



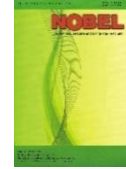
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EFFECTIVE TEACHING PRACTICES IN HIGHER EDUCATION DURING THE COVID-19 PANDEMIC: LECTURERS AND STUDENTS' LENS

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Abstract

This article investigates lecturers' and students' perspectives on effective teaching practices in Islamic higher education during the Covid-19 pandemic. The pandemic caused the movement of teaching and learning modes from face to face into online/distance teaching and learning. The different modes of teaching and learning processes may raise a different perspective on effective teaching and learning practices, especially in Islamic higher education. Thirteen English lecturers and 262 English students from the third, fifth, and seventh semesters participated in this survey research. Questionnaires are distributed through Google Forms to collect data on lecturers' and students' perspectives on effective teaching practices. The results show that the lecturers and students have good perspectives on four aspects of online teaching (pedagogical, managerial, social, and technological roles) as effective teaching practices in higher education during the Covid-19 pandemic. However, lecturers and students have quite different sequences of most frequent responses on the roles. The three sequences of the lecturers' responses are social roles, managerial roles, and pedagogical roles. Then the three sequences of the students' responses are pedagogical roles and managerial roles (two positions: the second and third positions). This different perspective can be a consideration in conducting online teaching and learning.

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INTRODUCTION

Coronavirus disease 2019 (COVID-19) has become a worldwide pandemic, including in Indonesia. The first confirmation of the spreading to Indonesia was on March 2, 2020, after an instructor of dance and her mother tested positive for COVID-19, and they were infected by a Japanese (Ratcliffe, 2020). In the middle of June 2020, Indonesia was reported to have 41,431 confirmed COVID-19 cases, making it the country with the highest positive COVID-19 in Southeast Asia (Nurbaiti, 2020).

COVID-19 influences all aspects of human life, including social, economic, and education. After President Widodo asked all Indonesians to practice social distancing to slow the virus's spread on May 15, 2020, many provinces shut down schools in their regions. From preschool until university, students learn at home to prevent the spread of COVID-19. The school activities are changed into home learning activities; the class activities are conducted through online distance learning (Jakarta Globe, 2020).

The new model of the teaching and learning process, "home learning activities-online distance learning," may raise a different perspective on an effective teaching and learning practice, especially in higher education. The model of effective teaching practice during the COVID-19 Pandemic may differ from the model of effective teaching practice before COVID-19 Pandemic. Furthermore, the shift in teaching mode from face to face into online teaching and learning process also influences the students' readiness (Wulanjani & Indriani, 2021).

Some studies investigated effective teaching in higher education before the COVID-19 pandemic (e.g., Allan et al., 2009; Aregbeyen, 2010; Barnes & Lock, 2013; Siregar et al., 2020). Allan et al. (2009) investigated the perception of first-year undergraduate students of effective teaching in higher education. They found that university teachers with high academic expectations are predicated less by the students' notion of effective teaching in higher education. Conversely, university teachers who provide a supportive environment in which they scaffold learning effectively and promote effective interaction with their students are predicated more on the students' notion of an effective teacher.

In line with Allan et al. (2009), Aregbeyen (2010) also found that students always want their learning needs met. Based on this research, effective teaching requires a teacher to strike a good balance between his teaching methodology and his personality characteristics. This study also reported differences in perceptions by age, level of study, and faculty of the respondents. In addition, Khoo et al. (2010) found four lecturers' roles for successful or effective online learning; those are pedagogical, managerial, social, and technological.

Furthermore, Barnes and Lock (2013) investigated the student perceptions of effective foreign language teachers. They found that rapport attributes such as friendliness, care, and patience, and delivery attributes such as clear explanations, error correction, and a participatory mode of instruction are highly important. However, teacher qualifications and target language proficiency were considered more important than rapport attributes (Barnes & Lock, 2010). In addition, Siregar et al. (2020) found that assimilating technology and facilitating the students' creativity require effective 21st-century pedagogical competence. However, this study only investigates teachers' perceptions.

