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Failure of Bloom's learning domains in online learning: EFL learners' perspectives

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Abstract

This naturalistic qualitative research investigated the insufficient performances of cognitive, affective, and psychomotor domains in online-class learning and the paradigm shifts of Bloom's learning domains from face-to-face teaching learning process to internet-based teaching learning process. This research adapted the theory of Bloom's taxonomy which discussed the cognitive, affective, and psychomotor domains. The data was taken by semi-structured interview with the university students about the online learning experience and the analysis was done by categorizing to get the grand theory. It was found that the online learning brought several positive sides such coming to class on time, saving cost for transportation, and paperless, and the negative sides of online learning were the limited reach, limited facilities, and over-cost of internet connection. Then, the cognitive failure in online learning affected the understanding, the affective failure in online learning affected the receiving, responding, valuing, organization, and characterization. The psycho-motoric failure in online learning affected fundamental movement, perceptual abilities, physical abilities, and skilled movement. The paradigm shift of Bloom's learning domain is the way to teach, the way to behave, and the way to socialize.

Keywords: affective; Bloom's taxonomy; cognitive; online-class learning; psychomotor

INTRODUCTION

Starting from the new semester, the students attended the offline class as the government allowed to have teaching learning process in the rooms. Nevertheless, careful adherence to health protocol, such as mask use and first-and second-round vaccinations, must be required strictly. The interaction among students, and students and lecturers are back to normal. Back to the past, COVID-19 started spreading in Wuhan China in December 2019, then WHO declared as the Public Health Emergency of International Concern on 30 January 2020 (Huang et al., 2020). As an urgent response to the COVID-19 pandemic, the Indonesia Minister of Education and Culture mandated that schools and universities stopped face-to-face teaching learning process and used internet to deliver online learning in early March 2020. School and

university students were required to attend online classes to continue their education. The minister said that the government devised a new education road map to make Indonesia a developed country in 2045 prior to the pandemic (Fachriansyah, 2020). Moreover, Indonesia's education system is not well-regarded on a global scale (Wahyudi et al., 2022). From the report in 2020 By UNESCO Global Education Monitoring, the quality of education is declining globally as a result of the shortage of funding, which causes many students to drop out in pandemic COVID-19 era (Lennox et al., 2021). Therefore, a new education road map may help increase the quality of education in Indonesia.

Pandemic situation switched the education system from offline learning to online learning. It was against the very basic idea of requiring a school or campus as a place to study. However, online seemed like the solution for education system (Dhawan, 2020). It only needed laptop or computers or phone, and an internet. Therefore, in the first half of the year, 2020, offline learning took leave temporarily. The leave of offline learning has replaced anything significantly in education system now. It replaced school or campus with online learning platforms, book was replaced with e-book, and whiteboard was replaced with power-point slides. Online learning concerns the audio visual through the screen. Presenting slides is one of the bridges to transfer knowledge to the learners as the slides engage both mind and eye. Thus, the educators should create the colourful, eye-catchy, and picture-perfect slides to makes the students relaxed but focused.

There are some obstacles faced by the students such as the dropped connection, no internet connection access, poor device, inattentive parent, and a crowded neighborhood while online learning. Ramli et al. (2022) stated that online education delivery brings huge limitation and ineffective and inadequate for students' development. Online learning lacks of learning atmosphere (Dong et al., 2020). Online learning made a few problems in the process of knowledge acquisition. Parents need an important role to succeed the students' learning process, but some parents had no time help the learners study at home especially for the beginners. Dong et al. (2020) said that parents with more than one child are having difficulties in online learning thus the parents also focused on the work. Online learning can strain the eyes since the students have to see the screen more often. The students lack to not to listen or focus to the leaning. Online learning makes the students lack of interaction (Arkoful, 2014). Mareta et al. (2021) found out that online learning gave bad impact to the students' social skills. And, in the underdeveloped country such as Pakistan, the students were unable to access the internet due to technical as well as monetary issue (Adnan & Anwar, 2020). Those proved the weaknesses of online learning in some different schools.

