

**A Survey on EFL Students' Perception toward Teachers' Roles in Online
Learning Environment**

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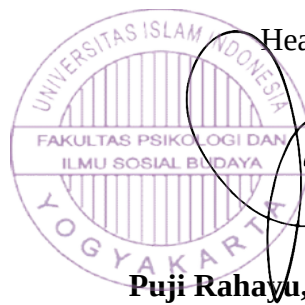
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STATEMENT OF WORK'S ORIGINALITY

I hereby declare that this thesis, which I have composed, is entirely my own work and does not contain any portion of the work or ideas of others, except those properly cited in the quotations and references. As is expected in a scientific paper, all sources have been appropriately acknowledged and credited.

Yogyakarta, January, 10 2023

The Writer



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MOTTO

“Beneath an unsinking black sun...through the boundless gloom...our journey continues.”

(Kentaro Miura)



DEDICATION

I dedicate my thesis to my family, my loved ones April and dear friends who have supported me throughout this journey. My heartfelt gratitude goes to my beloved parents, Mr. Ahmad Sazli and Mrs. Kartini, for their unwavering support and encouragement. I also dedicate this thesis to myself for overcoming challenges and persevering through the hard work and dedication required to reach this point. May Allah SWT reward all of you for your love and support. Aameen.

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Although researcher recognize that this thesis is far from perfect, the researcher welcome any suggestions and recommendations for improvement. Finally, the researcher hope that this thesis will be of benefit to all who read it. Wassalamu'alaikum warrahmatullahi wabarakatuh.

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ABSTRACT

As a result of the COVID-19 pandemic, public schools have been obliged to switch from face-to-face instruction to online or distance learning only. Teachers may have a more challenging time dealing with the pandemic since they were used to working offline before. This study aims to determine how EFL students perceive instructor roles in an online learning environment. To measure the students' perception, Huang's (2019) Scale of Teacher Role Inventory (STRI) was utilized. The current study utilizes an instrument comprising of three dimensions, each consisting of 27 questions. The first dimension, cognitive role, includes question items 1-10, which aim to assess the students' perceptions of the teacher's cognitive role. The second dimension, emotional role, includes question items 11-20, which aim to assess the students' perceptions of the teacher's emotional role. The final dimension, managerial role, includes question items 21-27, which aim to assess the students' perceptions of the teacher's managerial role. The participants were English language education students from a university in Yogyakarta. From the findings, it is found out that in the cognitive role component, students generally appreciated teacher's roles in developing their cognitive skills. The overall mean of the scores varied from 4.50 which is cognitive role (highest) to 3.95 which is emotional role (lowest). In the emotional role, the lecturer has offered good help to support students' emotional development. However, it appeared that the teacher should implement game based learning approach more in the learning process to support engagement, as this item had one of the lowest scores. The last component is the managerial role of the teacher which showed that the teacher needed to improve the controlling pace when teaching since it earned the lowest score among all which is 4.18. Nevertheless, besides those items that require improvement, the teacher's role has been well implemented in this context.

Keywords: Teacher roles, Online learning, Managerial role, Emotional role, Cognitive role

CHAPTER I INTRODUCTION

1.1 Background of the Study

The spread of the COVID-19 in 2020 has caused some changes in the implementation of the learning system. Schools and universities had to switch the learning mode into online due to the social distancing and lockdown policy initiated by the government. Indonesia is one of the countries that was affected by the policy, and therefore, the schools also implemented online learning during the pandemic. Online learning had become an emergency solution that made education survive despite the lockdown. (Smedley, 2010) stated that online learning also has several advantages compared to offline one, such as students can study anywhere, the time given is more flexible, and there is no direct social interaction which is good for preventing the spread of Covid 19.

