is less fun and less effective than face-to-face learning because, through face-to-face learning, we can see explanations from the teacher directly when explaining material at school. This certainly makes us more focused, and we often find it easier to understand than online explanations”* (GHI#1, Live Interview, 17 April 2021).

Based on the interview above, students experience various difficulties with online learning. They feel it is less effective compared to face-to-face learning, which is easier to understand.

#### F. Students' Obstacles in Online Teaching Towards Geographical Area

From the results of the student interviews, it was found that there are several obstacles faced by students. For example:

*“Online learning will also be less effective if it is carried out in places that are less supportive for courageous learning, such as remote or unreachable places without internet networks and unsupported facilities such as the absence of mobile phones”* (FIY#2, Live Interview, 17 April 2023).

*“It is also more difficult to study at home because of the many obstacles such as signal difficulties and cellphone or laptop errors when learning online”* (UKT#2, Live Interview, 17 April 2023).

The lack of facilities such as smartphones, laptops, or internet access is one of the many obstacles faced in online learning.

#### G. Students' Solution to Overcoming Difficulties Towards Geographical Area

Based on the results of the student interview, it was found that:

*“Visiting the school two times a week to collect assignments and have discussions with subject teachers is very beneficial”* (FIY#3, Live Interview, 17 April 2023).

*“Providing offline learning by coming to school to collect assignments and asking questions about learning material that is not or has not been understood is very helpful”* (LKT#3, Live Interview, 17 April 2023).

Even though face-to-face classroom learning was eliminated, the school still opened opportunities for students to be able to discuss lessons that students could not understand in online learning. Moreover, health protocols were still maintained by dividing meetings so that there were not too many at the same time.

#### H. Use of Technology Towards Geographical Area

Some of the results of the interview on this subject follow below:

*“We use WhatsApp, YouTube, and ZOOM”* (LKT#4, Live Interview, 17 April 2023).

*“We use just WhatsApp and Google Classroom”* (UNT#4, 17 April 2023).

Some students use WhatsApp and other applications such as YouTube and Google Classroom. Maybe because these apps are basically free, they are a more affordable option for students and their families.

## IV. CONCLUSION

This study aims to determine teacher perceptions or perspectives on online learning related to language mastery and the geographical conditions, especially regarding the eastern coastal region of Indonesia. There are four aspects of the theme for the study for both teachers and students: (1) teacher/student responses to online teaching; (2) teacher/student constraints in teaching online; (3) the solutions of teachers/students to overcome difficulties; and (4) the use of technology. The results of the study show that, during the COVID-19 pandemic, online learning was the only learning that was applied. Nevertheless, both teachers and students were able to adapt to online learning.

This study evaluated digital technology applications that are regarded as challenging, both in procurement and use, when learning online to establish autonomous learning and build motivation for empirical learning. This research theoretically contributes to the idea that learning independence can be built through collaborative learning with friends, so that students ask questions and discuss and share experiences when doing assignments given by the teacher.

Additionally, students must also be able to use renewable technology in accordance with the times, even though there are still obstacles preventing their use. Furthermore, self-reflection and support from the people around them, such as teachers, parents, and friends, are factors that support the development of learning motivation. Widodo and Ferdiansyah (2018) posited that reflection is important to evaluate the teaching experience emotionally and to reconstruct their teaching practice for the better. The provision of free quotas to students from the Ministry of Education and Culture is another supporting factor.

It is hoped that the improvement of online learning and its success will come from providing training for teachers and students and using digital technology tools. It is also hoped that this research will contribute to the development of policies in the context of learning by using technology to complete the learning goals and considering the regional situation, specifically in Indonesia's eastern coastal region.

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