Sadeghi (2019) mentioned the disadvantages of online learning or distance learning, namely, high chance of distraction, complicated technology, no social interaction, difficulty staying in contact with instructor, unacceptable online degree by job markets. The school's activity in the field was not done by the students as they did not have the lab equipment and kits

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at home during the pandemic (Bishop et al., 2021). Meşe & Sevilen (2021) stated that the EFL Turkish students experienced of lack social interaction, organizational problem and organization of learning environment. Reported on newspaper (Hakim, 2020), Minister of Education and Culture, Nadiem Makarim alluded to teachers who only gave assignments, but did not guide their students while studying at home. He received reports from the students' parents because there were some teachers who only gave a lot of assignment but were not accompanied by any guidance in the work. Contrarily, Sujarwo et al. (2020) summed up that the students were interested in attending the online class due to the flexible access. And Muthuprasad et al. (2021) opined that the students reckoned the flexible and convenient online learning to make attractive option. In fact, online learning does not always provide the disadvantages but also the advantages to the students.

In ideal teaching-learning process, there are three domains which must be achieved as the output for the students. Bloom described three domains of learning; cognitive domain (knowledge), affective domain (attitude and values), and psychomotor domain (physical skills) (Ambalegin et al., 2017). Teaching English as a foreign language function to give a skill to the EFL learners to speak English. The observation of the students' progress is ideally seen through face-to-face class. The interaction will happen straightforwardly. The three domains are seen clearly in offline class. The interaction will experience intelligence, memorizing, categorizing, describing situation verbally, connecting and gathering ideas and solving problems.

Dr Benjamin Bloom created Bloom's Taxonomy in 1956 to promote higher forms of thinking in education. It is used to design educational, train, and learn processes in education. They are three domains of learning that students acquire as the goals of the learning process (Bloom et al., 1956); cognitive (knowledge), affective (attitude or self), and psychomotor (skills). The cognitive domain includes knowledge and the development of intellectual skills (Bloom et al., 1956).

There are six categories of cognitive processes degrees of difficulties; knowledge, comprehension, application, analysis, synthesis, and evaluation. Lorin Anderson and David Krathwohl changed nouns into verbs, rearranged, and created processes and levels of knowledge matrix the cognitive domain (Bloom's Revised Taxonomy) (Anderson et al., 2001); creating, evaluating, analyzing, applying, understanding, and remembering. Also, the Bloom's Revised Taxonomy introduced the three levels of products that could be processed such as factual (basic elements to acquaint the solving problems), conceptual (basic elements and larger structure that enable to be functioned together), and procedural (how to do skills, algorithms, techniques, and methods). In Anderson et al (2001)'s revised version, they matched the cognitive processes with the three levels of products to form a matrix. And they added metacognition (awareness and knowledge of one's cognition). Finally, Clark & Chopeta (2004) identified five artefacts; facts, concepts, processes, procedures, and principles. There were some modifications to complete the categories of cognitive processes as the education standard always develops. Much attention is paid to the development of cognitive domain.

Affective objectives are divided into a hierarchy (Anderson et al., 2001). This domain includes feelings or emotions (and social/emotional learning and skills). The feelings are specified as follows (Anderson et al., 2001); receiving (the sensitivity to the existence of stimuli and willingness to receive), responding (the active attention to stimuli and his/her motivation to learn), valuing (beliefs and attitudes of worth – acceptance, preference, or commitment), organization (internalization of values and beliefs involving the conceptualization of values and the organization of a value system), and characterization (the highest of internalization and behaviour reflecting a generalized set of value and a characterization or a philosophy about life). Nowadays curriculum also promotes the emotional development of students. However, it is difficult to construct the attitude of students because affection-related teaching objectives are not as clearly defined as those for action-related skills (Wu et al., 2019). But, when one has better cognitive capacity, its attitude changes (Rahmi, 2015; Arifin, 2017).