Online learning was often referred to as distance learning, as both were implemented with the teacher and students not being in the same place. Besides what have been mentioned previously, there are many challenges in conducting online or distance learning (Adedoyin & Soykan, 2020) since it technically relies on technology. This dependence on technology creates both technical and non technical problems. For the technical one, students or teachers who have poor internet connection and who were not well supported with compatible devices were not able to attend classes or to conduct online teaching activities. Furthermore, non technical problems that occurred during online learning cannot be underestimated as well. (Baloran, 2020) stated that learning anxiety levels increased during the

COVID-19 pandemic. There is evidence that students between two colleges in the southern Philippines dealt with learning anxiety during this pandemic. They experience poor time management, lack of focus, and low interaction among students and between students and teachers.

(Galang & Hallar, 2021) emphasizes the importance of several factors in creating a successful e-learning environment. These include designing and delivering high-quality courses, using appropriate assessments, encouraging collaboration, and using effective teaching strategies. Teachers should also receive technical support to help them integrate teaching activities into the e-learning system. Students should have the opportunity to direct their own learning, work with technology, connect with others, improve their critical thinking skills, and apply what they have learned to real-world situations.

The current study aims to address a gap in the existing literature by examining the difference in participants and location of previous research. Specifically, previous studies have primarily been conducted in China with samples of first-year students, while the current research is located in Indonesia and includes a sample of four student batches with a total of 207 students. This variation in participants and location allows for a more comprehensive understanding of the topic being studied, as the results may differ based on cultural and educational contexts.

1.2 Identification of the Problem

The impact of the COVID-19 pandemic has forced the government to close face-to-face learning activities in schools to learning at home or online. The change also affects teachers roles in conducting the learning activities. Therefore, it is important to investigate the role of teachers during online learning from students perspective

1.3 Formulation of the Problem

The problem can be formulated as follows: What is EFL students' perception on teachers' roles in online learning environment?

1.4 Objective of the Study

The objectives of this study, as determined by the formulation of the problem, are as follows: To identify EFL students' perception on teachers' roles in online learning environment

1.5 Significance of the Study

The findings of this study are intended to provide a empirical, and practical contribution to the field of English education. The findings of this study may be used to support the function of instructors in both online and offline instruction, as addressed in the next chapter. Empirically, this study contributes to our understanding of the teacher's role in online and offline instruction. Then practically, assist instructors in developing an understanding of and capacity for their role in online and offline learning.

CHAPTER II

LITERATURE REVIEW

2.1 Teacher Roles in Learning Environment

The present study aims to quantitatively evaluate the teacher roles in online learning environments through examination of previous qualitative research. Previous qualitative research, such as the study conducted by (Coppola et al., 2002), has identified several key areas where changes in teacher roles occur, including cognitive roles, affective roles, and managerial roles. The findings from this study indicate that cognitive aspects of instruction shift towards deeper complexity, teachers are required to express more emotions, and they must pay greater attention to detail, structure, and student monitoring.

Similarly, (Donnelly, 2013) conducted a qualitative case study to examine the roles of online teachers in a blended learning environment, specifically in the context of problem-based learning (PBL). Through data collection and analysis, Donnelly identified distinct roles for PBL tutors, including the need for a positive attitude, the importance of authority and presence, and the need for a didactic role to overcome ambiguity or misunderstanding. The terminology used by Donnelly to describe these roles differs from that commonly used by other researchers in the field. Both the study by (Coppola et al., 2002) and (Donnelly, 2013) provide important insights into the roles of online teachers and the changes that occur in these roles in the context of online and blended learning environments.

2.2 Teacher's Role in Online Language Learning

Teacher presence is essential in terms of the systemic, emotional, and cognitive aspects of the teacher's position, and it helps to establish a healthy connection between teachers and students. (Murphy, 2015) stated that Social visibility is among the most crucial aspects of online education. Social presence can be defined as the degree of salience shared by two communicators when they use a communication medium due to their varying assessments of its online learning capabilities. (Alqurashi, 2016) discovered that most online self-efficacy scales address issues related to technology usage, including self-efficacy proficient utilization of computers, the Internet, and information-seeking is imperative in the context of an online course. While technological efficiency is a crucial factor in successful online learning, other skills and aptitudes are also necessary for achieving academic success in a virtual learning environment.