The previous studies mentioned above were conducted before the spread of COVID-19 in Indonesia and from one side only (teachers or students), not from both sides (teachers and students). Therefore, the present study tries to investigate effective teaching practices in higher education during the COVID-19 pandemic in Indonesia from the perspectives of both lecturers and students.

REVIEW OF LITERATURE

This section discusses effective teacher taxonomy, effective teaching during Covid 19 pandemic, online-distance learning, blended learning, and previous studies.

Effective Teacher Taxonomy

Some experts define effective teachers in higher education differently. They define it as related to their concerns. However, they have similarities in achieving the goal of higher education teaching, which is to promote the development of high-order learning processes (Biggs, 2003). Yates (2005, p. 687) differentiates between a "good teacher" and an "effective teacher." According to him, a good teacher is related to professional respect and humanistic criteria; it is normative. In contrast, an effective teacher is related to student learning criteria. It is about reaching achievement goals and student learning on what they are supposed to in a particular context (Berliner, 2005, p. 207).

Furthermore, Allan et al. (2009, p. 364) report a remarkable portrait of an effective higher education teacher from teachers' perspectives which has emerged from several research studies over the past 30 years. They found four criteria for effective teachers in higher education. Those are supportive learning environments, academic expectations, scaffolding learning, and clarity. They also found that students addressed providing a supportive learning environment where teachers scaffold learning as a requisite of effective teaching. However, they addressed less high academic expectations (p. 368).

Aregbeyen (2010) mentions five major subheadings of critical teaching effectiveness elements in higher education. These are analytical/synthetic approach, organization/clarity of teaching, lecturer-group interactions, lecturer-individual student interaction, and dynamism/enthusiasm of the lecturer. He found in his research that organization and clarity in teaching got the highest score from students. Then it was followed by the analytical/synthetic approach, the lecturer-group interactions, dynamism/enthusiasm of the lecturer, and lecturer-individual student interaction. He also found no significant difference in the scores among the different elements; it means that the whole elements are equally important as effective teaching elements. However, there were differences in perceptions by age, level of study, and faculty of the respondents (Aregbeyen, 2010, p. 68).

In addition, Barnes and Lock (2010) propose a taxonomy of effective teacher attributes in higher education. They divided the attributes into five categories: rapport, delivery, fairness, knowledge and credibility, and organization and preparation. They found in their study that rapport attributes such as friendliness, care, and patience were placed in high importance (Barnes & Lock, 2010, p. 19). Furthermore, Barnes and Lock (2013) investigated the student perceptions of effective foreign language teachers. They found that rapport attributes such as friendliness, care, and patience, and delivery attributes such as clear explanations, error correction, and a participatory mode of instruction are highly important. However, teacher qualifications and target language proficiency were considered more considerable than rapport.

Therefore, based on the criteria of effective teachers in higher education proposed by some experts above, the present study tries to re-concept the effective teacher in higher education by considering the recent situation and conditions in which there is Covid-19 Pandemic in Indonesia.

Effective Teaching during the Covid-19 Pandemic

As presented in the background of the study, the Covid-19 pandemic has affected all aspects of human life in Indonesia, including the education sector. To mitigate the spread of the virus, the Indonesian government has implemented a new education policy, online distance learning, for all levels of education, from preschool to university. This policy aims to prevent students from being exposed to Covid-19 by shifting school activities to home activities through online learning.

The change from a face-to-face teaching and learning model to online learning may have changed the concept of effective teaching, especially in higher education. Effective teaching during the Covid-19 pandemic may differ from effective teaching before the pandemic. This

pandemic occurred in the 21st century, during which students' needs differ from those in past eras. According to Bedir (2019), students in the 21st century are millennial students; therefore, education should focus more on promoting pivotal skills that are important to learn and sustaining learning. Following this, Trilling and Fadel (2009) state that students should acquire skills and knowledge to utilize digital technologies and broaden their opportunities.