Psychomotor objectives relate to physical functions, reflex actions, and interpretive movements. They are concerned with the physically encoding of information, by moving the gross and fine muscles to express or interpret information or concepts. Also, it refers to natural, autonomic responses, or reflexes. They are reflex movements (include reflexes that involve one segmental or reflexes of the spine and movements that may involve more than one segmented portion of the spine as intersegmental reflexes), fundamental movements (skills or movements or behaviour formed as walking, running, jumping, pushing, pulling, and manipulating), perceptual abilities (address skills related to kinaesthetic (bodily movements), visual, auditory, tactile), physical abilities (relate to endurance, flexibility, agility, strength, reaction-response time, or dexterity), skilled movements (skills and movements that must be learned for games, sports, dances, or performances), and nondiscursive communication (expressive movements through posture, gestures, or facial expressions). Additionally, psychomotor behaviours contain elements of cognitive and affective, in which a ‘doing’ movement is connected to and affects cognitive student learning and performance (Begam & Tholappan, 2018).

The scientific articles on online learning has increased significantly over the recent years based on the Scopus database (Ucar & Kumtepe, 2020). It indicates online learning leads to important discussion. Dhahir (2020) discovered the difficulty in online learning for the junior high school students in Makassar. Sari & Rahmah (2019) investigated the cognitive, affective, and psychomotor aspects achieved by the 110 EFL students of IKIP Budi Utomo Malang. This article applied survey research design by examining the relationship among virtual discussion and the three learning domains. The result showed that the virtual discussion had strong correlation in cognitive domain and affective and psychomotor domains. Almost all significant values were positive. There was one negative significant value between cognitive and affective. It illustrated that the increasing of cognitive domain by applying virtual discussion was not always followed by the increasing of affective domain. Geçkin (2022), Hafeez et al. (2022), Laili & Nashir (2021),

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Madhuwanthi et al. (2021), Saleh et al. (2021), and Sanoto, (2021) are also some scholars who discussed the impact of online learning delivery. The scholars' studies can be a reference of the science development as a comparison for the future studies.

Having experienced the online learning class there were some barriers faced by the learners. Besides the connection problem, they faced the soundless problem and blank screen. Then they could not catch the class satisfactorily. On the other hand, the lecturers or teachers did not know whether they kept on listening, seeing, and concerning to the class. Some of the students did not ask. Some of the students did not know how to answer when the lecturers or teachers asked due to the audible problem. From these problems, there is/are domain/s that could not be achieved in online learning.

This study discovered the aspects of each domain that could not be achieved in online learning to provide the description of those aspects of domains lacked thus the solution could be found to overcome them. The EFL students' perspective would be the information to solve the problem using the Bloom's theory. Specifically, this study described the insufficient performances of cognitive, affective, and psychomotor domains in online-class learning, and figured out the paradigm shifts of Bloom's learning domains from face-to-face teaching learning process to internet-based teaching learning process.

METHOD

This is naturalistic qualitative study which contained collecting the data, analysing the data, and interpreting the data (Creswell & Poth, 2018). Naturally, data were taken to have the grand substantive theory. The grand substantive is the key point of the result (Creswell & Creswell, 2018). Holistically, the theory was taken to cope the problem of online learning class or internet-based learning. The participants selected applied the technique of purposive sampling. The data about the advantages and disadvantages of online and offline learning were taken from the 5th semester of 37 English Literature Department students' experiences at Universitas Putera Batam in March 2021. The validity and reliability data were taken by giving the open-ended question to the students in semi-structured interview via virtual meeting personally on Teams. The data were sorted to ease the analysis. Reduction was used to avoid capturing the same data. Categorical data analysis was made to find out the grand substantive theory to discover the primary cognitive, affective, and psychomotor domains in online learning faced by the students. The finding was elaborate descriptively

RESULTS AND DISCUSSION**Result**

This study identified the insufficient performances of cognitive, affective, and psychomotor domains in online-class learning, and the paradigm shifts of Bloom's learning domains from face-to-face teaching learning process to internet-based teaching learning process. From the data analyzed, the result was found to complete the formulation.