In contrast to (Sandholtz, 1997) a shift was made toward focusing on the needs of the students as the primary concern, with collaborative activities taking precedence over solitary ones and active learning over passive learning. As the education system developed, the role of the teacher has changed from being the only source of information to helping students work together to learn. This fact is supported by (K. Norum, R. S. Grabinger, 1999) study, which indicates that the roles and teaching and learning practices are evolving due to technology usage, which favors student-centered learning techniques.

The development of the times and the role of strict teachers in the classroom has changed as technology has become more advanced. According

(Chin, 1993), technology led to a reconsideration of the authoritarian teaching position, which was previously only the teacher who was active in learning such as giving material and also answering student questions without students looking first. Teachers' pedagogical ideas regarding student-centered classrooms are intertwined with their technology implementation. After the technology gets more sophisticated and the development of online learning, the teacher, becomes an information facilitator where the teacher provides information for students so that students first find out what the question means. Students socially build knowledge and negotiate meaning via interactive discussion in an online community. Facilitator/co-participant, the teacher acts as a facilitator and as a co-creator of information. Teachers' knowledge, attitudes, and views on technology can determine when they should use technology in their teaching techniques, teachers need this view because when we teach in a class, not all students have online learning support tools.

Several studies by Meirink, Meijer, Verloop, & Norton et al. (as cited in Jääskelä et al., 2017) have found that teachers who place themselves at the center of the learning process prefer traditional teaching methods in which the teacher relays information to the students without involving them in the process, as opposed to teachers who place their students at the center of the learning process and therefore favor teaching methods that encourage students to take ownership of their education and education process allowing them to advance their knowledge and learn collaboratively. However, teachers who embrace this philosophy go for teaching methodologies that activate learners by challenging them to be both

learners and actors of their learning, allowing them to advance their knowledge and learn collaboratively. Contrary to this theory, teachers should be able to understand better to be able to involve students in learning because the learning method that makes the teacher the center of information is no longer relevant at this time. However, there are still teachers who prefer face-to-face learning, the teacher should be able to consider learning that makes students a center, and the teacher as a facilitator can be used in the classroom. However, there is no connection between teachers who spend time using computers and teachers who use student-centered learning, this is supported theory reviewed by Cuban, Kirkpatrick, & Peck, Judson, Saye, Wang, Windschitl & Sahl (as cited in Palak & Walls, 2009) showed that instructors who include technology in their education move toward teaching methods that put students first, and this movement implies a shift in teachers' attitudes. However, other research showed no significant connection between the amount of time spent using computers and the likelihood of a teacher implementing a student-centered approach.

2.3 Theoretical Framework

The theoretical framework for this study is rooted in the concept of teacher roles in online learning environments. Previous research, such as that conducted by (Huang, 2019) has defined teacher roles as the teaching-related activities and behaviors of teachers in various instructional contexts. These activities and behaviors may vary depending on the specific context in which they are performed

and the presence of teachers during learning activities allows them to optimize their roles.

(Coppola et al., 2002) and (Donnelly, 2013) have identified key areas of change in teacher roles in online and blended learning environments. Coppola et al. found that cognitive aspects of instruction shift towards deeper complexity, teachers are required to express more emotions, and they must pay greater attention to detail, structure, and student monitoring. Donnelly's study identified distinct roles for PBL tutors, including the need for a positive attitude, the importance of authority and presence, and the need for a didactic role to overcome ambiguity or misunderstanding.

(Murphy, 2015) also highlights the importance of social visibility in online education, which can be defined as the degree of salience shared by two communicators when they use a communication medium due to their varying assessments of its online learning capabilities. This concept is important in understanding how teacher roles may differ in online learning environments compared to traditional classroom settings.