Furthermore, Siregar et al. (2020) reported the results of a study exploring EFL teachers' perceptions of effective 21st-century pedagogical competencies. They found that there were five preferred traits of pedagogical competencies that effective 21st-century teachers should have. These were prioritizing learning growth and outcomes over the content taught, being both a facilitator and an inspirer to students, building a discussion habit to promote communicative learning, establishing and maintaining a good classroom atmosphere, and arranging students into pairs or groups to develop their language and communication skills (Siregar et al., 2020, p. 16). They also found that effective 21st-century teachers should be able to utilize digital media (technology).

Online Distance Learning

Online learning is a type of distance education that has become a mainstream part of education, especially during the recent Covid-19 pandemic. Moreover, the increasing availability of ICTs, including Internet access, has increased the demand for online learning. It is a flexible and convenient way to access education and training (Khoo et al., 2010, p. 17). Therefore, teachers in higher education should consider using technology in their teaching and learning processes. They should be able to maintain their role in any teaching-learning environment, whether face-to-face or online.

Khoo et al. (2010, p. 21) found that online learning is a social and interactive process, best known as a learning community. It means that the teacher's role in online learning is multifaceted and flexible at any time to meet the diverse learning needs in the online classroom. In other words, successful online teaching and learning should be embodied within learning communities. Furthermore, they proposed four online teacher roles in higher education. Those are pedagogical, managerial, social, and technological roles.

METHOD

The present study aims to investigate the perceptions of lecturers and students regarding effective teaching practices in higher education during the COVID-19 pandemic. To achieve this purpose, a descriptive quantitative research design using a survey is employed. The population of this study includes all English lecturers (18 individuals) and English students in the third (123 students), fifth (186 students), and seventh (201 students) semesters, totaling 510 students. These lecturers and levels of students were selected because they are believed to have adequate knowledge, experience, and exposure to conducting online learning during the COVID-19 pandemic.

In conducting this research, a representative sample was taken, comprising at least 30% of the target population (the more, the better). The representative sample of this study consists of at least five lecturers and 153 students. However, the instrument was distributed to all lecturers and all third, fifth, and seventh-semester students, expecting to obtain more samples. Fortunately, 13 lecturers (72%) and 262 students (51%) participated in this study.

The instrument used in this study is a questionnaire adapted from Khoo et al. (2010) on lecturer-student views on successful online learning environments. Their findings were used to develop the questionnaire for this study, which is a closed-ended questionnaire consisting of two parts—the first part requests general information or background of the respondents, both lecturers and students. For the lecturers, the first part asks about their length of teaching experience and the online platforms used during the Covid-19 pandemic. For the students, the first part asks about their semester level and the online platforms used by their lecturers.

The second part of the questionnaire asks for both lecturers' and students' points of view on effective teaching in higher education during the Covid-19 pandemic. It consists of four aspects of the lecturer's role in online teaching practices: the lecturer's pedagogical role (10 items), the lecturer's managerial role (10 items), the lecturer's social role (2 items), and the lecturer's technological role (3 items). The total of items is twenty-five, with five ranging of Likert-Scale for each item. It starts from very important (5/VI), fairly important (4/FI), somewhat important (3/SI), not so important (2/NsI), and not important at all (1/NIA).

The questionnaire used in this study has been carefully developed based on the theory of effective teaching in higher education presented above and by considering the new policy on education in Indonesia during the Covid-19 Pandemic. After constructing the questionnaire, it was validated by two English lecturers and teachers who provided corrections and suggestions, especially regarding the wording. Following the expert validation, the questionnaire was tried

out with 20 English students, and the validity and reliability were analyzed based on the data collected during the trial.