1. Cognitively, the students commented positively about the ideal learning in offline class. Basically, the students easily develop their soft and hard skill.
2. Affectively, the students commented positively about the development of feeling and emotion. The social interaction is developed in the offline class, that sharpen the sensitivity, attitude, and awareness
3. Psycho-motorically, the students commented positively about the students' physical activities in offline class. The students' mobility is very mobile, and the students make a lot of activities at campus.
4. The students commented more negatively regarding the online class.
5. Cognitively, the students commented positively about online learning class such as knowing technology more, focus, multitasking. And the disturbance while studying online is a lot of tasks, being left behind, lack of understanding. The negative side is because of the lack social interaction among mates and lecturers, lack of technology skill, bad connection.
6. Affectively, the students commented positively about the online learning such the independence and comfort. Meanwhile the negative side was found such as boring, laziness, sleepiness, difficulty, frustration, and stress. These negative sides were because of the connection problem, and no interaction with others.
7. Psycho-motorically, the students commented that learning in online platform makes the students' physical activities disappear.
8. There are a lot of insufficient performances appeared in online learning. The psycho-motoric and affective domains mostly are not performed well.
9. The Bloom's affective learning domains mostly changed such as the social interaction, the attitude to respect the lecturers physically, and the soft skill.
10. The Bloom's psycho-motoric learning domain also changed with 100% the campus' activities stop. The students did not use the campus' facilities. The campus gave the self-study to the students by doing any task at home especially by giving a lot of written tasks.
11. The Bloom's cognitive learning domain did not change fully because according to the students, having the knowledge can be done both online and offline.

Discussion

Categorical data analysis

The data found were tabled based on the number of opinions shown in appendices. The categorization was classified into advantages and disadvantages of online and offline learning to find out the failure of achieving the three aspects. The disadvantages of online and offline learning are highlighted, then the highlighted opinions are marked as failure Bloom's learning aspects.

There are 30 data for the offline learning experience and 25 data for the online learning experience. Each data was analysed to have the essentials of the Bloom's domain cognitive, affective, and psychomotor. In fact, it was

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reduced, omitted, and deleted due to the same data and the disconnected data given by the participants.

The data were divided into offline cognitive, affective, and psychomotor domains and online cognitive, affective, and psychomotor domains. The same data were counted into one data. Having done classification there were 8 data of cognitive domain, 15 data of affective domain, and 7 data of psychomotor domain from offline learning. And there were 10 data of cognitive domain, 14 data of affective domain, and 1 data for psychomotor domain from online learning.

The positive sides of online learning in term of cognitive domain

Students learn technology. Indeed, knowing technology is a must when learning in online class. The students were forced to learn technology. It gives a positive point of view that nowadays students must open to the technology. Some participants agreed with it, known from the statements given.

Students use the application required by the campus to study online.

Students can learn more about technology since they use one to study and join the class.

Attending the online class made the students **focus** because of no any distraction as well in the class, and they could easily find information on internet to many works in a time. The participants enjoyed studying online learning as they did not like the crowd. The information is shown below.

Some students can focus without any distraction they encounter in class because the distraction that students face in online learning is not the same as the distraction that students face in offline learning.

Students need to check the material on the internet so they can understand it.

Students can be multi-tasking.

The positive sides of online learning in term of affective domain

The students learned to be **independent** in doing any tasks. The word **independent** refers to the condition when students do not depend on others. It exists because the online learning requires students to find answers by themselves because they are not gathered in the same place. They learn to solve the problem themselves with technology by searching or googling the information through the internet. And by wearing any clothes they liked was able to create a **comfortable** feeling when learning.

The students become more independent because students have to find the answer of the lecturer's questions during online class.

Students can comfortably wear any clothes, and open the browser (Google) easily.

The students thought to save the earth by reducing the paper use. It is related to the behavior of **responsibility** of life preservation. This attitude must be installed since beginning.

By studying through online learning, students do not prioritize their papers or tasks anymore on paper.

The stressful condition in online class was lessened because the homy condition in learning is more **convenient** to study. It may refer that the feeling adapts easily to the familiar place.

It lessens the students' stress that because of the online learning from your own home and it make people easier because they just have to listen.

The positive sides of online learning in term of psychomotor domain

The students did not need to go to campus to do the activities. The students stopped the mobility as they stayed at home to do the works. By doing all activities at home, the participants did not need to spend the transportation expenses. They did not need to spend the paper expenses because all works were sent in soft file.