To support this research, survey study use to collect the necessary data. As for the meaning of the survey study itself, it is the collection of data taken from participants through several questions, this type of research can allow various methods for data collection to use both quantitative and qualitative methods, this explanation is supported by the theory proposed by (Ponto, 2015). Recruiting people, collecting data, and employing a wide range of methodologies are possible in this sort of study. In survey research, mixed-methods approaches may be utilized,

which involve the integration of qualitative research strategies (e.g. open-ended questions) with quantitative research strategies (such as questionnaires with numerically rated items), or vice versa. This allows for the complementary strengths of both types of strategies to be leveraged in the investigation.



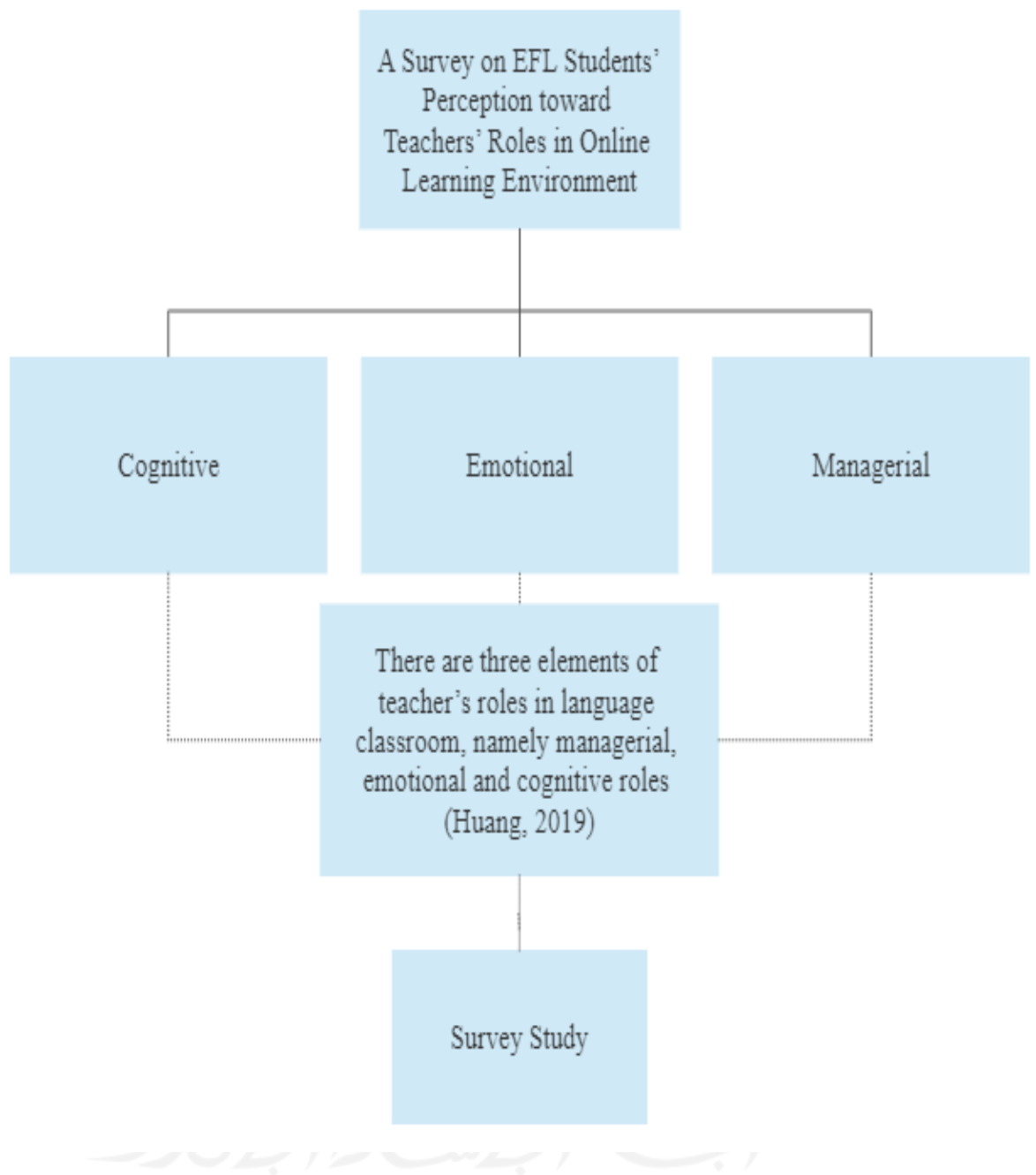


Figure 1

CHAPTER III RESEARCH DESIGN

3.1. Context of the study

In this research survey study is used as the design, then the meaning of the survey study itself is based on (Ward, 2012) In quantitative research, scientists deliver a survey of a small group or the whole population to find out how people feel, views, actions, or features of the people. Survey researchers use questionnaires to collect quantitative, numerical data in this method. Survey designs differ from experimental research because they do not entail a treatment administered by the researcher to participants.

3.2. Population & sample

The population of this study was all students from the 2nd semester to 8th semester majoring in English education. The population consists of 425 students from batch 2018 to 2021 at one of the universities in Indonesia, Yogyakarta. All the participants have gone through online learning. There was a high degree of similarity across university students due to common enrolling standards and English proficiency levels. Therefore, all 425 participants will voluntarily participate in the study and answer 27 questions on the questionnaire.

- Students from batch 2018 to 2021 at college in Yogyakarta who have taken online classes
- Ask for students willingness to be a participant and fill out a questionnaire

To calculate the total sample from the population, Slovin formula used in this research. The Slovin's formula is below:

$$n = \frac{N}{1 + Ne^2}$$

Explanation:

n: Number of sample

N: Population

e: Error rate (5% = 0,05)