To analyze the validity of the questionnaire, the Pearson product-moment correlation was used with statistical software. An item is considered valid if the correlation coefficient (r_{count}) is higher than the r_{table} (0.444). Conversely, the item is deemed invalid if the correlation coefficient (r_{count}) is lower than the r_{table} (0.444). Based on the data analysis results, all items on the questionnaire were found to be valid. All correlation coefficients (r_{count}) were above the r_{table} (as shown in Appendix 1). Therefore, all items on the questionnaire can be used to collect data on lecturers' and students' perspectives on effective teaching in higher education.

In terms of reliability, the questionnaire used in this study was also analyzed. The reliability analysis used the Cronbach Alpha formula in statistical software for Windows. Based on the calculation results, Cronbach's Alpha value was 0.956, which is higher than 0.90 and falls into the highly reliable research instrument category. Therefore, the questionnaire can be used for the subsequent steps of the study.

Some steps were taken to collect the data. The first step was problem identification. In this step, the researcher observed the teaching and learning process by joining the online classroom. The second step was distributing the questionnaire to the respondents. They were informed that their answers would be kept confidential and would not influence their position as lecturers and students. Therefore, they were asked to answer the questions honestly.

Furthermore, the questionnaire was made without asking the respondents' names, ensuring anonymity. The questionnaire was adapted from Khoo et al. (2010), modified, validated, and tried out before being distributed to the study's respondents. The questionnaire was distributed through Google Forms.

After collecting data, the next step is to analyze it. The data collected from the respondents are tabulated and grouped based on the characteristics of the gathered data. Then, the data is displayed in tables and figures and categorized based on the questions to make it easier to read and understand the data. The final step is to draw conclusions based on the data display and discussion.

RESULTS AND DISCUSSIONS

The research findings of this study consist of two parts. The first part is the finding on lecturers' perspectives on effective teaching in higher education during Covid 19 pandemic. The next part is the finding on students' perspectives on effective teaching in higher education.

Lecturers' Perspective on Effective Teaching in Higher Education during COVID 19 Pandemic

After the questionnaire was distributed, the collected data were analyzed. Thirteen (13) out of eighteen (18) lecturers completed the questionnaire. The data on the lecturers' teaching experience can be seen in Table 1 and Figure 1.

Table 1. The Length of Lecturers' Teaching Experience

Year	Percentage (%)	Number
1-3	15.4	2
4-6	38.5	5
7-9	15.4	2
More than 10	30.8	4
Total	100	13

I am an English lecturer for...
13 jawaban

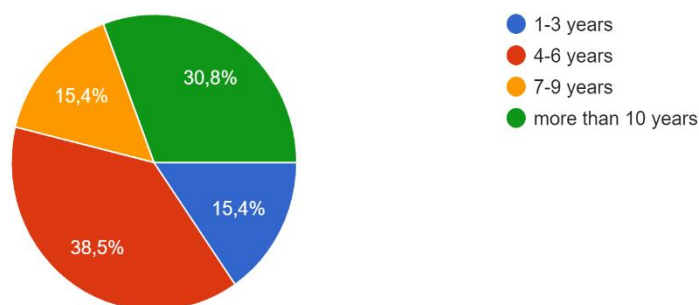


Figure 1: The Length of Lecturers' Teaching Experience

The data above shows that only two lecturers have 1-3 years of teaching experience in higher education (novice lecturers). The other lecturers have 4-6 years (5 lecturers) and 7-9 years (2 lecturers) of teaching experience in higher education. Moreover, four lecturers have more than ten years of teaching experience in higher education. Based on the responses above, it can be concluded that almost all the lecturers have adequate teaching experience in higher education.

In terms of the online platform used by the lecturers in online learning during the Covid-19 pandemic, the lecturers use more than one learning application. The data on the learning platforms used by the lecturers are presented in Figure 2.