*Teachers and students don't need to **attend** classroom.*

The cognitive domain failure in online learning

The word **technology** relates to knowledge that everyone should know. However, not all people are familiar with technology. It makes the ease of operating technology cannot be felt by everyone. The unfamiliar technology use in online learning makes an obstacle in understanding the lesson. When the participants were busy to learn the technology, how to operate the platforms, how to do all the works virtually, they did not concern to the class. As the result, they did not understand the material. Understanding is the basic level to step to another level. The learners will understand first then step to the next level.

*Adapting to online learning is not an easy task for those who are not really familiar with **technology**.*

The information declared about the weaknesses of online learning is mostly about the understanding. The participants explained that they faced difficulty in gaining the information because of the indirect communication, several distractions, and not being focused,

*Students can get **nothing** from study online if they do not focus.*

*Students are **unable** to get information clearly during indirect communication.*

*Students can be **left behind** regarding information and the material.*

The affective domain failure in online learning

The interaction among others is needed by the students to boost the spirit in learning process. The feeling occurs because the less communication between students and lecturers compared to the excitement exists in offline class.

*Attending online class somehow made students **lazy** to study because of the limit interaction.*

The effect of less interaction is being passive. When the students experienced poor interaction, they would not ask or involve in teaching learning process and the impact was being passive.

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*Students become more **passive** on online class or less interactive.*

Some disturbances such as connection problem, low adaptation, and slow responses made the students bored, sleepy, difficult, frustrated, and stressful. Working on test is the final activity to pass the course. The success of online exam is also related to a good connection to avoid stress.

*Students feel **bored** with the online learning process.*

*Students feel **sleepy** during the learning process.*

*Some students feel **difficult** to learn through online because they have to adapt first.*

*Students sometimes face some connection problems which **frustrated** them while joining the online classes.*

*When students conducted an online exam, they were so **stressful** at the time because the internet connection running slower.*

The word **complicated** relates to the response that students feel. Students believe that asking for guidance through online is not as easy as through face-to-face.

*Asking for guidance through online is quite **complicated**.*

The psychomotor domain failure in online learning

While online learning, students did the activities in front of their devices. They did the task, presentation, answering the questions oral or written, and so forth in front of their devices. There were not too many physical movements. This act affected to the fundamental movement as it would not let the students such as to stand, walk, stand, and say or write in front of the class. By doing the activities in front of the devices, the students will miss the other movement; bodily movement and the less body movement affected to the physical abilities. When the students studied from home, they could not use the facilities of campus and they could not join extra activities in the campus related to their talents and hobbies

*Teachers and students don't need to **attend** classroom.*

The paradigm shift of Bloom's learning domain

The three bloom's domains are designed for offline class as all aspects in teaching learning processes are able to be gained. From the discussion, it was summed up some changes from offline to online learning. From face-to-face to on-screen teaching learning process. The way to teach will get some changes such as the way to explain, the way to do and give the work or task, and the way to respond in giving the question and answer. It shifted the way to teach.

Since the online learning firstly began, face-to-face interaction has been disappeared. The communication is done virtually. Being behaving is not only shown by spoken but also by action. As the Indonesians, attitude is very important to show the identity of Indonesians. Thus, the way to greet the elders by doing some actions, the way to ask permission by raising hands, the way to leave the class by nodding, will not be shown. It shifted the way to behave.

By studying from home, there is no any social contact to the people directly. To do some communication virtually is basically different from face-to-face communication. Socialization is the way to gather some people to discuss or to talk that can be done both virtual or real way. Some participants felt that their socialization was being distracted while online learning. And it shifted the way to socialize.