In this study, the Slovin formula was utilized to calculate the sample size required to accurately represent the population in question. This method involves dividing the population size by 1 plus the sample size multiplied by the desired margin of error. By applying the Slovin formula and targeting a margin of error of 5%, the researcher determined that 207 participants would be an appropriate sample size for the study. These calculations align with the initial estimate of 425 participants, indicating that the sample size chosen is suitable for achieving the desired level of precision in the study's result. The sampling technique used in this study was convenience sampling. It involved the selection of participants based on their accessibility and ease of recruitment. This method is often preferred by students due to its cost-effectiveness and simplicity in comparison to other sampling techniques (Ackoff, 1953) With the above calculation, the estimation result are as follows:

$$n = N / (1 + N e^2)$$

$$n = 425 / (1 + 425 * 0,05^2)$$

n= 207 students

The numbers of sample in this study were 207 participants

3.3. Instrument

Huang's (2019) Scale of Teacher Role Inventory (STRI), was utilized in this research. Teachers' responsibilities in online learning and blended learning are assessed using the STRI, a 27-item scale with a five-point Likert scale. This scale may be used both in online and blended learning environments. Moreover, the instrument comprises three well-validated primary factors: the cognitive role of items 1–10, the emotional role of items 11–20, and the management role of items 21–27 (Huang, 2019). Furthermore, the results of this study indicate that the Cronbach alpha values of the three sub-roles of teachers in both learning modes are all around .800, indicating that the STRI is a valid instrument for examining the three sub-roles of teachers. These findings demonstrate the reliability and trustworthiness of the instrument, as it has an overall reliability score of .955. This study consists of five Likert-type response options that reflect the degree to which participants agree or disagree with a series of statements related to the roles that teachers play in the classroom. The response options are as follows: 1) "strongly disagree," indicating a high level of disagreement with the statement; 2) "disagree," indicating some level of disagreement; 3) "neither disagree nor agree," indicating a neutral response; 4) "agree," indicating some level of agreement; and 5) "strongly agree," indicating a high level of agreement.