The online platforms I use to teach are....(It can be more than one answer)

13 jawaban

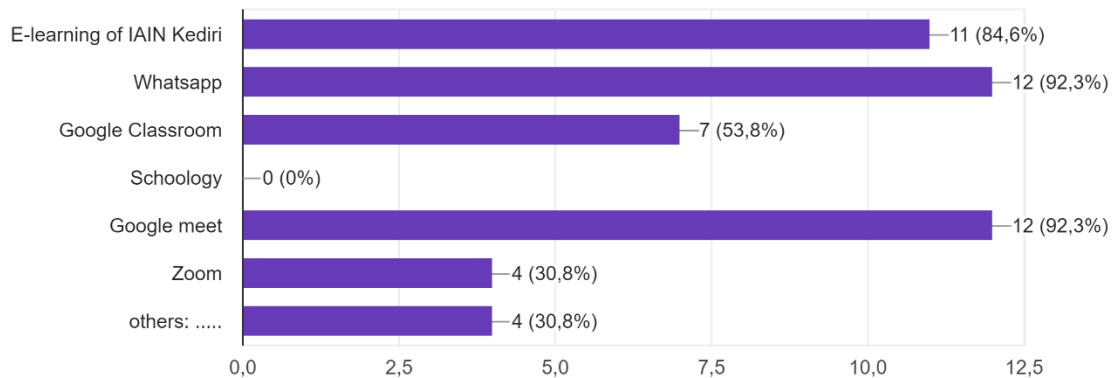


Figure 2: The Lecturers' Learning Platform

Figure 2 shows that almost all lecturers use WhatsApp and Google Meet applications for online teaching and learning processes. These are the lecturers' most widely used learning applications, with 92.3% (12 out of 13) using these applications in combination with others. The second most commonly used online platform by the lecturers is the E-learning platform of IAIN Kediri, which is a web-based technology designed by the campus of IAIN Kediri to support e-learning processes on campus. 84.6% (11 out of 13) of the lecturers use this teaching and learning platform.

The next set of data pertains to the lecturers' perspectives on effective teaching in higher education during the Covid-19 pandemic. These data are categorized into four aspects: lecturers' pedagogical roles (10 items), lecturers' managerial roles (10 items), lecturers' social roles (2 items), and lecturers' technological roles (3 items). Concerning lecturers' pedagogical roles, two items received the most frequent responses. The first is the lecturers' consideration of students' perspectives, including giving students choices in learning, valuing their online contributions, providing sufficient time to be comfortable in class, respecting students, and responding to them within a reasonable timeframe. The second item with the most frequent response regarding the lecturers' pedagogical roles is the willingness of lecturers to become a participant, co-learner, or listeners in class to establish a less hierarchical relationship with students. Eleven lecturers (84.6%) consider these points very important in conducting online teaching effectively, while only two (15.4%) consider them fairly important.

Four items received the second-highest response frequency regarding lecturers' pedagogical roles. These are as follows: (1) the lecturer's critical role in facilitating online interactions to engage students in learning, (2) the lecturer's use of appropriate triggers for

discussions and promotion of student socialization and participation, (3) the lecturer's monitoring role in following and sustaining discussion threads, stimulating further student participation, modeling appropriate "wait time" to allow students to speak before providing feedback, and providing just-in-time resources where necessary, and (4) the online lecturer's clear understanding of teaching and learning before translating them into practice. Ten lecturers (76.9%) consider these points very important for effective online teaching, while three (23.1%) consider them fairly important.

In terms of lecturers' managerial roles, as presented in Table 4.3, the most frequent response is that online lecturers need to listen carefully to student feedback to improve their course and teaching. Twelve out of thirteen lecturers (92.3%) consider this item very important. Only one lecturer (7.7%) considers this item fairly important for effective online teaching. The second most frequent response of the lecturers' managerial roles is the need for lecturers to structure their online classes in a clear and user-friendly manner for students to follow, including setting up appropriate folders to organize information and providing a clear layout for students to navigate easily. Eleven lecturers (84.6%) view this aspect as important for effective online teaching, while two (15.4%) view it as fairly important.