CONCLUSION

Offline and online learning are the way to transfer the Bloom's learning domains with and without meeting the teachers or lecturers. The shifting of offline to online learning gives a new paradigm of teaching in society. The unable competence of the society to involve in this online learning bring a lot of problems in term of learning. Online learning also brings several positive sides such coming to class on time, saving cost for transportation, and paperless. The negative sides in online learning are the limited reach, limited facilities, and over-cost of internet connection. The cognitive failure in online learning affected the understanding. The affective failure in online learning affected the receiving, responding, valuing, organization, and characterization. The psycho-motoric failure in online learning affected fundamental movement, perceptual abilities, physical abilities, and skilled movement. The paradigm shift of Bloom's learning domain is the way to teach, the way to behave, and the way to socialize.

AUTHOR STATEMENT

Ambalegin: Conceptualization, data collection and analysis, writing the abstract, introduction, method, results and discussion, conclusion, and corresponding author. **Handayani:** Supervision, draft revision, proofreading, editing, and refining the manuscript.

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APPENDICES

The information from the participants were listed based on the domains. The information which was not related to the domains was signed by Ø.

Table 1. Cognitive aspect of offline learning

Data	Opinion	Total
1	The lecturers know how to handle each student that may have some problem in understanding the subject in the classes. (+)	1
2	More convenient to understand the materials given by the lecturers. (+)	23
Ø	The students can be active because the lecturers pay attention to students. (+)	4
Ø	Focus on discipline of time. (+)	3
3	It goes on smoothly because there is no network disturbance that occurs. (+)	3
4	Practical learning is easier to do to understand and illustrate the materials because this kind of learning can be done directly in offline class. (+)	37
5	Students can develop their soft skill by doing presentation in class. (+)	1
	An immediate and stretching clarification of the longing to learn. (+)	1
6	Writing skill is important because it keeps students to stay focus on study and develops more ideas. (+)	1
Ø	Up-close and personal cooperation between understudy speakers helped by a few applications and media assisting understudies with getting data. (+)	1
Ø	Time and place are the main point to do the learning and teaching activities. (+)	2
7	Teacher can help them directly and explain more detail. (+)	1
8	Can help students to focus more. (+)	2

Table 2. Affective aspect of offline learning

Data	Opinion	Total
1	Offline class is enjoyable to students because they can listen to the lecturer comfortably. (+) enjoy	9
2	Get the terrible situation because there are students who do not respect the lecturer by talking with themselves while the lecturer is explaining the material. (-)	1
3	Students will keep themselves focus during the learning process. (+)	9

4	With face-to-face learning, it can build up student and teacher's social sense more because the interaction happens directly and not through any media. (+)	12
Ø	Student could be late to present sometimes because of some obstacles while they are on their way to school or campus. (-)	1
5	Students are not really in comfort zone (the atmosphere in the class). (-)	2
6	Students became more aware of their weakness because they can compare it to other student of their weakness and can ask help to improve themselves (+).	1
7	Students do not feel bored while studying. (+)	1
8	Students do not feel sleepy while studying. (+)	1
9	Students can be active because the lecturers pay attention to the student. (+)	3
Ø	Offline class requires teachers and students to attend the classroom. They attend the class based on the schedules that have been set. (+)	5
Ø	The students need to do writing in the offline class more often. It creates the ability of writing. (+)	1
10	Group discussion in the class can increase student's willingness to learn something. (+)	1
11	Using a physical book is way more comfortable than downloading an electronic book. (+)	1
Ø	The state of the class that effectively interfaces and poses inquiries. (+)	1
Ø	Understudies exploit grounds offices by obtaining books from the grounds library. (+)	1
Ø	Understudies can pose inquiries and talk about with their instructors and different companions. (+)	1
12	Students are able to communicate directly with lecturers and friends, and it helped them to strengthen friendship. (+)	1
Ø	We have to take a bath before going to class, so we need to wake up more early in the morning and getting ready. (+)	2
Ø	Using public transportation when going to campus (-)	1
13	Offline learning needs discipline. (+)	1
14	Students will be more obedient. (+)	4
15	Offline learning needs commitment. (+)	1