Table 3 1 Distribution of Questionnaire Items

No	Dimension/Factor	Number of item	Item number
1	Cognitive Role	10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Table 3 2 Distribution of Questionnaire Items

No	Dimension/Factor	Number of item	Item number
2	Emotional Role	10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20

Table 3 3 Distribution of Questionnaire Items

No	Dimension/Factor	Number of item	Item number
3	Managerial Role	7	21, 22, 23, 24, 25, 26, 27

3.4. Data collection

This study is being conducted at the conclusion of the academic semester after students have completed online coursework during the pandemic. Before the questionnaire was distributed, it was first translated into Indonesian by consulting the results of the translation obtained with the supervisor. The researcher is informing students about the research's educational objective and sending an online or Google form-based questionnaire to those who agree to participate in the survey. The researcher is gathering the findings from the Google form once all questions

have been answered. Following that, the questionnaire data is being entered and analyzed using the SPSS program.

3.4. Data analysis

The mean and standard deviation of the variables were determined using data analysis tools such as Microsoft Excel and SPSS. Following that, the outcome is given in the form of charts. The researcher employed the same method with this research:

1. Reviewed the STRI questionnaire.
2. Adapted STRI as the instrument and translated it into Bahasa Indonesia.
3. Checked the translated items.
4. Distributed 27 items questionnaire to 425 students at one of the universities in Indonesia, Yogyakarta. Through Google form.
5. Used Microsoft Excel 2019 and SPSS 26 to analyze the data from the questionnaires into the statistical package to find standard deviation and mean.

3.6. Data Indicator

In this study, data is being classified into three categories: high frequency, mid-frequency, and low frequency. The criteria for classification are based on the average score of each category. Data with an average score of 3.48 or higher is being classified as high frequency, data with an average score between 3.29 and 3.47 is being classified as mid-frequency, and data with an average score of 3.11 or

lower is being classified as low frequency. This classification system allows for a clear and organized analysis of the data.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This section comprises statistics from a questionnaire that elucidates students' perspectives of the role of the lecturers during online learning on English education at the university in Yogyakarta from batch 2018 to 2022. The mean value of the discovery value can be broken down into three distinct components: the cognitive role, which has a value of 4.50, the emotional role, which has a value of 3.95, and the managerial role, which has a value of 4.38. This analysis highlights the importance of considering multiple dimensions of the discovery value in order to gain a comprehensive understanding of its overall significance. Additionally, a table is included to offer a more comprehensive explanation.

4.1. Research Findings

4.1.1 Cognitive role

The first part of this scale contains ten cognitive role questions that explain students' perceptions of how the role of lecturers in maximizing brain potential and building students' cognitive development during online lectures.

Table 4 1 Cognitive Role

1	The teacher uses videos to help students to learn English.	M: 4.50 SD: .632
2	The teacher uses audios to help students to learn English.	M: 4.43 SD: .672
3	The teacher recommends English websites/web pages to students to learn English.	M: 4.53 SD: .653
4	With the explanation of the teacher, the focus of the learning materials becomes clearer.	M: 4.53 SD: .674
5	The teacher helps students to overcome misunderstandings.	M: 4.56 SD: .622
6	The teacher helps students to analyze the learning content.	M: 4.46 SD: .667
7	The teacher makes comment on students' work.	M: 4.58 SD: .642
8	The teacher gives advice on doing exercises.	M: 4.34 SD: .736
9	The teacher helps students to correct mistakes.	M: 4.51 SD: .682
10	The teacher shows students the right direction of doing activities.	M: 4.50 SD: .640

A descriptive analysis of the data indicates that when lecturers provide comments or feedback on student work, this is highly appreciated by many students, as shown by the highest score $M = 4.58$, $SD = .64$. The second highest mean score was obtained when lecturers help students when there is a misunderstanding, with a score $M = 4.56$ $SD = .62$. On the other hand, the lowest mean score was obtained when lecturers advise students while they are doing practice questions, with a score of $M = 4.34$ $SD = .73$. While there is some variability in the mean scores, with the highest and lowest means differing slightly from the overall mean of 4.45. This suggests that overall, students appreciate the support provided by their lecturers and value the different forms of feedback and assistance offered.