Furthermore, the organization and careful planning of online courses and the regular updates of course materials were identified as the third most important aspect of lecturers' managerial roles. 76.9% of the lecturers (10 lecturers) consider these items to be very important in conducting online teaching effectively.

Regarding lecturers' social roles, all 13 lecturers agree that providing clear guidelines and expectations for student participation and contributions is crucial. The importance of lecturers teaching and modeling good online communication practices and netiquette is also considered important by 69.2% (9 lecturers).

In terms of lecturers' technological roles, the highest frequency response was the need for online lecturers to support students in adopting web-based technologies, with 84.6% of the lecturers (11 lecturers) considering this aspect to be very important. The need for online lecturers to have basic technological skills, interest in online teaching, and awareness of technology's affordances and constraints in teaching received an equal percentage of responses from lecturers. 76.9% of the lecturers (10 lecturers) view these aspects as very important.

The summary result of the three top lecturers' responses shows that the lecturers' social role becomes the highest response of the very important aspect to be considered in conducting online teaching effectively during covid 19 pandemic. The next position is the lecturers' managerial role which is considered a very important aspect. The other roles (pedagogical and

technological) are placed in the third position as the very important aspect of doing online teaching effectively.

Students' Perspective on Effective Teaching in Higher Education during COVID 19 Pandemic

The data on students' perspectives on effective teaching in higher education are collected from students in the third, fifth, and seventh semesters. Two hundred sixty-two students filled out the questionnaire. The data of the students can be seen in Table 2 and Figure 3.

Table 2. The Students' Level

Semester	Percentage (%)	Number
3	29	76
5	29.4	77
7	41.6	109
Total	100	262

I am an English student in semester...

262 jawaban

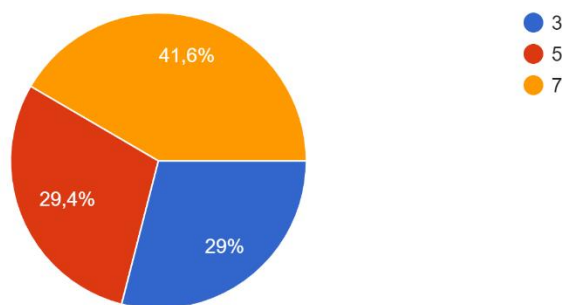


Figure 3: The Students' Level

The data presented above shows the level of response from students. It can be seen that the total sample includes 262 students from the third, fifth, and seventh semesters out of a population of 510 students, which is more than 50%. The most sampled students were from the seventh semester (41.6%), with fifth and third-semester students in second and third place. Therefore, it can be concluded that the sample size is adequate to represent the population.

The next set of data is the students' perspective on effective teaching in higher education during the Covid-19 pandemic. Like the lecturers' perspective, the student's perspective is divided into four aspects: lecturers' pedagogical roles (10 items), managerial roles (10 items), social roles (2 items), and technological roles (3 items).

Regarding the students' perspective on lecturers' pedagogical roles, the highest frequency response is the importance of lecturers facilitating online interactions to engage students in learning. 65.5% of the students (171 students) view this aspect as very important for effective online teaching, with 24.8% (65 students) considering it fairly important and 9.2% (24 students) considering it somewhat important.

Regarding the students' perspective on lecturers' managerial roles, the highest frequency response is that online lecturers must listen carefully to student feedback to improve their course and teaching. 53.8% of the students (141 students) consider this item very important for effective online teaching, with 35.1% (92 students) considering it fairly important and 11.1% (29 students) considering it somewhat important. This result is similar to the response from lecturers' perspectives on managerial roles.

Regarding the students' perspective on lecturers' social roles, the highest frequency response is the necessity for online lecturers to teach and model good online communication practices and "netiquette." In terms of the students' perspective on lecturers' technological roles, the highest response is the necessity for online lecturers to have basic technological skills and interest in online teaching. 49.2% of the students (129 students) consider this point very important for effective online teaching, with 37% (97 students) considering it fairly important, 11.1% (29 students) considering it somewhat important, and only 2.3% (6 students) considering it not so important.