Table 3. Psychomotor aspect of offline learning

Data	Opinion	Total
1	Students need to raise hand physically because by raising hand, it can be the signal that they want to ask permission or question to the lecturer. (+)	6
2	Student can develop their soft skill by doing presentation in class. (+)	3
3	Student will get punishment and asked to do some stuff if they do not follow the rules. (-)	1
Ø	The disconnected encouraging strategy has expanded the premium in giving directing about instruction to far off spots. (+)	1
4	Offline class requires teachers and students to attend the classrooms. (+)	3
Ø	Students apply what they have learned in class (+)	4
5	Some workers had to rush to the college without going home. (+)	1
6	Students could write and draw on the whiteboard. (+)	1
7	To reach the campus students have to do physical activities such as taking transportation, and sometimes there are accidents that cause traffic jams, making them come late to class (-)	2
Ø	Offline teaching method further allow enthusiast activist to provide education by going places, from village to the hinterland. (+)	1

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Table 4. Cognitive aspect of online learning

Data	Opinion	Total
1	Adapting to online learning is not an easy task for those who not really familiar with technology. (-)	6
2	Students use the application required by the campus to study online. (+)	2
Ø	Online learning has a flexible time management. (+)	16
Ø	Online learning has more cost efficient. (+)	2
3	Students can learn more about technology since we use one to study and join the class. (+)	2
4	Some students can focus without any distraction they encounter in class because the distraction that students face in online learning is not the same as the distraction that students face in offline learning. (+)	17
5	Students need to check the material on the internet so they can understand it. (+)	3
6	Students can get nothing from study online if we are not focus. (-)	4
Ø	Students become more passive on online class or less interactive. (-)	4
7	Students are unable to get information clearly during indirect communication. (-)	16
Ø	Students still need to join the class and there are still many tasks to do as well. (-)	1
8	Students can be multi-tasking. (+)	1
9	Students can be left behind regarding information and the material. (-)	1
Ø	Students also can be active. (+)	1
Ø	Students need more tool to clearly get the material. (-)	1
10	Students do not understand learning because of the many disturbances that occur. (-)	1

Table 5. Affective aspect of online learning

No	Opinion	Total
1	Students feel bored with the online learning process. (-)	6
Ø	Students do not have to spend money on transportation costs. (+)	1
Ø	Students do not need to rush when the time to online comes because online class is sometimes flexible. (+)	6
2	Students cannot directly interact with lecturers and all of their friends. (-)	7
3	The students become more independent because students have to find the answer of the lecturer's questions during online class. (+)	1
Ø	Students can get nothing from study online or offline if we are not focus. (-)	2
4	Students can comfortably wear any clothes, open the browser (Google) easily. (+)	4
Ø	As for location, students can study in their favourite spot while listening to their lecturers. (+)	3
5	Attending online class somehow made students lazy to study because of the limit interaction. (-)	4
6	Students feel sleepy during the learning process. (-)	6
7	Some students feel difficult to learn through online because they have to adapt first (-)	3
8	Students sometimes face some connection problems which frustrated them while joining the online classes. (-)	3
9	When students conducted an online examination, they were so stressful at the time because the internet connection running slower. (-)	1
10	Asking for guidance through online is quite complicated. (-)	1
11	Students become more passive on online class or less interactive. (-)	5
Ø	Some students do not find any problem to learn in online class because they are used to it. (+)	1
12	It is more comfortable. (+)	1
13	It lessens the students' stress that because of the online learning from your own home and it make people easier because they just have to listen. (+)	1

∅	No need to push our self to make an act because people tend to act differently from how they behave on the house to the outside society like in the learning institute. (+)	1
14	By studying through online learning, students do not prioritize their paper or task anymore. (-)	1
∅	Students do not need to meet many people and think how to act. (+)	1

Table 6. Psychomotor aspect of online learning

Data	Opinion	Total
∅	Students cannot do anything physically because they only sit in front of their hand phone or laptop (-)	1
∅	Students have already had "raise hand" feature, so that the lecturers can notice us without literally raising our hands. (+)	1
∅	Students can do stuff besides study on online learning because some of the students are multitalented and they can do more than one thing in one time. (+)	1
∅	Students' psychomotor process is seen from how well they perform in handling their tasks, but some of the students might not handle the task because they do not really understand well. (+)	3
1	Teachers and students don't need to attend classroom. (+)	2

Conflict of Interest Statement: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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