4.1.2 Emotional role

The second scale also contains ten items about how the role of lecturers in influencing students' emotions during online learning.

Table 4 2 Emotional Role

1	The teacher leads students to play games to learn English.	M: 3.78 SD: 1.02
2	The teacher encourages students to express their feelings in English.	M: 4.13 SD: .883
3	The teacher encourages students to exchange ideas in English.	M: 4.23 SD: .791
4	The teacher brings students closer to each other.	M: 4.20 SD: .855
5	The teacher helps students to stay focused.	M: 4.31 SD: .691
6	The teacher encourages students to explore answers on their own	M: 4.32 SD: .726
7	While learning English, I feel confident of myself because of the teacher.	M: 3.77 SD: .940
8	The teacher makes English learning interesting to me.	M: 4.21 SD: .746
9	The teacher makes English learning stressful to me.	M: 2.70 SD: 1.325
10	The teacher brings up different issues for discussion.	M: 3.84 SD: 1.015

According to the data, which includes questions about the role of lecturers in providing emotional support to students during online learning, the highest mean score was obtained when lecturers encourage students to explore the answers they give, with a score of $M= 4.32$ $SD=.72$. The second highest mean score was obtained when lecturers help students to focus more during the lesson, with a score of $M= 4.31$ $SD= .69$. On the other hand, the lowest mean score was obtained when lecturers make the learning process stressful, with a score of $M= 2.70$ $SD= 1.32$. These results suggest that students appreciate and value the

supportive and encouraging approaches taken by their lecturers, while they do not respond well to stress-inducing teaching methods.

4.1.3. Managerial Role

This third data contains seven managerial questions about the role of lecturers in planning, organizing procedures and resources, regulating the classroom atmosphere to maximize learning efficiency, monitoring student progress, anticipating potential problems.

Table 4 3 Managerial Role

21	The teacher makes learning plan for students.	M: 4.52 SD: .617
22	The teacher makes teaching schedule in class.	M: 4.47 SD: .653
23	The teacher controls learning pace.	M: 4.18 SD: .850
24	The teacher disciplines the class	M: 4.35 SD: .712
25	The teacher sets up rules and regulations for doing activities.	M: 4.44 SD: .666
26	The teacher keeps a record of students' exercises.	M: 4.32 SD: .738
27	The teacher adapts the exercises to meet students' needs.	M: 4.38 SD: .712

In this component, which assesses the management role of lecturers, has a mean score of 4.38, which is relatively high. Upon analysis of the data, it was found that students reported that lecturers had made a lesson plan with a mean score of $M= 4.52$ $SD= .61$. However, students stated on lecturers controlling the pace of learning, resulting in the lowest mean score from all result $M= 4.18$ $SD= .85$. These findings suggest that while students generally view lecturers as being effective in

their management role, they believe there is potential for improvement in regards to pacing the learning process.

4.2. Discussion

This present study aims to investigate EFL students' perception on teachers' roles during online learning. STRI questionnaire was distributed to collect data from around 200 participants. The data collected revealed that the students had a good understanding of the lecturers' role in online learning. Teachers's roles are believed to hold a crucial part in the success of learning, including online learning. However, the change of learning mode due to the pandemic might affect the roles of the teachers. Therefore, it is prominent to investigate teacher's roles in online learning from the students' perspective.