The summary result shows that the lecturers' pedagogical role is considered the most important aspect by students in conducting effective online teaching, followed by managerial roles.

Discussion

Based on the research findings above, the discussion of this research is divided into two sections. The first part discusses the lecturers' perspective on effective teaching practices in higher education during Covid 19 pandemic. The next part discusses the students' perspective on effective teaching practices in higher education.

The Lecturers' Perspective on Effective Teaching Practices in Higher Education

As presented in the previous section, the lecturers' perspective on effective teaching practices in higher education is divided into four aspects: lecturers' pedagogical roles, lecturers' managerial roles, lecturers' social roles, and lecturers' technological roles.

In terms of lecturers' pedagogical roles, two items receive the highest frequent responses. Those are (1) the lecturers' consideration of students' perspectives, giving them choices in

learning, valuing their online contributions, giving them time to be comfortable in class, respecting students and responding to them in a reasonable timeframe (lecturer approachability), and (2) the lecturers' willingness to be a participant/co-learner/listener in the class in favor of a less hierarchical relationship with students. 84.6% of the lecturers (11 out of 13) consider those points very important for lecturers in conducting online teaching effectively. The finding of this study is in line with the finding of Khoo et al. (2010). They found that lecturer approachability becomes an important aspect that the lecturers in their online classes should consider. Nine out of ten lecturers raised this aspect.

Furthermore, being a co-participant/learner and listener is an important aspect of online classes (raised by six out of ten lecturers). Supporting the finding of this study, Siregar et al. (2020, pp. 1–2) stated that preparing highly qualified teachers/lecturers with all the quintessential pedagogical competencies becomes a preeminent priority in the educational world. A qualified teacher/lecturer is one of the key components in establishing successful learning; it is considered one of the very important factors that affect students' learning (Wichadee, 2010).

Referring to the lecturers' managerial role, the online lecturers' necessary careful listening to feedback from students to improve their course and teaching is the highest frequency response of the lecturers. 92.3% of the lecturers (12 out of 13) consider this item very important in conducting online teaching effectively. It is similar to Khoo et al. (2010), who asserted that allowing for student feedback is highlighted by the lecturers (mentioned by nine out of ten lecturers). As Aregbeyen noticed, inviting criticism of lecturers' ideas or teaching is one of the elements of effective teaching (Aregbeyen, 2010, p. 66).

For lecturers' social roles, the necessity of online lecturers to provide clear guidelines and expectations for students' contributions and participation becomes the top response of the lecturers. 100% of the lecturers (13 lecturers) agree that this aspect is very important in an online class. It aligns with Khoo et al. (2010). They reported that providing clear guidelines and expectations for students' contribution and participation is one of the strategies by lecturers in their online classes. It was perceived by nine out of ten lecturers.

In terms of the lecturers' technological role, the necessity of online lecturers to support students' adoption of web-based technology becomes the highest frequent response of the lecturers. 84.6% of the lecturers (11 out of 13) consider this aspect very important in conducting online teaching effectively. The finding of this study is also in line with Khoo et al. (2010). They found that supporting students' adoption of web-based technology is noted by lecturers (eight out of ten lecturers). Furthermore, Siregar et al. (2020, p. 1) also have similar findings.

They found that teachers or lecturers in the 21st century should assimilate technology in their classrooms. They need to be able to have adjustment, innovation, and modifications in education.

The Students' Perspective on Effective Teaching Practices in Higher Education

As mentioned in the previous section, students' perspectives on effective teaching practices in higher education during the Covid-19 pandemic are divided into four aspects: lecturers' pedagogical roles, lecturers' managerial roles, lecturers' social roles, and lecturers' technological roles.