There are three elements of teacher's roles in language classroom, namely managerial, emotional and cognitive roles (Huang, 2019). Cognitive role concerns in optimizing the potential of students' intelligence and fostering cognitive development during online lectures. The students reported that they were most satisfied when lecturers provided comments or feedback on their work $M = 4.58$, $SD = .64$. Feedback, as proposed by Shute (2008), can also serve as a powerful motivator, especially when it is targeted towards specific objectives. This suggests that providing feedback and support to students during online lectures can be an effective way for lecturers to enhance student learning and engagement. In addition to providing feedback, there are other ways in which lecturers can support the cognitive development of students during online lectures. Furthermore, during online learning, teachers also have to fulfill their

emotional role. Teachers are required to be involved emotionally with the students and learning process. According to the data, lecturers were perceived as doing a good job in encouraging students to explore and seek out new answers while studying $M= 4.32$, $SD= .72$. This suggests that lecturers play a crucial role in fostering a sense of curiosity and motivation in their students. The data also revealed that lecturers were successful in creating a sense of community and fostering student engagement by encouraging students to express their ideas, creating a sense of closeness, and helping students to focus on learning. Despite these positive findings, the data also showed that students still reported feeling less confident when studying. This may be due to a variety of factors such as signal issues, overburdened schedules, and excessive assignments, which can overwhelm students and make them less active and confident in class. To address these issues, lecturers can implement strategies such as providing regular feedback and support, creating a sense of community, and promoting a positive learning environment, Kuh et al (2020).

The last element of teachers' role to be discussed is managerial role. Based on (Pothu, 2017) Managerial role is how teachers plan, organize procedures and resources, manage class atmosphere to maximize learning efficiency, monitor student progress, and anticipate potential problems that will arise. Based on the research by (Grobe et al., 1973) lecturers should be able to control the pace of learning a slow pace will make students bored so that it makes them communicate with each other; a pace that is too fast will also cause some students to lose interest, at the correct rate will make students' attention to the

maximum. The score for each item in this element is almost similar, which is above 4.15. If referred to the data score indicator, the score is considered high. It means that the teachers have already implemented good teaching management strategies.



CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter consists of a summary of the research based on the research findings in the previous chapter and recommendations for further research.

5.1. Conclusion

This study aimed to understand students' perspectives on the roles of lecturers in online learning. Data was collected from 207 students from the English language education department at a private university in Yogyakarta, ranging from semester 2-7. The results of the study showed that from the student's perspective, teachers have fulfilled their roles quite well in the online learning context during the pandemic. It is shown by the data in which most items gain a score for more than 3.48. Referring to the data score indicator, data with an average score of 3.48 or more are considered to have high frequency. It means that, overall, teachers have fulfilled their roles in managerial, cognitive and emotional aspects. Interestingly, there is one item that gains a very low average score $M= 2.70$, $SD= 1.32$ which is teachers' role in making a stressful learning environment for students. The low score indicates that students' reject the statement and implicitly confirm that the teachers did not or almost never burden the students with stressful learning during the pandemic.

In conclusion, the transition of education to online learning might be difficult and uncomfortable for all parties involved. However, the results show that despite the challenges of this new mode of instruction, teachers are able to effectively fulfill their roles and may even be able to provide increased support to

their students during the learning process. This is a testament to the adaptability and dedication of educators in the face of new challenges.

5.2. Recommendation

Based on the findings of this study, which focused on the student perspective on the roles of lecturers in online learning, it is recommended that future research be conducted to investigate the function of lecturers in offline learning environments. This would allow for a comparison of the roles of lecturers in online and offline learning settings, and provide insight into whether the same expectations and responsibilities apply in both contexts. In addition, qualitative research methods, such as interviews, could be utilized to gather in-depth insights from students about their perceptions of the roles of lecturers in online and offline learning environments. This type of research would provide a more nuanced understanding of student views on the subject, and could inform future practices and policies related to the roles of lecturers in educational settings.

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