Regarding lecturers' pedagogical roles, the highest frequency of students' responses highlighted the importance of lecturers' facilitation of online interactions to engage students in learning. 65.5% of the students (171 out of 262) considered this aspect very important for lecturers to conduct effective online teaching. This finding is consistent with Siregar et al.'s study (2020), which found that one of the preferred pedagogical competencies in the 21st century is being a facilitator and an inspirator to students (p.16). This is because technology development has made it easier for students to access information, and therefore lecturers should facilitate students with online interactions. Furthermore, providing a supportive learning environment where lecturers scaffold learning requires effective teaching (Allan et al., 2009, p. 368).

In terms of students' views on lecturers' managerial roles, the highest frequency of responses emphasized the necessity of online lecturers listening carefully to student feedback to improve their courses and teaching. 53.8% of the students (141) considered this aspect very important for lecturers to conduct effective online teaching. This finding is similar to Khoo et al. (2010), which found that allowing for student feedback was highlighted by six out of twelve students.

Regarding students' perspectives on lecturers' social role, the highest frequency of responses emphasized the necessity of online lecturers teaching and modeling good online communication practices and "netiquette." 42% of the students (110 students) considered this aspect very important for lecturers to conduct online teaching effectively. This finding differs from lecturers' perspectives on their social role, which showed a higher response for online lecturers' necessity to provide clear guidelines and expectations for students' contributions and participation. It also differs from Khoo et al. (2010), who reported that only four out of twelve students raised this aspect.

Regarding lecturers' technological roles, the highest frequency of students' responses highlighted the necessity of online lecturers having some basic technological skills and interest in online teaching. 49.2% of the students (129 students) considered this point very important for lecturers to conduct online teaching effectively. This finding is consistent with Siregar et al. (2020), who reported that teachers need to have the ability to utilize digital media (technology) as a prerequisite of education in the current era (p.19). In addition, Setiawan (2019, p. 306) stated that learning in the 21st century is based on information technology; therefore, educators, students, parents, and institutions are required to be adaptive in responding to it as one of the modern elements of education.

CONCLUSION

In line with the research findings and the discussions of the study, it can be concluded that the lecturers and students have good perspectives on four aspects of online teaching (pedagogical, managerial, social, and technological roles) as the practices of effective teaching in higher education during Covid 19 pandemic. In terms of lecturers' perspectives on effective teaching practices in higher education, the lecturers' social role becomes the highest response of the very important aspect to be considered in conducting online teaching effectively during covid 19 pandemic. The next position is the lecturers' managerial role which is considered a very important aspect. The other roles (pedagogical and technological) are placed in the third position as the important aspect of online teaching effectively.

Referring to the students' perspectives on effective teaching practices in higher education during the Covid 19 pandemic, the lecturers' pedagogical role becomes the highest student response of the very important aspect to be considered by the lecturers in conducting online teaching effectively. The next position is the lecturers' managerial role which is considered the second and the third very important aspect in conducting effective online teaching during covid 19 pandemic.

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Appendix 1. The Summary Result of Validity Analysis

Questionnaire Item	r count	r table	Decision
1	0.579	0.444	Valid
2	0.779	0.444	Valid
3	0.776	0.444	Valid
4	0.475	0.444	Valid
5	0.485	0.444	Valid
6	0.714	0.444	Valid
7	0.572	0.444	Valid
8	0.811	0.444	Valid
9	0.703	0.444	Valid
10	0.741	0.444	Valid
11	0.818	0.444	Valid
12	0.804	0.444	Valid
13	0.828	0.444	Valid
14	0.549	0.444	Valid
15	0.844	0.444	Valid
16	0.707	0.444	Valid
17	0.724	0.444	Valid
18	0.522	0.444	Valid
19	0.783	0.444	Valid
20	0.841	0.444	Valid
21	0.885	0.444	Valid
22	0.604	0.444	Valid
23	0.792	0.444	Valid
24	0.822	0.444	Valid
25	0.719	0.444	Valid

Appendix 2. The Result of the Reliability Analysis**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.956	.960	25